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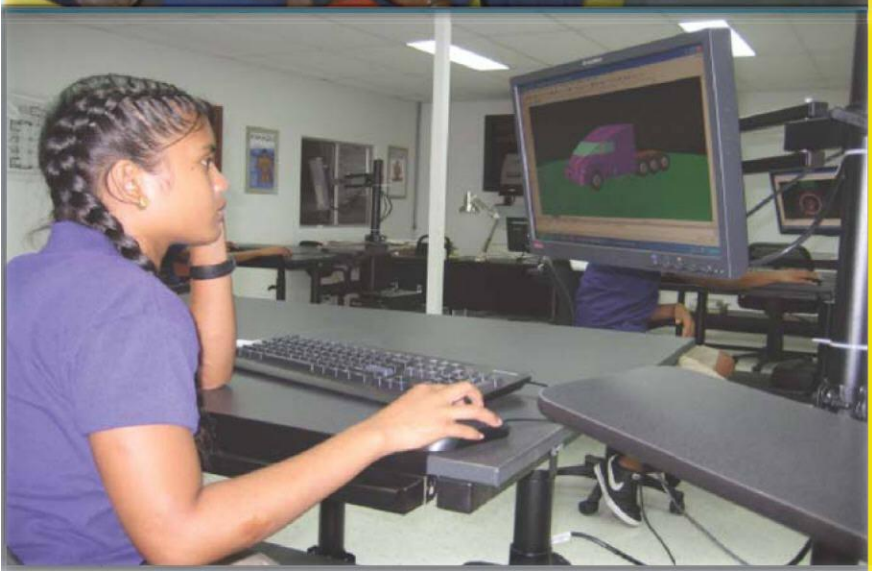

SECONDARY PROGRAM REVIEW

GCC's Ten Secondary Programs in the Guam Department of Education (GDOE) High Schools

Barry L. Mead, CFBE, CHE
Lead Author

Michael Chan, Ed.D.
Co-Author

With contributions from:
Anthony San Nicolas
Christopher Dennis
Clare Camacho, Ph.D.
Reilly Ridgell
Virginia Tudela, Ph.D.
Vera De Oro

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MISSION
The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

Sinangan Misión (Chamorro translation)
I misión i Kulehon Kumunidå't Guåhan, guiya i gé'hilo' i fina'che'cho' siha yan I kinahulo' i mamfáfa'che'cho' ya u na'guáguåha nu i manákhilo' yan manmaolek na tiningo' yan fina'nå'guen cho'cho' siha gi iya Maikronisiha.

Board of Trustees Policy 100 (Amended & Adopted: May 5, 2011 (with Chamorro translation); Re-examined & Adopted: February 9, 2011; New Adoption: March 11, 2009; Amended & Adopted September 5, 2008; Reexamined & Adopted: January 25, 2007; First Adopted: September 19, 1990)

Executive Summary

The goal of this review is to assess the viability and sustainability of Guam Community College's Secondary Programs based on an analysis of the data available, including trends in enrollment by program and school, completion rates by program, course and program assessment, curriculum review, advisory committee information, and the staffing patterns of instructors and CTE counselors. The review provides insights on the resources currently used by the programs; the current state of the programs; the resources needed to maintain, support, and grow the programs; and the data trends to support decision-making processes.

It is the first review of its kind related to the secondary programs offered by GCC in the Guam Department of Education high schools.

Specifically, this program review report highlights each program and its staffing, Student Learning Outcomes (SLOs) associated with the program, as well as limiting factors that may prohibit growth. This report also covers a brief program history and comparison of the GCC secondary programs' enrollment, student completions of certificates, and Title V funding for the school years 2007 through 2012.

The recommendations offered are based on the analysis of the data gathered and the qualitative and quantitative feedback from the various departments tasked with the delivery and maintenance of these programs. The information gathered is put into perspective in an effort to suggest areas of improvement and change. The recommendations will be translated into action plans.

This is the purpose of its publication as part of the AVP SAGA Reports. AVP SAGA is the acronym for *Academic Vice President Small Assessment Grant Award*. It is an incentive program developed by GCC's Vice President for Academic Affairs, Dr. R. Ray D. Somera, to provide support to projects that improve practice in course or program assessment to enhance student learning outcomes. It is also a vehicle to disseminate relevant and critical assessment findings to a wider audience.

Introduction

The Community College Act of 1977 (amended as Public Law 31-99 in 2011) established several purposes of the Guam Community College including "to coordinate vocational-technical education (CTE) programs in all public schools" and "to expand and maintain postsecondary and secondary educational programs in the vocational-technical (CTE) fields". The Board of Trustees, through Policy 315, authorizes the College to offer satellite vocational programs at Guam high schools.

GCC maintains secondary level career and technical education programs with GCC instructors, curriculum, equipment, and supplies and offers courses in and technical fields that are directly related to the preparation of individuals for paid employment or for additional preparation for a career not requiring a baccalaureate or advance degree as mandated in 17GCA, Division 4 (PL 14-77). (Guam Public School System / Guam Community College Memorandum of Agreement, August 2006, p. 2)

GCC operates ten CTE programs in five of the Guam Department of Education high schools. The following report provides an in-depth review and analysis of these programs as part of the College's continuous process of program review to preserve the quality of its programs and services and provide the mechanisms needed for accountability and improvement efforts.

Methodology

A wide variety of methods to evaluate the various aspects of programs including needs assessments, cost/benefit analysis, formative, summative, goal-based, process-based, and outcomes-based analysis were utilized for this review. In the course of the research, multiple evidence that addressed various aspects and variations of these methods based on the information needed to support the viable and sustainable efforts of the College were gathered.

To systematize data collection, the Secondary Program Review Task Force, convened specifically for this initiative, developed a Program Review Form. This form provides an overview of the secondary CTE programs including faculty details, program and course reviews, articulation to GCC postsecondary programs, course enrollment, program and course assessment, and student completions. The synthesis of the data discussion served as the basis for the organization and analysis of each of the programs included in this program review.

Programs under review in this report include the following:
Allied Health (Introduction to Health Occupation)
Automotive Services Technology
Automotive (Collision Repair and Refinishing Technology)
Construction Trades (Carpentry and Autocad)
Early Childhood Education
Electronics-Computer Networking
Marketing
Tourism (Lodging Management)
Tourism (ProStart-Culinary)
Visual Communications

Although not a program per se, the Career Counseling component of the above secondary programs is also included in this review. CTE counselors are therefore included in this discussion.

PROGRAM HEALTH INDICATORS: ANALYSIS BY PROGRAM

Allied Health (Introduction to Health Occupations)

Program History and Description

The program provides didactic information and hands-on skills to the student who is interested in pursuing a healthcare related career. When making a medical career choice, it is important to receive all the facts, including descriptions of the occupations, educational requirements, job opportunities and salary levels. In addition, it is a good idea to talk with people already working in these jobs. This program helps the student with medical career exploration, provides opportunities to observe health occupations, and teaches anatomy and physiology at the introductory level.

The Allied Health-Introduction to Health Occupations program began with the NU021 (Nursing Assistant) course in June 1991 as a career preparation course as part of the Nursing Assistant Program. Upon completion students could move on to NU022 (Beginning Nursing). A student that completed the two-year program and passed the Guam Board of Nursing Examiners (GBNE) test would qualify for a job-entry level position as a Nursing Assistant. The program was changed a couple of years ago to eliminate the nursing assisting preparation. This was due to several years of having very few students sit for the exam (2 or 3 at most), let alone pass. Test scheduling problems were one reason for this as the GBNE would schedule the tests months after the end of the school year and not allow anyone under the age of 16 to sit for the exam. The GBNE also required that all program instructors have at least an RN. Dropping of the nursing assisting preparation aspect of the program has allowed the College to remove this program from the oversight of the GBNE. It also ended the clinical portion of the program, meaning that our students would no longer have to compete with UOG and our own LPN program for time in the hospital or Skilled Nursing Unit (SNU).

Program-Level Student Learning Outcomes (SLOs)

Upon successful completion of the program, students will be able to:

1. Analyze and assess the different health occupations in the healthcare career field.
2. Distinguish between the different systems in the human body and compare how illness affects these systems.
3. Interpret and demonstrate basic nursing skills.

The tables below present relevant data on program health indicators selected for this program review:

Faculty

Faculty Rank	School	Program	Status	Salary
Asst. Inst.*	GWHS	Allied Health	FTE	$54,746
Asst. Inst.	JFKHS	Allied Health	FTE	$54,261
Instructor	SSHS	Allied Health	FTE	$68,953
Instructor	SHS	Allied Health	FTE	$63,603
		Total Salaries		**$241,563**

*Faculty is paid from Title V-A for grant year SY 2011-2012.
Note: Faculty salary data extracted from AY 2011-2012 staffing pattern. This holds true for all the salary tables in this program review report.

Assessment

Name of Program/Course	Last Updated	Assessment Completion
VEHO050 (Intro to Health Occupations)	5/4/2010	Yes
VENU062 (Allied Health Occupations)	10/12/2010	Yes
VESI050 (Applied Anatomy and Physiology)	4/30/2010	Yes

Enrollment

Course	SY 07-08	SY 08-09	Percent Increase/ Decrease	SY 09-10	Percent Increase	SY 10-11	Percent Increase/ Decrease	SY 11-12	Percent Increase/ Decrease
VEHO050 (Intro to Health Occupations)	119	121	1.68	133	9.92	162	21.8	135	-16.7
VESI050 (Applied Anatomy & Physiology)	101	88	-12.9	117	33	81	-30.8	76	-6.17
VENU062 (Allied Health Occupations)	48	68	41.7	69	1.47	69	0	79	14.5

Student Completions

	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Certificate of Completion	38	56	32	61	67
Certificate of Mastery	07	07	04	13	28

Title V Funding

Year	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Title V-A	$9,600	$90,945	$94,832	$91,895	$89,400

Highlights

The enrollment in the first-year course, Introduction to Health Occupations (VEMO050), has increased steadily over the past four years (from 119 students in AY07-08 to 162 students in AY10-11, an increase of 36%). The third-year course, Allied Health Occupations (VENU062), experienced a substantial growth in AY08-09 (42%). Enrollment has remained steady the past two years.

The percentage of Certificates of Completion conferred was approximately 45% from AY07-08 to AY09-10. In AY10-11, that percentage increased substantially to 91%. The numbers of Certificates of Mastery conferred remained steady from AY07-08 to AY08-09. In AY09-10, the numbers declined by 47% (from 7 to 4). In AY10-11, the numbers increased by 13 (225%), reflecting an uneven trend through the years.

Dual Credit Articulated Program of Study (DCAPS)

The program currently has no DCAPS agreement because the SLOs between secondary and postsecondary courses are not aligned. There is discussion on the possibility of HL131 (Basic Life Support) articulating through DCAPS. However, the SLOs between the secondary and postsecondary courses are currently not aligned. There is also no process in place to ascertain if secondary students have the learning skills necessary to be successful in courses with postsecondary level SLOs. Additionally, the minimum qualifications for secondary instructors do not meet the minimum qualifications for postsecondary instructors. The secondary instructors, therefore, are not qualified to teach some of the course content to meet SLOs required for articulation in the postsecondary level.

Advisory Committee Meetings

Semester	Conducted
Fall 2010	YES
Spring 2011	YES
Fall 2011	YES

Limiting Factors

Since the revamp of the program, the courses taught at the high school level no longer include a clinical component. This is due to the GMH policy that prohibits minors in sensitive areas of the hospital and due in part to the program faculty decision to take it away from a nursing assisting track. Consequently, the students are unable to obtain critical skills that are essential to achieving course level SLOs required for course articulation. VESI050 (Applied Anatomy & Physiology) in Allied health is affected by a similar course being offered by GDOE, and students are concerned about getting a particular credit.

Additionally, the Anatomy & Physiology post-secondary courses have a laboratory portion taught by instructors with science degrees. The college currently does not have secondary faculty with aforementioned degrees to preside over these labs. Therefore, articulation cannot be achieved at this time.

Recommendations

- Adopt a new course or change existing course guide to integrate student learning outcomes from HL131 – Basic Life Support (1 credit). Then complete DCAPS to allow students to articulate secondary course to HL131, keeping in mind that BLS Certification expires every two years.
- Review VESI050 (Applied Anatomy & Physiology) and consider changing course name, title and student learning outcomes to better reflect a CTE course.
- Rethink the program to ensure a career pathway exists from secondary to postsecondary environment.

Automotive Services Technology

Program History and Description
The Automotive Service Technology program was first developed in 1986 to prepare the students to be "service station attendants" and to provide an introduction to automotive mechanics.

The program also prepares students for transition into the postsecondary environment. It offers introductory courses in four out of the eight major areas as defined by the National Automotive Technicians Education Foundation (NATEF). These areas include electrical/electronic systems, engine performance, brakes, and suspension & steering. Graduates of the program will possess foundational knowledge and skills that can be built upon at the college level.

Program-Level Student Learning Outcomes (SLOs)
Upon successful completion of the program, students will be able to:

1. Describe the function of an electrical circuit and perform basic electricity troubleshooting procedures and repairs.
2. Identify the components of an internal combustion engine, explain basic functionality, and perform elemental repairs on the fuel and ignition systems.
3. Perform preventive maintenance service on the hydraulic, disc, and drum brake systems.
4. Align wheels using a computerized wheel aligner and perform repairs required of a tire repair shop technician.

The tables below present relevant data on program indicators selected for this program review:

Faculty

Faculty Rank	School	Program	Status	Salary
Instructor	GWHS	AST	FTE	$60,220
Asst Instructor	GWHS	AST	LTA	$46,063
Instructor	JFKHS	AST	FTE	$68,856
Instructor	SSHS	AST	FTE	$67,069
Asst Instructor	SHS	AST	FTE	$51,011
Asst Instructor	SHS	AST	FTE	$57,263
Asst Instructor	OHS	AST	FTE	$69,743
Instructor	Dept Chair*		FTE	$69,841
			Total Salary	**$490,066**

*Note: Salary reported here covers both secondary and post-secondary responsibilities. Faculty salary data collected from AY 2011-2012 staffing pattern.

Assessment

Name of Program/Course	Last Updated	Assessment Completion
Program	2/17/11	No
VEME050A (Automotive Services Basics I)	8/16/07	No
VEME050B (Automotive Services Basics II)	8/16/07	No
VEME065 (Brakes)	8/16/07	No
VEME066 (Suspension and Steering)	8/16/07	No
VEME075 (Electrical/Electronic Systems)	5/17/07	No
VEME077 (Engine Performance)	5/17/07	No

Enrollment

Course	SY 07-08	SY 08-09	Percent Increase/ Decrease	SY 09-10	Percent Increase/ Decrease	SY 10-11	Percent Increase/ Decrease	SY 11-12	Percent Increase/ Decrease
VEME050A (Automotive Services Basics I)	147	171	16.3	237	38.6	214	-9.70	191	-10.7
VEME050B (Automotive Services Basics II)	137	101	-26.3	192	90.1	170	-11.5	191	12.4
VEME065 (Brakes)	0	25		34	36	21	-38.2	18	-14.3
VEME066 (Suspension and Steering)	0	27		39	44.4	21	-46.2	26	23.8
VEME075 (Electrical/Electronic Systems)	38	80	110.5	77	-3.75	84	9.1	34	-59.5
VEME077 (Engine Performance)	32	76	137.5	73	-3.95	80	9.6	45	-43.8

Student Completion

Course	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Certificate of Completion					
JFK	11	0	13	0	4
Southern	7	17	17	5	7
GWHS	7	4	12	2	5
Okkodo	N/A	2	0	0	2
Certificate of Mastery					
-JFK	0	1	7	1	
-GW	0	2	0	1	1

Title V Funding

Year	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Title V-A	$9,325	$26,349	$21,820	$37,800	$46,400

Highlights

Though the Automotive Service program has steady enrollment numbers, the program however, has poor completion numbers. Program and course guides are updated. Six out of the seven instructors have their associate degrees. The program also has a strong articulation to the postsecondary environment. Assessment activities have been poor and assessment compliance needs to be improved.

Dual Credit Articulated Program of Study (DCAPS)

Students completing Automotive Service Basics I (VEME050a), Automotive Service Basics II (VEME050b), Engine Performance (VEME077), Electrical/Electronics Systems (VEME075), Brakes (VEME065), Suspension & Steering (VEME066) with a "B" or better may earn GCC postsecondary credits for Introduction to Automotive Service (AST100), Brakes (AST150), Electrical/Electronics Systems (AST160), Engine Performance I (AST180A), and Suspension & Steering (AST140).

Students may immediately receive postsecondary credits for AST100 so that they may begin taking more advanced courses. Receiving the remaining postsecondary credits requires fulfilling certain requirements of the newly-implemented DCAPS guidelines.

Advisory Committee Meetings

Semester	Conducted
Fall 2010	Yes
Spring 2011	No
Fall 2011	Yes

Limiting Factors

The number of courses required, program course scheduling, and limited facilities prevent the implementation of a three-year program at Simon Sanchez, John F. Kennedy High School, and Okkodo High School. These factors are somehow reflected in the low numbers of Certificate of Completions and Certificate of Mastery awarded.

Recommendations

- Restructure course scheduling so all schools are offering the same program relevant to completion requirements. This gives enrolled students an opportunity to complete program.
- Rethink the entire program to consider reducing the quantity and complexity of SLOs, and ensure the continued viability of following the NATEF standards.
- Comply with course-level assessment activities to ensure program accountability and improvement.
- Update or revise all course documents in line with the above recommendations.

Automotive (Collision Repair & Refinishing Technology)

Program History and Description
The Secondary Collision Repair & Refinishing Technology program was developed in 1986 to prepare students to enter the Auto-body Repair Program and help them transition into the postsecondary environment. The program offers introductory courses in two of the four major areas as defined by the National Automotive Technicians Education Foundation, (NATEF). These areas include auto-body non-structural & damage repair and auto-body painting & refinishing. Graduates of the program will possess foundational knowledge and skills that can be built upon at the college level.

Program-Level Student Learning Outcomes (SLOs)
Upon successful completion of the program, students will be able to:

1. Describe structural analysis procedures.
2. Perform basic frame repairs.
3. Identify body panel concerns and perform needed repairs.

The tables below present relevant data on program indicators selected for this program review:

Faculty

Faculty Rank	School	Program	Status	Salary
Instructor	GWHS	AT: Autobody	FTE	$72,283
Instructor	SHS	AT: Autobody	FTE	$61,848
		Total Salary		**$134,131**

Assessment

Name of Program/Course	Last Updated	Assessment Completion
Program	2/17/11	No
VEME061a (Autobody Non-Structural & Damage Repair I)	4/4/08	No
VEME061b (Autobody Non-Structural & Damage Repair II)	4/4/08	No
VEME071a (Autobody Painting and Refinishing I)	4/7/08	No
VEME071b (Autobody Painting and Refinishing II)	4/7/08	No

Enrollment

Course	SY 07-08	SY 08-09	Percent Increase/ Decrease	SY 09-10	Percent Increase/ Decrease	SY 10-11	Percent Increase/ Decrease	SY 11-12	Percent Increase/ Decrease
VEME061A-SHS	27	15	-44.4	27	80	33	22.2	25	-24.2
VEME061A - GWHS	0	33		39	18.2	41	5.13	38	-7.32
VEME061B-SHS	14	28	100	22	-21.4	29	31.8	25	-13.8
VEME061B-GWHS	35	5	-85.7	34	580	36	5.88	38	5.56
VEME071A-SHS	3	0	-100	11		12	9.1	8	-33.3
VEME071A-GWHS	20	16	-20	18	12.5	18		20	11.1

VEME071B-SHS	4	8	100	13	62.5	12	-7.69	8	- 33.3
VEME071B-GWHS	0	14		16	14.3	16		20	25

Student Completion

	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Certificate of Completion	0	0	17	0	
-Southern	7	8	5	0	4
-GWHS	12	12	12	0	4

Highlights

The Automotive Body program has uneven enrollment and completion numbers through the years. Course and program guides are updated. Both faculty members have associate degrees. Assessment compliance, however, has been poor in this program.

Articulation to GCC's Secondary Program

There is no postsecondary program in collision repair and refinishing.

Dual Credit Articulated Program of Study (DCAPS)

Automotive (Collision Repair & Refinishing Technology) currently has no DCAPS agreement.

Advisory Committee Meetings

Semester	Conducted
Fall 2010	Yes
Spring 2011	No
Fall 2011	Yes

Limiting Factors

Since there are only two high schools (GWHS and Southern High) that offer the program, there are no instructors, facilities, and equipment at Okkodo, JFK, and Simon Sanchez. These limitations in resources do not allow the college to expand the program beyond the two high schools.

Recommendations

- Comply with course-level assessment activities, in keeping with institutional deadlines.
- Develop a plan to encourage students to complete work experience in the field.
- Update or revise all course documents in line with above recommendation.
- Work with CTE counselors to recruit or retain students in the program.

Construction Trades (Carpentry & AutoCad)

Program History and Description
The Construction Trades secondary program began in 1984 with the development of the carpentry course (CT055). In 1986, other courses were developed and added to the curriculum (Masonry- CT055M, Plumbing- CT-055P, and Residential Wiring- CT-055E). AutoCAD (CT-080 & 081) was introduced in 2004.

This program provides students with instruction in the safe and proper use of tools related to the three major construction trade areas of carpentry, masonry, and plumbing to include AutoCAD as a pre-design component. Students will acquire entry-level skills that will allow them to work under a Journeyworker with minimal supervision. This program is related to the Architecture & Construction Career Cluster, one of six targeted Career Clusters for Guam.

Over the years, masonry, plumbing and residential wiring were allowed to "go by the way side", resulting in industry losing confidence in the program and enrollment to drop. Other contributing factors to the enrollment decrease were high school bell schedule changes and the perception that this program was where the Guam Department of Education could "drop" students.

Program-Level Student Learning Outcomes (SLOs)
Upon successful completion of the program, students will be able to:

1. Demonstrate a proper work attitude as deemed appropriate in the construction field.
2. Demonstrate proper use of all construction-related tools specific to drafting, carpentry, masonry, and plumbing.
3. Demonstrate an understanding of all safety practices and procedures as required by the local industry.

The tables below present relevant data on program indicators selected for this program review:

Faculty

Faculty Rank	School	Program	Status	Salary
Asst. Inst.	GW	Carpentry	LTA	$47,672
Asst. Inst.	JFK	Carpentry	FTE	$53,325
Instructor	SHS	Carpentry	FTE	$69,405
Asst. Inst.	OHS	Carpentry	FTE	$54,495
Asst. Inst.	SSHS	Carpentry	FTE	$50,074
Instructor	GW	AutoCAD	FTE	$63,839
Instructor	Dept Chair*	Carpentry	FTE	$58,421
		Total Salary		**$397,231**

*Note: Salary reported here covers both secondary and post-secondary responsibilities. Faculty salary data collected from AY 2011-2012 staffing pattern.

Assessment

Name of Program/Course	Last Updated	Assessment Completion
VECT053 (Introduction to Carpentry)	2005	No
VECT073 (Carpentry IIA/IIB)	2010 Non-sub	No

VECT054 (Introduction to Masonry)	2001	No
VECT064 (Intermediate Masonry)	2001	No
VECT080 (Introduction to Autocad)	No course documents	No
VECT081 (Intermediate AutoCad)	No course documents	No

Enrollment

Course	SY 07-08	SY 08-09	Percent Increase/ Decrease	SY 09-10	Percent Increase/ Decrease	SY 10-11	Percent Increase/ Decrease	SY 11-12	Percent Increase/ Decrease
VECT-053 Intro to Carp	112	126	12.5	179	42.1	140	-21.8	167	19.3
VECT-073 Carp IIA/IIB	37	59	59.5	61	3.39	79	29.5	64	-19
VECT-054 Intro to Mason	0	0		0		0		0	
VECT-064 Inter Masonry	0	0		0		0		0	
VECT-080 Intro AutoCAD	47	42	-10.6	39	-7.14	31	-20.5	37	19.4
VECT-081 Inter AutoCAD	41	3	-92.7	32	966.7	24	-25	0	

Student Completion Carpentry

	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Certificate of Completion	16	46	50	27	42
Certificate of Mastery	0	0	1	0	0

Student Completion AutoCad

	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Certificate of Completion	28	34	30	20	20

Title V Funding

Year	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Title V-A	$7,570	$7,600	$9,500	$20,000	$30,000

Highlights

Since no curriculum documents for the AutoCAD courses were developed when the courses began, two newly-developed course documents (VECT080 and VECT081) were submitted in accordance with the College's curriculum process as of March 1, 2012. All existing Construction Trades course documents (carpentry, masonry, plumbing and electricity) are more than five years old.[1] Evidence of the lack of curriculum is also substantiated in that assessment of the program and courses has not been completed in accordance with the College's two-year assessment cycle.[2] Additionally, there have been no advisory committee meetings or program reviews in a number of years.

Dual Credit Articulated Program of Study (DCAPS)

Construction Trades has no DCAPS agreement as of AY 2011-2012.

[1] Curriculum updates are ongoing as this report is being written.
[2] The department has recently begun an earnest effort to complete the assessment cycle and, as of this writing, has submitted five (5) assessment plans.

Advisory Committee Meetings

Semester	Conducted
Fall 2010	No
Spring 2011	No
Fall 2011	No

Limiting Factors

The most prominent limiting factor is the ability to find and hire "qualified" faculty that meet the requirements of having work experience in the construction trades and the educational requirements of an institution of higher education. Construction Trades is one program affected by GDOE pulling students to complete core credit requirements as evidenced by the high enrollment in the first year, then dwindles down in the second and third years.

Recommendations

- Review and update all program and course documents.
- Conduct program and course-level assessment review based on College's two-year assessment cycle.
- Convene and collaborate with advisory committee to develop new curriculum models and training standards.
- Revise postsecondary and apprenticeship standards in keeping with industry standards in order to develop DCAPS program.

Early Childhood Education

Program History and Description
The Early Childhood Education Program began in 2009 to prepare students to work with young children as caregivers, family daycare providers, and preschool teacher assistants.

The secondary program trains individuals for entry-level or teaching assistant positions to work with young children in a variety of settings, including childcare programs, developmental centers, or family home care programs. Other early childhood settings may include Head Start programs, elementary schools, social services programs, and healthcare services. These paraprofessionals plan appropriate experiences for children in areas such as language, health, movement, creativity, thinking, problem-solving, self-concept and social behavior. They may also supervise children's activities, care for their needs, keep records of their progress, and confer with parents and other professionals. Only courses which have a grade of "C" or better will be counted towards a Certificate of Completion or a Certificate of Mastery.

Program-Level Student Learning Outcomes (SLOs)
Upon successful completion of the program, students will be able to:

1. Demonstrate ways to maintain a safe and healthy environment for young children.
2. Develop and implement an integrated lesson and learning center that incorporates early childhood literacy and physical skills.
3. Demonstrate basic knowledge of early childhood education and development.

The tables below present relevant data on program indicators selected for this program review:

Faculty

Faculty Rank	School	Program	Status	Salary
Instructor	GCC/GWHS	Early Childhood	FTE	$50,913

Assessment

Name of Program/Course	Last Updated	Assessment Completion
VEEC050 (Early Child Ed. Orientation 1)	2011	Yes
VEEC051 (Early Child Ed. Orientation 2)	2011	Yes
VEEC060 (Language Arts in Early Child 1)	2011	Yes
VEEC061 (Language Arts in Early Child 2)	2011	Yes
VEEC089 (Early Childhood Education Co-op)	2011	Yes

Enrollment

Course	SY 09-10	SY 10-11	Percent Increase	SY 11-12
VEE-050 Early Childhood Ed. Orientation 1	51	88	72.5	0
VEE-051 Early Childhood Ed. Orientation 2				51
VEE-060 Lang Arts in Early Childhood 1				
VEE-061 Lang Arts in Early Childhood 2				32

VEE-089 -Early Childhood Education Co-op				

Student Completion

	SY 10-11	SY 11-12
Certificate of Completion	22	17
Certificate of Mastery	0	2

Title V Funding

Year	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Title V-A				$10,000	$10,000

Note: The initial set up of this program (e.g., equipment, supplies, etc.) was covered by grant funding from a Perkins CTE program agreement in AY 2009-2010.

Highlights

Early Childhood Education was introduced as a new secondary program in SY09-10 at GWHS, with courses beginning the 2nd semester. It has good enrollment, and students are often turned away due to lack of space. In addition, other high schools have requested for the program. Assessment plan has been completed for the program and for all student-learning outcomes in all courses. Being a new program, all program documents and course guides are current.

Dual Credit Articulated Program of Study (DCAPS)

Students completing Early Childhood Education Orientation (VEEC050) and Early Childhood Education Orientation 2 (VEEC051) with a grade of "B" or higher in both courses may earn three (3) credits for Early Childhood Orientation (CD110).

Students completing Language Arts in Early Childhood 1 (VEEC060) and Language Arts in Early Childhood 2 (VEEC061) with a grade of "B" or higher in both courses may earn three (3) credits for Language Arts in Early Childhood Education (CD180).

Students may receive postsecondary credits for CD110 or CD180 so that they may begin taking more advanced courses in the first year of their enrollment. Receiving the remaining postsecondary credits requires fulfilling the requirements of the newly-implemented DCAPS guidelines.

Advisory Committee Meetings

Semester	**Conducted**
Fall 2009	Yes
Spring 2010	Yes
Fall 2010	Yes
Spring 2011	Yes
Fall, 2011	Yes

Limiting Factors

The program is new and a full cycle of assessment has not been completed although a comprehensive plan that includes assessment of program and all course student learning outcomes has been submitted.

Recommendation

There are no program recommendations at this time. . Other high schools have made requests and inquiries into implementing the Early Childhood Education Program at their respective schools. However, due to limited resources, the department will respond to these requests once more stable funding becomes available.

Electronics-Computer Networking

Program History and Description
The electronics program began in 1986 as the vocational high school computer science program. It began as a three-year vocational shop that included typewriting, data processing and programming, and the development of basic programming skills in two programming languages.

With the emphasis in electronics, PC systems, and networking, this program can provide the necessary training to meet the demands of industry. Technology has changed the way business operates. With courses such as Electricity I & II (VEEE051A & B), IT Essentials I & II (VEEE080 & 081), and Computer Networking I & II (VEEE065 & 066), the certificate for the electronics-computer networking program will lead students into the next millennium. This program will prepare individuals to be knowledgeable technicians and provide a solid foundation in the electronics and IT fields.

Program-Level Student Learning Outcomes (SLOs)
Upon successful completion of the program, students will be able to:

1. Value networking skills in the community.
2. Install, configure, and troubleshoot a router.
3. Distinguish between dynamic and static routing protocols, and distance vector and link-state algorithm.
4. Install, maintain, and troubleshoot a computer.
5. Measure AC/DC voltage using a multi-meter and oscilloscope.

The tables below present relevant data on program indicators selected for this program review:

Faculty

Faculty Rank	School	Program	Status	Salary
Instructor	SHS	Electronics	FTE	$60,177
Instructor	GWHS	Electronics	FTE	$60,812
Instructor	OHS	Electronics	FTE	$52,273
Instructor	JFKHS	Electronics	FTE	$90,549
Asst. Prof.	SSHS	Electronics	FTE	$99,304
Instructor	Dept. Chair*	Electronics	FTE	$62,672
		Total Salary		**$425,787**

*Note: Salary reported here covers both secondary and post-secondary responsibilities. Faculty salary data collected from AY 2011-2012 staffing pattern.

Assessment

Name of Program/Course	Last Updated	Assessment Completion
VEEE051A (Fundamentals of Electricity I)	03/14/2011	Yes
VEEE051B (Fundamentals of Electricity II)	03/14/2011	Yes
VEEE061 (Electronics I)	11/05/2001	No
VEEE062 (Electronics II)	01/03/2002	No
VEEE065 (Computer Networking I)	03/14/2011	Yes
VEEE066 (Computer Networking II)	03/14/2011	Yes
VEEE067 (Computer Networking III)	01/14/2003	No

VEEE080 (IT Essentials I)	03/14/2011	Yes
VEEE081 (IT Essentials II)	03/14/2011	Yes

Enrollment

Course	SY 07-08	SY 08-09	Percent Decrease	SY 09-10	Percent Increase/ Decrease	SY 10-11	Percent Increase/ Decrease	SY 11-12	Percent Increase/ Decrease
VEEE051(Basic Electricity)	141	30	-78.7	0		0		0	
VEEE051A(Electricity I)	0	56		90	60.7	89	-1.11	78	-12.4
VEEE051B (Electricity II)	0	100		125	25	119	-4.8	100	-16
VEEE065 (Computer Networking I)	57	0		53		0		0	
VEEE066 (Computer Networking II)	55	0		26		0		75	
VEEE067 (Computer Networking III)	45	10	-77.8	0		0		0	
VEEE068 (Computer Networking IV)	34	28	-17.6	0		0		0	
VEEE080 (IT Essential I)	0	78		53	-32.1	87	64.2	0	
VEEE081 (IT Essential II)	0	54		66	22.2	84	27.3	91	8.33
VEEE111 (PC System)	76	0		0		0		0	

Note: Electronics courses alternate in years, hence the variations seem to be high.

Student Completion

	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Certificate of Completion	40	27	32	35	51
Certificate of Mastery	2	3	5	14	20

Title V Funding

Year	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Title V-A	$26,000	$17,852	$23,722	$22,720	$15,800

Highlights

The Electronics program has gone through many changes attributed to technology growth in the past years. The program has been able to add new course requirements and to meet certification requirements such as Networking PC I and PC II. The department has been meeting its course guide revision requirements and has complied with GCC's assessment deadlines. The Advisory Committee is actively engaged, meeting once a semester, to discuss industry trends and the impact on secondary and postsecondary curriculum. The department meets on a monthly basis and minutes are taken. The department organizes an electronics skills challenge, which brings the five high schools together at the end of the year, to showcase student learning outcomes. The program however, needs to update course assessment reports as required.

The Electronics Program is ranked second in popularity (by enrollment) amongst secondary programs. Based on the AY 2010-2011 GCC fact book, the program has seen an increase in enrollment, completers and the number of students receiving mastery certificates in the past few

years. The program has three certified student clubs at the five public high schools. The goal is to eventually have certified student organizations at each of the high schools.

Dual Credit Articulated Program of Study (DCAPS)
Students completing VEEE080 (IT Essentials I) with a "B" or better may earn postsecondary credits for EE211 (Essentials I). Students completing VEEE081 (IT Essentials II) with a "B" or better may earn postsecondary credits for EE215 (IT Essentials II).

Students may immediately receive postsecondary credits for EE211 or EE215 so that they may begin taking more advanced courses. Receiving the remaining postsecondary credits requires fulfilling the requirements of the newly-implemented DCAPS guidelines.

Advisory Committee Meetings

Semester	Conducted
Fall 2010	Yes
Spring 2011	Yes
Fall 2011	No

Limiting Factors
Limitations are mostly the result of funding issues. The inability to provide adequate internet services in new locations or when schools move from one facility to another affects program expansion.

Challenges in enrollment, is due in part, to the math competency of high school students. Another program concern centers on CTE courses being used as a "dumping ground" for students who need elective credits or as a place to put students resulting from enrollment issues within GDOE.

Recommendations
- Diversify the program through course offerings that address the latest trends in technology.
- Consider program direction that leads toward the green movement through the gradual integration of alternative energy curriculum to the program.

Marketing

Program History and Description
The Marketing program began in 1986 for students entering the Marketing and Distributive Education program. The program provides a comprehensive introduction to all areas of marketing.

With three years of marketing education, all students must complete three program years with a "C" average or better for a Certificate of Completion. Students completing three years of marketing education with a "B" average or better and 180 hours of Coop in lieu of Marketing Sales and Services Lab IIIB (VEMKO73) receive a Certificate of Mastery. Marketing education provides training in retail marketing, selling, visual merchandising and display, buying, pricing, inventory control, customer relations, marketing math, human relations, economics, point-of-sale systems, money-handling, retail accounting, computer business applications, scheduling, management functions, and promotions. Participation in the Distributive Education Clubs of America (DECA), an association of marketing students, gives students an opportunity to improve their leadership skills and compete at the local and national levels.

Program-Level Student Learning Outcomes (SLOs)
Upon successful completion of the program, students will be able to:
1. Integrate the latest technology effectively in business and marketing communications.
2. Demonstrate an understanding of the functions and foundations of marketing.
3. Identify desirable personality traits important to business.

The tables below present relevant data on program indicators selected for this program review:

Faculty

Faculty Rank	School	Program	Status	Salary
Asst Inst	OHS	Marketing	FTE	$50,826
Instructor	GWHS	Marketing	FTE	$57,310
Assoc Prof	SSHS	Marketing	FTE	$88,350
Instructor	JFKHS	Marketing	FTE	$67,044
Asst Prof	SHS	Marketing	FTE	$71,251
Asst Prof	Dept. Chair*	Marketing	FTE	$81,435
		Total Salary		**$416,216**

*Note: Salary reported here covers both secondary and post-secondary responsibilities. Faculty salary data collected from AY 2011-2012 staffing pattern.

Assessment

Name of Program/Course	Last Updated	Assessment Completion
Marketing	2010	No
VEMK050 (Marketing IA)	2007	Yes
VEMK051 (Marketing IB)	2007	Yes
VEMK060 (Marketing IIA)	2007	Yes
VEMK061 (Marketing IIB)	2007	Yes
VEMK062 (Marketing Sales and Services Lab IIA)	2007	Yes
VEMK063 (Marketing Sales and Services Lab	2007	Yes

IIB)		
VEMK072 (Marketing Sales and Service Lab IIIA)	2010	Yes
VEMK073 (Marketing Sales and Service Lab IIIB)	2010	Yes

Enrollment

Course	SY 07-08	SY 08-09	Percent Increase/ Decrease	SY 09-10	Percent Increase	SY 10-11	Percent Increase/ Decrease	SY 11-12	Percent Increase/ Decrease
VEMK050 (Marketing IA)	96	109	13.5	172	57.8	161	-6.4	146	-9.32
VEMK051 (Marketing IB)	127	101	-20.5	130	28.7	144	10.8	140	-2.78
VEMK060 (Marketing IIA)	82	95	15.9	119	25.3	85	-28.6	94	10.6
VEMK061 (Marketing IIB)	79	92	16.5	109	18.5	81	-25.7	90	11.1
VEMK062 (Marketing Lab IIA)	49	47	-4.08	76	61.7	82	7.9	93	13.4
VEMK063 (Marketing Lab IIB)	53	64	20.8	64		77	20.3	86	11.7
VEMK072 (Marketing Lab IIIA)	22	31	40.9	45	45.2	60	33.3	56	-6.67
VEMK073 (Marketing Lab IIIB)	20	27	35	36	33.3	45	25	56	24.4

Student Completion

	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Certificate of Completion	Unavailable	Unavailable	25	28	21
Certificate of Mastery	Unavailable	Unavailable	12	11	46

Title V Funding

Year	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Title V-A	$48,300	$48,107	$38,120	$38,120	$36,100

Highlights

The Marketing program has been consistent with completing the assessment cycle. In addition to keeping up with the assessment cycle schedule, the reports submitted by the authors are of high quality and meet CCA requirements. Consolidated feedback sheets from of TracDat indicate that assessment reports dating from October 2011 were approved, reports in January 2011 were approved with revisions, and reports in March 2010 were approved with minor changes. Though marketing may be the most stable of all the programs, the program has seen a decline in first year students. The second and third year enrollments have grown, however.

Dual Credit Articulated Program of Study (DCAPS)

Students completing VEMK050 (Marketing IA), VEMK051 (Marketing IB), VEMK060 (Marketing IIA), VEMK061 (Marketing IIB), VEMK062 (Marketing Sales & Services Lab IIA), VEMK063 (Marketing Sales & Services Lab IIB), VEMK072 (Marketing Sales & Services Lab IIIA), and VEMK073 (Marketing Sales & Services Lab IIIB) with a “B” or better may earn postsecondary credits for MK123 (Principles of Marketing).

Students may immediately receive postsecondary credits for MK123 so that they may begin taking more advanced courses.

Advisory Committee Meetings
When a reorganization of departments occurred in fall 2010, the Marketing and Visual Communications Department (each program had its advisory committee) was expanded to include the Accounting and Supervision & Management programs. The latter two programs were previously under the purview of the Technology Department.

In fall 2010 it was agreed that Marketing/VisCom and Electronics would maintain the existing advisory committees for their respective departments for AY10-11.

During AY10-11, meetings were also held for the Marketing Advisory Committee and the Visual Communications Advisory Committee.

In spring 2012 semester, the dean granted a request from the faculty to rename the department to the "Business and Visual Communications" department. In sync with this name change, the faculty voted to merge the two advisory committees into one, with membership comprised of two advisory committee members representing each of the four programs: accounting, marketing, supervision & management, and visual communications.

Under the new Business and Visual Communications Advisory Committee structure, a meeting was held in January 2012.

Semester	**Conducted**
Fall 2010	Yes
Spring 2011	No
Fall 2011	No

Limiting Factors
GDOE's privatization of cafeterias, coupled with the over-enforcement of the nutrition guidelines, has had a significant negative impact on the operations of the sales and services laboratories (student stores) of the Marketing program. The result has been a drastic decrease in customer traffic in the stores, severely limiting the activities marketing students are supposed to perform in achieving SLOs. For the GWHS program (located on the GCC campus), similar conditions exist due to the "exclusivity" exercised by the on-campus vendor.

Recommendation
- For the GWHS program, work towards negotiating the removal of the "exclusivity" clause from the on-campus vendor contract.
- For all other programs, begin discussion with the principals, under the leadership of the Dean, to modify the GCC-GDOE memorandum of agreement to allow the Sales and Services labs to include food/drinks/snacks in their product offering, within nutrition guidelines.
- Explore the possibility of including the laboratory component of the marketing program in operations of the bookstore, or other similar business environments on campus.

Tourism (Lodging Management Program)

Program History and Description

The Tourism and Hospitality secondary program was adopted and introduced to the Guam Department of Education public high schools in 1989. In fall 2000, the American Hotel & Lodging Association's Lodging Management Program (LMP) was adopted and the "hotel operations" title was revised to "lodging operations". Subsequently, in fall 2001, the National Restaurant Association's ProStart food service program was adopted and the "food & beverage operations" title was revised to "foodservice operations".

A decision was made in spring 2004 to create two (2) tracks separating the ProStart foodservice program and the Lodging Management Program (LMP). The Tourism and Hospitality secondary program was revised in 2006 and the Tourism and Hospitality Lodging Management Program was formally adopted beginning in fall 2006.

The LMP program is a school-to-career program, introducing sophomore to senior high school students to careers in hospitality. A comprehensive curriculum coupled with on-the-job training and work experience fuel the program. The program encourages high school students to build good business and management skills – skills that are vital to all industries, including lodging. The program includes industry-driven curriculum designed by the Educational Institute of the American Hotel and Lodging Association and awards industry recognized certificates to students meeting all standards.

Program-Level Student Learning Outcomes (SLOs)

Upon successful completion of the program, students will be able to:

1. Perform basic fundamental skills in the various positions required in lodging operations.
2. Gain sufficient knowledge to meet national standards for lodging operations.
3. Demonstrate perceived professional and career planning skills.
4. Demonstrate industry technical skills in night audit, sales and marketing, banqueting, and general knowledge in the lodging industry.

The tables below present relevant data on program indicators selected for this program review:

Faculty

Faculty Rank	School	Program	Status	Salary
Instructor	SHS	LMP	LTA	$55,372
Professor	SSHS	LMP	FTE	$99,951
Asst. Prof.	JFKHS	LMP	FTE	$73,612
Instructor	OHS	LMP	FTE	$55,372
Instructor	GWHS	LMP	FTE	$61,376
Asst. Prof	Dept Chair*		FTE	$89,000
		Total Salary		**$320,964**

*Note: Salary reported here covers both secondary and post-secondary responsibilities. Faculty salary data collected from AY 2011-2012 staffing pattern.

Assessment

Name of Program/Course	Last Updated	Assessment Completion

VETT054 (Lodging Management Program I)	05/18/11	Yes
VETT064 (Lodging Management Program II)	05/27/11	Yes
VETT074 (Lodging Management Program III)	05/27/11	Yes

Enrollment

Course	SY 07-08	SY 08-09	Percent Decrease	SY 09-10	Percent Increase/ Decrease	SY 10-11	Percent Increase/ Decrease	SY 11-12	Percent Increase/ Decrease
VETT054 (Lodging Management Program I)	131	115	-12.2	223	93.9	190	-14.8	152	-20
VETT064 (Lodging Management Program II)	81	74	-8.64	72	-2.7	104	44.4	113	8.65
VETT074 (Lodging Management Program III)	77	53	-31.2	59	11.3	53	-10.2	70	32.1

Student Completion

	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Certificate of Completion	24	30	30	11	25
Certificate of Mastery	47	21	22	25	40

Title V Funding

Year	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Title V-A	$79,312	$73,814	$78,000	$67,000	$57,000

Highlights

Of the five high schools, SHS has the lowest enrollment over a four-year period (2007-2008 to 2010-2011). LMP course guides are up-to-date and all secondary course-level assessment reports were completed on November 2011 for VETT054 (Lodging Management Program I), VETT064 (Lodging Management Program II), and VETT074 (Advanced Lodging Management Program III).

Dual Credit Articulated Program of Study (DCAPS)

Students completing VETT054, VETT064, and VETT074 with a "B" or better may earn postsecondary credits for HS150 (Welcome to Hospitality), HS152 (Customer Service), and HS292a (Practicum).

Students may immediately receive postsecondary credits for HS150 or HS152 so that they may begin taking more advanced courses. In order to receive the remaining postsecondary credits, they will have to fulfill the requirements of the newly-implemented DCAPS guidelines.

Advisory Committee Meetings

Semester	Conducted
Fall 2009	No
Spring 2010	No
Fall 2010	No
Spring 2011	Yes
Fall 2011	No

Limiting Factors

Given the budgetary constraints of the college, the faculty member teaching the LMP program at Southern High School for AY 2011-2012 was hired on a limited term basis. A full-time LMP faculty to teach at the school is needed to keep the program going and transition students into the postsecondary environment. Though Tourism (LMP) enrollment reflects the need for increases in faculty and facilities, funding resources remain to be a challenge. With the limitation on classrooms and faculty, enrollment remains inconsistent.

Recommendation

- Hold regular advisory committee meetings at least once per semester in order to ensure currency in industry standards.
- Work with CTE counselors to develop strategies to attract students into the LMP program at Southern High School.

Tourism (ProStart - Culinary)

Program History and Description
The Tourism and Hospitality secondary program was adopted and introduced to the Department of Education public high schools in 1989. In fall 2001, the National Restaurant Association's ProStart food service program was adopted and the "food & beverage operations" title was revised to "foodservice operations".

In spring 2004, two (2) tracks were created to separate the ProStart foodservice program and the Lodging Management Program (LMP). The three-year Tourism and Hospitality Program at the secondary level provides high school students with education and training to prepare for entry-level to semi-skilled level jobs in the tourism and hospitality industry. Students can earn from three (3) to five (5) credits in the Tourism & Hospitality cluster towards graduation. Students who successfully complete all course requirements are awarded the GCC Certificate of Completion in Tourism. GCC Certificate of Mastery in Tourism is awarded to those who complete all the required courses in addition to at least one (1) credit in Co-Op work experience.

The Tourism and Hospitality secondary program was revised in 2006 and the Tourism and Hospitality ProStart Program was formally adopted beginning in fall 2006.
The ProStart program is a school-to-career program, introducing sophomore to senior high school students to careers in hospitality. A comprehensive curriculum coupled with on-the-job training and work experience fuel the program. The program encourages high school students to build good business and management skills – skills that are vital to all industries, including lodging.
The program includes industry-driven curriculum designed by the National Restaurant Association Educational Foundation and awards industry recognized certificates to students meeting all standards.

The three-year ProStart Program at the high school level provides students with education and training to prepare for entry-level to semi-skilled level jobs in the food service industry. Students can earn four (4) credits in ProStart towards graduation. Students may also earn additional elective credit through the Work Experience Program. Students who successfully complete all the ProStart courses will be awarded the GCC Certificate of Completion in ProStart. GCC Certificate of Mastery in ProStart will be awarded to those who completed all the technical courses in addition to at least one (1) credit in Work Experience. Students are also eligible to earn a national certificate from the Educational Foundation of the National Restaurant Association.

Program-Level Student Learning Outcomes (SLOs)
Upon successful completion of the program, students will be able to:
1. Perform food service skills by preparing various foods and serving them to guests.
2. Interpret and apply fundamentals of food service for various types of restaurant operations.
3. Demonstrate positive work ethics required of them in the food service industry.

The tables below present relevant data on program indicators selected for this program review:

Faculty

Faculty Rank	School	Program	Status	Salary
Instructor	GWHS	Pro-Start	FTE	$68,130
Instructor	SHS	Pro-Start	FTE	$86,265
Asst Inst	JFKHS	Pro-Start	FTE	$43,274
Asst Prof	SSHS	Pro-Start	FTE	$75,610
		Total Salary		**$273,279**

Assessment

Name of Program/Course	Last Updated	Assessment Completion
VETT055 (ProStart I)	2011	yes
VETT 065 (ProStart II)	2011	yes
VETT 075 (ProStart III)	2011	yes

Enrollment

Course	SY 07-08	SY 08-09	Percent Increase/ Decrease	SY 09-10	Percent Increase	SY 10-11	Percent Increase/ Decrease	SY 11-12	Percent Increase/ Decrease
VETT055 (ProStart I)	158	138	-12.7	142	2.9	163	14.8	106	35
VETT065 (ProStart II)	68	80	17.6	73	8.75	81	11	78	3.7
VETT075 (ProStart III)	70	60	-14.3	77	28.3	63	-18.2	73	15.9

Student Completion

	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Certificate of Completion	31	41	41	27	26
Certificate of Mastery	29	19	27	15	28

Highlights

The first year course student counts indicate a strong program in each of the four high schools. Overall, the student counts for all three years of the program indicate a solid program. Pro-Start has also provided good publicity for the College as GCC-trained high school teams have placed as high as fourth in national culinary contests.

Dual Credit Articulated Program of Study (DCAPS)

Students completing VETT055 (ProStart I), VETT065 (ProStart II), VETT075 (ProStart III) with a "B" or better and earn a certificate of mastery may earn postsecondary credits for HS208 (Food and Beverage Service), HS245 (Food Production Principles), and HS203A (Sanitation Safety). If a student earns a Certificate of Completion, the only postsecondary credits awarded will be HS208 (Food and Beverage Service).

Students may immediately receive postsecondary credits for HS208, HS245, or HS203A so that they may begin taking more advanced courses. The remaining postsecondary credits may be received later when they fulfill the requirements of the newly-implemented DCAPS guidelines.

Advisory Committee Meetings

Semester	Conducted
Fall 2010	No
Spring 2011	Yes
Fall 2011	Yes

Limiting Factors

The biggest problems are financial because it is very expensive to equip a fully functional kitchen. It is also imperative that systems be in place so that food can be purchased frequently. This requires that vendors be paid so they honor purchase orders. Sometimes problems occur either because instructors do not turn in invoices on time or the paperwork is held up in the business office because of a lack of follow up.

With the limitation of classrooms and faculty, enrollment in the program is not consistently high.

Recommendation

- Ensure that regular advisory committee meetings (at least once per semester) are held consistently.
- Consider the input of advisory committee members in making course and/or program improvements.
- Develop a system and a process to make faculty accountable to ensure the timely payment of vendors.

Visual Communications

Program History and Description
The Visual Communications secondary program began in 2006 as a five-credit program focusing on the creative elements in the world of technology.

The program also provides students with a fundamental understanding of the concepts of Visual Communications and its relevance in the job market. It concentrates on fundamental design principles, along with the computer skills necessary to create and deliver product in the print, web and video fields.

Coursework has been designed to encourage students in the development and exploration of their creative abilities, at the same time that the program serves as an opportunity to supplement, reinforce and enhance the knowledge, skills, environment and attitude required for careers in Visual Communication.

Program-Level Student Learning Outcomes (SLOs)
Upon successful completion of the program, students will be able to:
1. Understand the basic principle of design.
2. Use a computer operating system.
3. Develop a personal art portfolio that includes examples of desktop publishing, slideshows, advertisements, spreadsheets, and video.
4. Scan documents, correct digital photography using Photoshop and Illustrator, and plan and construct a web project.

The tables below present relevant data on program indicators selected for this program review:

Faculty

Faculty Rank	School	Program	Status	Salary
Instructor	GCC/GWHS	Visual Comm.	FTE	**$59,905**

Assessment

Name of Program/Course	Last Updated	Assessment Completion
VEVC051 (Visual Communications I)	2009	No
VEVC052 (Visual Communications II)	2009	No
VEVC053 (Visual Communications III)	2009	No
VEVC054 (Visual Communication IV)	2009	No

Enrollment

Course	SY 07-08	SY 08-09	Percent Increase	SY 09-10	Percent Increase	SY 10-11	Percent Decrease	SY 11-12	Percent Increase
VEVC (Vis Com GWHS)	69	69		74	7.25	61	-17.6	71	16.4

Student Completion

	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Certificate of Completion	N/A	4	8	0	15

Certificate of Mastery	N/A	4	6	0	0

Title V Funding

Year	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Title V-A	$11,000	$10,822	$11,000	$11,000	$10,000

Highlights

Student completion rates are very low and the number of students participating in the Summer Work experience is virtually non- existent.

The instructor has actively engaged in service learning projects with his students (e.g. partnerships with Guam Educational & Telecom Corporation, PBS Guam (KGTF/12), among others.

Dual Credit Articulated Program of Study (DCAPS)

Visual Communications currently has no DCAPS agreement.

Advisory Committee Meetings

Semester	**Conducted**
Spring 2010	Yes
Fall 2010	Yes
Spring 2011	Yes
Fall 2011	Yes

Limiting Factors

Classroom and lab space inhibits program development and growth in other high school sites.

Recommendations

- Review and update all program and course documents.
- Conduct program and course-level assessment review based on the College's two-year assessment cycle.
- Convene and collaborate with advisory committee to develop new curriculum models and training standards.
- Revise postsecondary and secondary learning outcomes to align with industry standards so that a DCAPS program can be developed.

CTE Counselors

The Career and Technical Education (CTE) counselors, who are part of the Assessment & Counseling Department (ACD), began operations in the spring of 2006 at the five public high schools. Prior to the creation of the CTE counselor positions, one counselor from the ACD worked primarily with Guam Department of Education (GDOE) to provide services in career and academic counseling and to support GCC's CTE programs at the satellite sites. This counselor worked one day a week at each site. The expansion of the number of programs indicated a need for more counselors on a fulltime basis at each of the secondary schools, since it was inadequate for only one counselor to meet the needs of all five GDOE secondary schools.

The CTE counselors at the secondary level support the mission of the College by providing a wide range of services. They assist students in attaining their academic, career, and personal goals. They also assist GCC faculty at their respective schools. CTE services to students include orientation to the GCC programs, administration of career inventories/surveys, and consultation with students, faculty, administrators, staff, and members of the community. Of primary importance are the recruitment and retention activities that counselors engage in.

The CTE counselor's service outcomes include two overarching goals. The first is to "broaden GDOE students' understanding of GCC career and technical programs offered at the secondary level". The objectives linked to this goal are to conduct presentations to increase students' awareness and understanding regarding GCC programs offered at the secondary level. This will aid students in their selection of a career related program at their school. Another objective is to "increase retention of students in the program". Strategies for this goal include administering interest inventories, and assisting in overcoming obstacles – inadequate basic skills, stereotypes, physical or mental impairments.

Because career indecision is usually matched to a lack of planning, CTE activities are often characterized by short –term consideration and this lack of long-range realistic conceptualization may cause students to delay their career goals. Consequently, there is a need for a strong CTE counseling program. The discussion below considers four important components of the program:

Human Resources
The department currently has four counselors at the secondary level. One of the counselors assigned to Okkodo High School resigned in March 2012. It was decided that it was in the best interest of the college to engage the Sanchez and JFK CTE counselors in covering for the tasks of that counselor. The vacant position will be announced sometime in early summer. There is one counselor who is currently on probation and is expected to be permanent at the beginning of SY 2012-2013.

Physical Resources
Counselors, except for Okkodo and Sanchez, have their offices within the school's counseling department. It is anticipated and expected that they too will be located within their school's counseling department. The CTE counselor at GW shares an office with the school's guidance counselor.

Printer cartridges have been an issue with all counselors and this limitation is expected to continue due to lack of funding. Title V funding will hopefully cover this critical need.

Technology Resources
Internet access is a necessity and all counselors are able to utilize funding this year through Title V. It is not certain that this funding source will continue. The lack of a telephone for the GCC counselor at Okkodo has been an ongoing concern. It has been requested since day one. The issue is still not resolved.

Financial Resources
General fund appropriation is the primary source of funding for all the counselor positions. All requisitions for these funds have been on hold because of the tight budget environment this year. The continuing financial constraints will force the department to look at alternate sources.

The tables below present relevant data on program indicators selected for this program review:

Faculty

Faculty Rank	**School**	**Program**	**Status**	**Salary**
Asst. Prof.	GWHS	Counseling	FTE	$67,828
Instructor	SSHS	Counseling	FTE	$50,913
Asst. Prof.	SHS	Counseling	FTE	$71,807
Instructor*	OHS	Counseling	FTE	$50,913
Asst. Prof.	JFKHS	Counseling	FTE	$67,828
		Total Salary		**$309,289**

*Instructor position vacant.
Total appropriation for these positions is $317,811.26.

Enrollment

Year	**SY 07-08**	**SY 08-09**	**Percent Increase/ Decrease**	**SY 09-10**	**Percent Increase/ Decrease**	**SY 10-11**	**Percent Increase**	**SY 11-12**	**Percent Increase/ Decrease**
GWHS	567	568	0.176	470	-17.3	729	55.1	684	-6.17
SSHS	276	216	-21.7	339	56.9	390	15	330	-15.4
SHS	282	256	-9.22	222	-13.3	398	79.3	389	-2.26
OHS	N/A	210	N/A	307	46.2	328	6.84	370	12.8
JFKHS	429	320	-25.4	359	12.2	440	22.6	378	-14.1
Total Enrollment	**1,554**	**1,570**		**1,697**		**2,285**		**2,151**	

Title V Funding

Year	07-08	08-09	09-10	10-11	11-12
Title V-A	0	0	0	0	$2,997

Highlights

All counselors hold masteral degrees and maintain membership in their respective professional associations, e.g. American Counseling Association, American School Counseling Association, Guam Association of Social Work, among others.

The number of CTE counselor-facilitated workshops and outreach activities have increased. The CHOICES computerized information delivery system (CIDS) provides opportunities for career exploration and is the major program used with many students. Work Keys was piloted in several schools beginning this schools year. It has been observed that when CTE counselors started at their respective satellite sites, the increase in secondary programs became apparent.

Recommendations

- Have GCC Vocational Guidance Counselors at the high schools verify the grades of students recommended by faculty to receive a Certificate of Completion or a Certificate of Mastery for quality control purposes.
- Engage counselors with the recently initiated Programs of Study (POS) as it will improve student preparation for employment and education.
- Forge strong professional relations with the guidance counselors from GDOE system. They have the responsibility of creating the schedules of students interested in GCC programs, and hence, collaboration among these counselors is critical.
- Collaborate with GDOE counselors to plan strategies regarding student recruitment and retention when P.L. 31-156 known as the "College and Career Readiness (CCARE) Act" is implemented in SY 2014-2015.

COMPARISON OF PROGRAM SUMMARY TABLES

The next section of this program review illustrates various comparisons of the different program health indicators selected for this study. This will allow the reader to see how the previously-identified components are consolidated, which can then be reviewed at a glance. These comparisons are grouped into summary tables below, to include (1) Program Faculty and Salary; (2) Program Curriculum and Assessment; (3) Yearly Program Enrollment; (4) Yearly Program Student Completions; (5) Program Title V Total Funding; and (6) Secondary Program Per Student Cost.

Table 1. Program Faculty & Salary

Program Totals

Program	Faculty FTE	Faculty LTA	# Schools	Total Salary
Allied Health **	4 *	0	4	**$241,563**
AST ***	8	1	5	**$490,066**
AST / Collision Repair	2	0	2	**$134,131**
Construction/AutoCAD ***	6	1	5	**$397,231**
Early Childhood	1	0	1	**$50,913**
Electronics ***	6	0	5	**$425,787**
Marketing **	6	0	5	**$416,216**
Tourism (LMP) **	5	1	5	**$320,964**
Tourism (ProStart)	4	0	4	**$273,279**
VisCom	1	0	1	**$50,905**
Counselors ****	5	0	5	**$309,289**
		Total Salary		**$3,110,334**

* One faculty member in the Allied Health is paid from Title V funding.
** Includes Department Chair
*** The Department Chairs for Construction Trades, Electronics and Automotive are paid from the Manpower Development Fund.
**** Counselors' appropriation for FY2011-12 is $317,811.26

There are currently 40 teaching faculty and 5 CTE Counselors serving the five public high schools of Guam. Included in the analysis are five (5) Department Chairs that have no full time postsecondary faculty in their departments. As well, three (3) of the DC's are paid from the Manpower Development Fund. One (1) faculty member is paid from Title V-A funds. The CTE counselors are budgeted through a separate line item in the College's annual budget. Salaries shown are inclusive of benefits, and include three (3) Limited Term Appointments.

Table 2. Program Curriculum & Assessment

Program	Number of Program & Course Assessments	In Compliance with Assessment	Not In Compliance with Assessment
Allied Health	4	4	0
Automotive Service Technology	7	0	7
AST / Collision Repair	5	0	5
Construction Trades	5	0	5
AutoCAD	3	0	3
Early Childhood	6	6	0
Electronics	10	7	3
Marketing	9	8	1
Tourism (LMP)	4	4	0
Tourism (ProStart)	4	4	0
VisCom	5	0	5
Totals	62	33 / 53.2%	29 / 46.8%

Based on the discussion in the previous section, regularized program assessment of secondary programs overall is lacking, with four (4) programs having no current assessment activity of the program or courses. Four programs have 100% current assessment completion: Allied Health, Early Childhood, Tourism LMP & Tourism ProStart. Marketing is lacking program assessment, though its courses have undergone assessment. Electronics is complete except for three (3) courses that also have not been updated in ten years. At the time of this review, VisCom, Automotive Service Technology & Automotive (Collision Repair), and Construction Trades have no assessment activities of programs and/or courses recorded in TracDat, the college's assessment data management software.[3]

[3] At the time of this report, Construction Trades and Automotive Service departments have just begun working on the assessment planning process.

Table 3. Yearly Program Enrollment

3a. Allied Health

Course	SY 07-08	SY 11-12	Percentage Increase Decrease	Total students for 5-year period	Average Students Per Year
VEHO-050 Intro to Health Occupations	119	135	13.4	670	134
VESI-050 Applied Anatomy & Physiology	101	76	- 24.8	463	93
VENU-062 Allied Health Occupations	48	79	64.6	333	67

3b. Automotive Service Technology

Course	SY 07-08	SY 11-12	Percentage Increase Decrease	Total students for 5-year period	Average Students Per Year
VEME050A AST I	147	191	29.9	960	192
VEME050B AST II	137	191	39.4	791	158
VEME065 Brakes	25 **	18	- 28	98	25 *
VEME066 Suspension & Steer	27 **	26	- 3.7	113	28 *
VEME075 Electrical Systems	38	34	- 10.5	313	63
VEME077 Engine Perform	32	45	40.6	306	61

* based on 4 years
** SY 08-09

3c. Automotive (Collision Repair & Refinishing Technology)

Course	SY 07-08	SY 11-12	Percentage Increase Decrease	Total students for 5-year period	Average Students Per Year
VEME061A SHS	27	25	-7.41	127	25
VEME061A GWHS	33 **	38	15.2	151	38 *
VEME061B SHS	14	25	78.6	118	24
VEME061B GWHS	35	38	8.57	148	30
VEME071A SHS	3	8	167	34	7
VEME071A GWHS	20	20		92	18
VEME071B SHS	4	8	100	45	9
VEME071B GWHS	14 **	20	42.9	66	17*

* based on 4 years
** SY08-09

3d. Construction Trades

Course	SY 07-08	SY 11-12	Percentage Increase Decrease	Total students for 5-year period	Average Students Per Year
VECT-053 Introduction to Carpentry	112	167	49.1	724	145
VECT-073 Carpentry IIA/IIB	37	64	73	300	60
VECT-054 Introduction to Masonry	0	0	0	0	0
VECT-064 Intermediate Masonry	0	0	0	0	0
VECT-080 Introduction AutoCAD	47	37	- 21.3	196	39
VECT-081 Intermediate AutoCAD	41	0	N/A	100	20

3e. Early Childhood

Course	SY 07-08	SY 11-12	Percentage Increase Decrease	Total students for 5-year period	Average Students Per Year
VEEC050 Early Childhood Ed. Orientation 1	N/A	0	N/A	139	70*
VEEC051 Early Childhood Ed. Orientation 2	N/A	51	N/A	51 **	N/A
VEEC060 Lang Arts in Early Childhood 1	N/A	N/A	N/A	N/A	N/A
VEEC061 Lang Arts in Early Childhood 2	N/A	32	N/A	32 **	N/A
VEEC089 -Early Childhood Education Co-op	N/A	N/A	N/A	N/A	N/A

* ECE Orientation was taught in SY 09-10 & 10-11
** Classes taught only in SY 11-12

3f. Electronics - Computer Networking

Course	SY 07-08	SY 11-12	Percentage Increase	Total students for 5-year period	Average Students Per Year
VEEE051 Basic Electricity *	141	0	N/A	171	N/A
VEEE051A Electricity I	0	78		313	78 ***
VEEE051B Electricity II	0	100		444	111 ***
VEEE065 Comp Net I	57	0		110	55 ****
VEEE066 Comp Net II	55	75	36.4	156	52 *****
VEEE067 Comp Net III	45	0		55	28 ****
VEEE068 Comp Net IV	34	0		62	31 ****
VEEE080 IT Essential I	0	0		218	73 *****
VEEE081 IT Essential II	0	54		295	59
VEEE111 PC System	76	0	N/A	76	N/A **

* Basic Electricity last was taught in SY 08-09
** PC Systems was taught only in SY 07-08

*** Based on 4 years
**** Based on 2 years
***** Based on 3 years

3g. Marketing

Course	SY 07-08	SY 11-12	Percentage Increase	Total students for 5-year period	Average Students Per Year
VEMK050 Marketing IA	96	146	52.1	684	137
VEMK051 Marketing IB	127	140	10.2	642	128
VEMK060 Marketing IIA	82	94	14.6	475	95
VEMK061 Marketing IIB	79	90	13.9	451	90
VEMK062 Marketing Lab IIA	49	93	89.8	347	69
VEMK063 Marketing Lab IIB	53	86	62.3	344	69
VEMK072 Marketing Lab IIIA	22	56	154.5	214	43
VEMK073 Marketing Lab IIIB	20	56	180	184	37

3h. Tourism (Lodging Management Program)

Course	SY 07-08	SY 11-12	Percentage Increase Decrease	Total students for 5-year period	Average Students Per Year
VETT054 LMP I	131	152	16	811	162
VETT064 LMP II	81	113	39.5	444	89
VETT074 LMP III	77	70	- 9.09	312	62

3i. Tourism (ProStart)

Course	SY 07-08	SY 11-12	Percentage Increase Decrease	Total students for 5-year period	Average Students Per Year
VETT055 ProStart I	158	106	- 32.9	707	141
VETT065 ProStart II	68	78	12.8	380	76
VETT075 ProStart III	70	73	4.1	343	69

3j. Visual Communications

Course	SY 07-08	SY 11-12	Percentage Increase	Total students for 5-year period	Average Students Per Year
VEVC- Vis Com GWHS	69	71	2.9	344	69

The various tables represent a composite report of each program's five-year enrollment data. It reflects the first year and last year of the study with a percentage increase or decrease, the total number of students enrolled in a particular class for the period and the average number of students per year. The school enrollment shown in the CTE counselors' review shows that there has been a decline in the overall number of students for school year 2011-2012 from 2010-2011. This is the first decline in overall enrollment during the entire timeframe of this study.

Five out of the ten secondary programs offer more than five courses. The top three programs with more than five offered courses that had the most students enrolled within the five year period of SY 2007 to SY 2012 are Marketing (3,251 students; 8 courses offered), Automotive Service Technology (2,581 students; 6 courses offered), and Electronics – Computer Networking (1,824 students; 9 courses offered). The program with more than five offered courses that had the least amount of student enrolled within the five year period of SY 2007 to SY 2012 is Automotive – Collision Repair & Refinishing Technology (781 students; 8 courses offered).

The top three programs with five or less offered courses that had the most students enrolled within the five year period of SY 2007 to SY 2012 are Tourism – Lodging Management (1,567 students; 3 courses offered), Allied Health (1,466 students; 3 courses offered), and Tourism – ProStart (1,430 students; 3 courses offered). The program with five or less offered courses that had the least amount of student enrolled within the five year period of SY 2007 to SY 2012 is Early Childhood Education (222 students; 5 courses offered). It is important to note that ECE Orientation was taught in SY 09-10 & 10-11and VEE-051 Early Childhood Ed. Orientation 2 and VEE-061 Lang Arts in Early Childhood 2 were taught only in SY 11-12.

Table 4. Yearly Program Student Completions

(Certificates of Completion & Mastery)

Program	Total Enrollment for 5-year period	Certificates of Completion	Percentage of completion	Certificates of Mastery	Percentage of mastery
Allied Health	1176	254	21.6	59	5.02
Automotive Service Technology	2076	113	5.44	13	0.63
AST / Collision Repair	597	74	12.4	0	0
Construction Trades / Carpentry	793	181	22.8	1	0.13
Construction Trades / AutoCAD	259	132	51	0	0
Early Childhood *	244	39	16	2	0.82
Electronics	2327	185	7.95	44	1.89
Marketing	2740	74	2.7	69	2.52
Tourism (LMP)	1232	120	9.74	155	12.6
Tourism (ProStart)	1174	166	14.1	118	10.1
VisCom	460	27	5.87	10	2.17

* Early Childhood began in SY 09-10

As the above table reflects, yearly completion rates fluctuate primarily due to GDOE and a lack of conformity in curriculum, bell schedules and student credit requirements. For example, students enrolled in Construction Trades and Automotive courses are consistently removed in their last year to take other courses needed for students' graduation, hence, completion rates in these programs are consistently low. Totals are for SY 07-08 thru SY 11-12. Total enrollment is a total of all students that were enrolled at any one time in the program.

The top three highest percentage of completion for Certificates of Completion are Construction Trades – AutoCAD (132 out of 259; 51%), Construction Trades – Carpentry (181 out of 793; 22.8%), and Allied Health (254 out of 1176; 21.5%). The program with the lowest percentage of completion for Certificate of Completion is Marketing (74 out of 2740; 2.7%).

The top three programs with the highest percentage of completion for certificate of Mastery are Tourism – LMP (155 out of 1232; 12.5%), Tourism – ProStart (118 out of 1174; 10.1%), and Allied Health (59 out of 1176; 5%). Two programs have 0% completion of certificate of Mastery: Automotive Service Technology – Collision Repair and Construction Trades – AutoCAD.

Table 5. Program Title V Total Funding
(SY 07-08 thru SY 11-12)

Program	Total Title V-A Funding SY 07-08 thru 11-12
Allied Health	$376,672
Automotive Service Technology *	$141,964
AST / Collision Repair *	
Construction Trades **	$74,670
AutoCAD **	
Early Childhood ***	$20,000
Electronics	$106,094
Marketing	$208,747
Tourism (LMP) ****	$355,126
Tourism (ProStart) ****	
VisCom	$53,822
CTE Counselors *****	$2,997
TOTAL TITLE V-A	$1,340,092

*AST and Collision Repair are combined
** Construction Trades / AutoCAD are combined
*** Early Childhood began in SY10-11
**** Tourism LMP & ProStart are combined
***** CTE Counselors began to receive funding in SY 11-12

Dollar amounts are listed only for Title V funds. Though it is assumed that all departments use "general fund" monies to support the secondary programs in some way or another, the exact dollar amount is difficult to ascertain. Dollar amounts per department are determined by the departmental request and availability of funds for distribution. Funds are distributed for supplies, Non-IT equipment and IT equipment at the discretion of the departments.

The program that received the most Title V-A funding is Allied Health ($376,672). The Allied Health program had the third most enrolled students with five or less offered courses within the five year period of SY 2007 to SY 2012 (1,466 students; 3 courses offered), had the third highest percentage of completion for Certificate of Mastery (254 out of 1176; 21.5%), and had the third highest percentage completion for certificate of Mastery (59 out of 1176; 5%).

The program that received the second most Title V-A funding is Tourism – LMP and ProStart ($355,126). Within the five year period of SY 2007 to SY 2012 the Tourism – LMP program had the most enrolled students with five or less offered courses (1,567 students; 3 courses offered) and Tourism – ProStart program had the third most enrolled students with five or less offered courses (1,430 students; 3 courses offered). The Tourism – ProStart program had the fifth highest completion percentage for Certificate of Completion (166 out of 1174; 14.1 %) and the Tourism – LMP program had the fourth lowest completion percentage of Certificate of Completion (120 out of 1232; 9.7%). However, the LMP and ProStart programs had the top two highest percentages of completion for certificate of Mastery: Tourism – LMP (155 out of 1232; 12.5%), Tourism – ProStart (118 out of 1174; 10.1%).

The program that received the third most Title V-A funding is Marketing ($208, 747). The Marketing program had the most enrolled students with more than five offered courses within the five year period of SY 2007 to SY 2012 (3,251 students; 8 courses offered). The Marketing program had the lowest percentage of completion for Certificate of Completion (74 out of 2740; 2.7%), however, 69 out of the 74 completers received a certificate of Mastery (69 out of 2740; 2.5%).

The program that received the least amount of Title V-A funding is Early Childhood Education ($20,000). The Early Childhood Education program began in SY2010 – 2011 and is currently offered in one public high school. The Early Childhood Education program had the least amount of student enrolled with five or less offered courses within the five year period of SY 2007 to SY 2012 (222 students; 5 courses offered), had the fourth highest percentage of completion for Certificate of Completion (39 out of 244; 16%) and had the fourth lowest percentage of completion for Certificate of Mastery (2 out of 29; .8%).

Table 6. Secondary Program Cost Per Student
(SY2011 – 2012)

Program	FACULTY SALARY	2011-2012 TITLE V-A	TOTAL COST	2011-2012 STUDENT COUNT	2011-2012 PER STUDENT COST
Allied Health	$241,563	$89,400	$330,963	238	$1,391
Automotive Services Technology	$490,066	$46,400 *	$536,466	385	$1,393
AST Collision Repair	$134,131		$134,131	54	$2,484
Construction Trades / AutoCAD	$397,231	$30,000	$427,231	282	$1,515
Early Childhood	$50,193	$10,000	$60,193	79	$762
Electronics	$425,787	$15,800	$441,587	344	$1,284
Marketing	$416,216	$36,100	$452,316	304	$1,488
Tourism (LMP)	$320,964	$57,000 **	$377,964	348	$1,086
Tourism (ProStart)	$273,279		$273,279	256	$1,067
VisCom	$50,905	$10,000	$60,905	71	$858
SUB TOTAL	**$2,800,335**	**$294,700**	**$3,095,035**	**2361**	**$1,307**
CTE Counselors	$309,289	$2,997	$312,286	N/A	N/A
TOTAL	**$3,109,624**	**$297,697**	**$3,407,321**	**2361*** **	**$1,443**

* AST Title V-A is shared with Collision Repair
** Tourism Title V-A is shared between LMP & ProStart
*** Spring 2012 Enrollment from Title V summary

The program with the highest cost per student for SY2011 – 2012 is Automotive Service Technology – Collision Repair ($2,484 per student). Automotive Service Technology – Collision Repair also has the lowest student count for SY2011 – 2012 at 54. The program with the second highest cost per student for SY2011 – 2012 is Construction Trades – AutoCAD ($1,515 per student). The Construction Trades – AutoCAD program had the fourth lowest student count for SY2011 – 2012 at 282. Both Automotive Service Technology – Collision Repair and Construction Trades – AutoCAD had 0% completion of certificate of Mastery. The program with the third highest cost per student for SY2011 – 2012 is Marketing ($1,488 per student). The Marketing program had the fourth highest student count for SY2011 – 2012 but the lowest percentage of completion for Certificate of Completion (74 out of 2740; 2.7%) from SY2007 – 2012.

The program with the lowest cost per student for SY2011 – 2012 is Early Childhood Education ($762 per student). The Early Childhood Education program also received the least amount of Title V-A funding for the period covered by this program review.

RECOMMENDATIONS & ACTION PLANS

GCC CTE Program Review Recommendations

The following recommendations are made with consideration to all programs. These recommendations may apply to all programs or may apply to only one or two but can also be considered by each of the programs, as necessary and appropriate.

1. Programs should systematically develop a three-year plan of course offerings. Due to fluctuations in enrollment, pre-requisites and sequencing of classes, it is recommended that when departments schedule classes, they need to be creative in how classes are sequenced. For example, by preparing a three year cycle of classes and using student enrollment projections, the Tourism ProStart program may have two VETT055 classes, one VETT065 class and one VETT075 class one year and the next year have one VETT055 class, etc.

2. Programs should ensure that class sizes are kept to the numbers identified in the course guides and MOA between GDOE and GCC through careful program and course planning processes.

3. Programs need to develop a method of establishing cohort groups so that they can further explore the development and creation of Academies, such as the Tourism Academy.

4. Through systematic assessments, and with the leadership of the department chairs and deans, programs should continue to diversify the learning and technology they are offering to meet the latest in technology and industry standards. For example, VISCOM and AutoCAD can accomplish this by upgrading computer hardware and software to current levels, should assessment results dictate this change.

5. Programs should review course documents, SLOs and pre-requisites for all programs to ensure student success. Assessments not completed should be monitored closely by the deans in order to provide directions for change and improvement.

6. GCC CTE Counselors at the high schools, in conjunction with individual program faculty and department chairs, need to continue to be involved in high school career days and other recruitment opportunities to better measure demand for certain programs of study.

7. Because of the very tight budget environment, this program review further suggests that individual secondary programs will need further systematic review, if and when the following conditions exist:

    a. Programs that do not have concrete pathways that allow them to articulate with postsecondary programs or courses (e.g. Allied Health – Introduction to Health Occupations);
    b. Programs that do not have currently-developed Dual Credit Articulated Programs of Study (DCAPS); and

c. Programs that are not current in their program or course assessments, and are considered not in compliance with institutional deadlines set by AIER. These programs will have to fulfill and complete all of their respective assessment requirements prior to expansion or growth before any approval is given.

* * *

Appendix A

GCC SECONDARY PROGRAM ENROLLMENT-BY SCHOOL, PROGRAM

SY 2007-2008 thru SY 2010-2011

	GW	JFK	OHS	SHS	SSHS	Grand Total
ALLIED HEALTH-INTRODUCTION TO HEALTH OCCUPATIONS	287	270		320	299	1176
2007-2008	72	75		49	72	268
2008-2009	73	51		78	75	277
2009-2010	76	66		106	71	319
2010-2011	66	78		87	81	312
AUTOMOTIVE-AUTOMOTIVE SERVICE TECHNOLOGY	592	432	282	648	122	2076
2007-2008	105	114		135		354
2008-2009	152	91	70	167		480
2009-2010	169	109	101	212	61	652
2010-2011	166	118	111	134	61	590
AUTOMOTIVE-COLLISION REPAIR & REFINISHING TECHNOLOGY	339			258		597
2007-2008	55			48		103
2008-2009	68			51		119
2009-2010	105			73		178
2010-2011	111			86		197
CONSTRUCTION TRADES-AUTOCAD	259					259
2007-2008	88					88
2008-2009	45					45
2009-2010	71					71
2010-2011	55					55
CONSTRUCTION TRADES-CARPENTRY	181	229	144	159	80	793
2007-2008	48	59		42		149
2008-2009	50	50	43	42		185
2009-2010	41	59	57	42	41	240
2010-2011	42	61	44	33	39	219
EARLY CHILDHOOD EDUCATION	244					244
2009-2010	75					75
2010-2011	169					169
ELECTRONICS-COMPUTER NETWORKING	510	584	359	355	519	2327
2007-2008	127	180		95	148	550
2008-2009	110	131	95	65	110	511
2009-2010	138	133	127	97	157	652
2010-2011	135	140	137	98	104	614
MARKETING	692	463	391	545	649	2740
2007-2008	293	123		123	149	688
2008-2009	114	101	110	94	147	566
2009-2010	151	125	135	152	188	751
2010-2011	134	114	146	176	165	735
TOURISM-LODGING MANAGEMENT PROGRAM	263	255	239	176	299	1232
2007-2008	80	81		36	92	289
2008-2009	64	47	40	34	57	242
2009-2010	64	70	101	46	73	354

Appendix A (cont.) **GCC SECONDARY PROGRAM ENROLLMENT-BY SCHOOL, PROGRAM**						
SY 2007-2008 thru SY 2010-2011						
2010-2011	55	57	98	60	77	347
	GW	JFK	OHS	SHS	SSHS	Grand Total
TOURISM-PROSTART	311	319		300	244	1174
2007-2008	92	96		45	64	297
2008-2009	77	66		77	58	278
2009-2010	68	79		84	61	292
2010-2011	74	78		94	61	307
VISUAL COMMUNICATIONS	460					460
2007-2008	123					123
2008-2009	89					89
2009-2010	124					124
2010-2011	124					124
Grand Total	**4138**	**2552**	**1415**	**2761**	**2212**	**13078**

Appendix B

Program Review Assignments & Task Force Members

Allied Health

- *Christopher Dennis,* Department Chair
  Automotive Service Technology Department

Automotive Services Technology

- *Clare Camacho, Ph.D.*, Professor
  Education Department

Automotive Technology, Autobody

- *Clare Camacho, Ph.D.*, Professor
  Education Department

Construction Trades / Auto CADD

- *Barry Mead, CFBE, CHE*, Adjunct Associate Dean
  Trades and Professional Services

Education

- *Vera DeOro,* Assistant Professor
  Adult Education/GED

Electronics-Computer Networking

- *Anthony San Nicolas,* Associate Professor
  Apprenticeship Training Program

Lodging Management

- *Virginia Tudela, Ph.D.*, Dean
  Technology and Student Services

Marketing

- *Michael Chan, Ed.D.*, Associate Dean
  Technology and Student Services

ProStart

- *Reilly Ridgell,* Dean
  Trades and Professional Services

Visual Communications

- *Vera DeOro,* Assistant Professor
  Adult Education/GED

*Marlena Montague (Institutional Researcher, Assessment Institutional, Effectiveness, & Research) provided the data sets for this program review report.

Appendix C

GCC SECONDARY PROGRAM ENROLLMENT-BY SCHOOL, PROGRAM, INSTRUCTOR						
SY 2007-2008 thru SY 2010-2011						
	GW	JFK	OHS	SHS	SSHS	Grand Total
ALLIED HEALTH-INTRODUCTION TO HEALTH OCCUPATIONS	287	270		320	299	1176
Instructor 1		270				270
2007-2008		75				75
2008-2009		51				51
2009-2010		66				66
2010-2011		78				78
Instructor 2					299	299
2007-2008					72	72
2008-2009					75	75
2009-2010					71	71
2010-2011					81	81
Instructor 3				193		193
2009-2010				106		106
2010-2011				87		87
Instructor 4	145					145
2007-2008	72					72
2008-2009	73					73
Instructor 5	142					142
2009-2010	76					76
2010-2011	66					66
Instructor 6				127		127
2007-2008				49		49
2008-2009				78		78
AUTOMOTIVE-AUTOMOTIVE SERVICE TECHNOLOGY	592	432	282	648	122	2076
Instructor 1				191		191
2007-2008				36		36
2008-2009				69		69
2009-2010				53		53
2010-2011				33		33
Instructor 2				60		60
2008-2009				12		12
2009-2010				41		41
2010-2011				7		7
Instructor 3	112	432				544
2007-2008	49	114				163
2008-2009	1	91				92
2009-2010		109				109
2010-2011	62	118				180
Instructor 4					122	122
2009-2010					61	61
2010-2011					61	61
Instructor 5			282			282
	GW	JFK	OHS	SHS	SSHS	GRAND

GCC SECONDARY PROGRAM ENROLLMENT-BY SCHOOL, PROGRAM, INSTRUCTOR						
SY 2007-2008 thru SY 2010-2011						
						TOTAL
2008-2009			70			70
2009-2010			101			101
2010-2011			111			111
Instructor 6	201					201
2008-2009	151					151
2010-2011	50					50
Instructor 7				397		397
2007-2008				99		99
2008-2009				86		86
2009-2010				118		118
2010-2011				94		94
Instructor 8	132					132
2009-2010	132					132
Instructor 9	54					54
2010-2011	54					54
Instructor 10	93					93
2007-2008	56					56
2009-2010	37					37
AUTOMOTIVE-COLLISION REPAIR & REFINISHING TECHNOLOGY	339			258		597
Instructor 1				258		258
2007-2008				48		48
2008-2009				51		51
2009-2010				73		73
2010-2011				86		86
Instructor 2	339					339
2007-2008	55					55
2008-2009	68					68
2009-2010	105					105
2010-2011	111					111
CONSTRUCTION TRADES-AUTOCAD	259					259
Instructor 1	259					259
2007-2008	88					88
2008-2009	45					45
2009-2010	71					71
2010-2011	55					55
CONSTRUCTION TRADES-CARPENTRY	181	229	144	159	80	793
Instructor 1		170				170
2008-2009		50				50
2009-2010		59				59
2010-2011		61				61
Instructor 2				159		159
2007-2008				42		42
2008-2009				42		42
2009-2010				42		42
	GW	JFK	OHS	SHS	SSHS	GRAND

GCC SECONDARY PROGRAM ENROLLMENT-BY SCHOOL, PROGRAM, INSTRUCTOR						
SY 2007-2008 thru SY 2010-2011						
						TOTAL
2010-2011				33		33
Instructor 3			144			144
2008-2009			43			43
2009-2010			57			57
2010-2011			44			44
Instructor 4		59				59
2007-2008		59				59
Instructor 5.					80	80
2009-2010					41	41
2010-2011					39	39
Instructor 6	181					181
2007-2008	48					48
2008-2009	50					50
2009-2010	41					41
2010-2011	42					42
EARLY CHILDHOOD EDUCATION	244					244
Instructor 1	75					75
2009-2010	75					75
Instructor 2	169					169
2010-2011	169					169
ELECTRONICS-COMPUTER NETWORKING	510	584	359	355	519	2327
Instructor 1			83			83
2010-2011			83			83
Instructor 2	510					510
2007-2008	127					127
2008-2009	110					110
2009-2010	138					138
2010-2011	135					135
Instructor 3			276			276
2008-2009			95			95
2009-2010			127			127
2010-2011			54			54
Instructor 4		584				584
2007-2008		180				180
2008-2009		131				131
2009-2010		133				133
2010-2011		140				140
Instructor 5					519	519
2007-2008					148	148
2008-2009					110	110
2009-2010					157	157
2010-2011					104	104
Instructor 6				355		355
2007-2008				95		95
	GW	JFK	OHS	SHS	SSHS	GRAND

GCC SECONDARY PROGRAM ENROLLMENT-BY SCHOOL, PROGRAM, INSTRUCTOR						
SY 2007-2008 thru SY 2010-2011						
						TOTAL
2008-2009				65		65
2009-2010				97		97
2010-2011				98		98
MARKETING	692	463	391	545	649	2740
Instructor 1			391			391
2008-2009			110			110
2009-2010			135			135
2010-2011			146			146
Instructor 2	42					42
2010-2011	42					42
Instructor 3					649	649
2007-2008					149	149
2008-2009					147	147
2009-2010					188	188
2010-2011					165	165
Instructor 4		463				463
2007-2008		123				123
2008-2009		101				101
2009-2010		125				125
2010-2011		114				114
Instructor 5	650					650
2007-2008	293					293
2008-2009	114					114
2009-2010	151					151
2010-2011	92					92
Instructor 6				545		545
2007-2008				123		123
2008-2009				94		94
2009-2010				152		152
2010-2011				176		176
TOURISM-LODGING MANAGEMENT PROGRAM	263	255	239	176	299	1232
Instructor 1			239		92	331
2007-2008					92	92
2008-2009			40			40
2009-2010			101			101
2010-2011			98			98
Instructor 2				36		36
2007-2008				36		36
Instructor 3					207	207
2008-2009					57	57
2009-2010					73	73
2010-2011					77	77
Instructor 4		255				255
2007-2008		81				81
	GW	JFK	OHS	SHS	SSHS	GRAND

GCC SECONDARY PROGRAM ENROLLMENT-BY SCHOOL, PROGRAM, INSTRUCTOR						
SY 2007-2008 thru SY 2010-2011						
						TOTAL
2008-2009		47				47
2009-2010		70				70
2010-2011		57				57
Instructor 5				140		140
2008-2009				34		34
2009-2010				46		46
2010-2011				60		60
Instructor 6	263					263
2007-2008	80					80
2008-2009	64					64
2009-2010	64					64
2010-2011	55					55
TOURISM-PROSTART	311	319		300	244	1174
Instructor 1		79				79
2009-2010		79				79
Instructor 2	311					311
2007-2008	92					92
2008-2009	77					77
2009-2010	68					68
2010-2011	74					74
Instructor 3				300		300
2007-2008				45		45
2008-2009				77		77
2009-2010				84		84
2010-2011				94		94
Instructor 4					244	244
2007-2008					64	64
2008-2009					58	58
2009-2010					61	61
2010-2011					61	61
Instructor 5		240				240
2007-2008		96				96
2008-2009		66				66
2010-2011		78				78
VISUAL COMMUNICATIONS	460					460
Instructor 1	460					460
2007-2008	123					123
2008-2009	89					89
2009-2010	124					124
2010-2011	124					124
Grand Total	**4138**	**2552**	**1415**	**2761**	**2212**	**13078**

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