11th Annual Institutional Assessment Report





Academic Year 2010-2011



Eleventh Annual Institutional Assessment Report, AY2010-2011 Committee on College Assessment Guam Community College August 2011

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Executive Summary

The Eleventh Annual Institutional Assessment Report (11th AIAR) provides a summary, through charts and figures, of the course, program, and institutional improvements resulting from assessment activities during the College's two-year assessment cycle ending in academic year 2010-2011. Also included is an overview of assessment compliance and Student Learning Outcomes (SLOs) assessment. Additionally, the 11th AIAR highlights college-wide assessment activities through several program review components for AY2010-2011. These components include program enrollment, program completions, advisory committee meetings, and curriculum revision activities. The information provided is intended to guide faculty and other campus constituents in program planning and decision making at all levels of the College hierarchy.

The following recommendations are made based on a review of assessment and program review activities reported for academic year 2010-2011:

- AIER should survey assessment authors to determine the type of training they need.
- Departments/units should hold regular meetings with their respective faculty/staff to discuss assessment plans and reports.
- Departments/units should mentor individuals who are new to the assessment process.
- The College should disseminate overviews of institutional assessment reports via MyGCC¹ and Chachalani².
- Departments should continue to work with the Office of Communications and Promotions to promote a greater awareness of their programs in the community.

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¹ MyGCC is the College's integrated database system with web accessible information combining student, financial aid, finance, and human resources into one system.

² Chachalani is the College's monthly online newsletter posted on MyGCC.

- Departments should continue to work with advisory committees to identify ways to improve programs.
- Academic departments should review their program enrollment and program completions
 and identify factors that may influence them so that they can make necessary
 improvements.
- Departments should continue to hold advisory committee meetings each semester. They should also document meeting minutes and post it online on MyGCC.
- Departments need to continue reviewing and updating their curriculum documents to ensure the currency of their courses and programs.
- Departments should continue to engage in dialogue with their advisory committees as
 they review their course offering to ensure that industry needs are taken into account as
 curriculum is being updated.
- Future TracDat training should emphasize the importance of linking program/unit outcomes to related goals in TracDat and should include step-by-step instructions on how to make the linkages.
- Faculty should encourage students to communicate with them if they have any questions
 or concerns about their programs or courses.
- Faculty should provide students with timely and frequent feedback on tests, reports, projects, etc. so that they can monitor their progress and make needed improvements (perhaps even online).
- Faculty should involve students in "hands on" projects such as research, case studies, or "real life" activities. Faculty should consider service learning as an integral component

of their class activities. Resources for service learning are available through the Center for Civic Engagement.

- Departments/faculty should continue to participate in recruitment events and should actively promote their programs.
- Departments should communicate with other departments regarding general education requirements, technical requirements, and related general and technical requirements necessary for each of their programs in order to ensure the currency of <u>all</u> programrequired courses. Include this dialogue as part of the curriculum review process.

Eleventh Annual Institutional Assessment Report AY2010-2011 Committee on College Assessment Guam Community College August 2011

Part 1. Overview

Since academic year 2000-2001, GCC has been publishing annual institutional assessment reports (AIARs) highlighting the College's assessment activities each academic year. The 2010-2011 annual institutional assessment report is the eleventh of such reports.

GCC's assessment initiative is continuously evolving and maturing. As mentioned in the 10th AIAR, "At the center of the College's assessment activities is the understanding that assessment is primarily conducted to demonstrate accountability and implement course, program, and institutional improvements."

During fall 2010, the College's Assessment, Institutional Effectiveness, and Research (AIER) Office published the following four institutional assessment reports: *Institutional Effectiveness Survey Report*, Foundation Board's Third Assessment Report, Fourth Board of Trustees' Assessment Report, and Fall 2010 Student Ratings of Instruction Survey Report. In spring 2011, AIER published the Assessing Assessment Survey Report and the 2011 President's Performance Appraisal Survey Report and during the summer, the College published the Spring 2012 Student Ratings of Instruction Survey Report and its annual Fact Book (Volume 5). These reports are accessible online at the AIER website (http://www.guamcc.edu/aier/) under the "What's New" section of the Home tab.

Assessment is a shared responsibility at GCC. Throughout the fall and spring semesters, academic programs, administrative units, and student services units are engaged in assessment activities. These units are separated into four (4) groups (Appendix A): Group A (Associate

Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs¹). The Committee on College Assessment (CCA) created a two-year assessment cycle based on these four (4) groups, which identifies the assessment requirements for each group (Appendix B).

The 11th AIAR provides a summary, through charts and figures, of the course, program, and institutional improvements resulting from assessment activities during the two-year assessment cycle ending in AY2010-2011. Also included is an overview of assessment compliance and Student Learning Outcomes (SLOs) assessment. Additionally, the 11th AIAR highlights college-wide assessment activities through several program review components for AY2010-2011. These components include program enrollment, program completions, advisory committee meetings, and curriculum revision activities. The information provided is intended for planning purposes at various levels.

Part II. Assessment, a Shared Responsibility

Assessing Assessment Survey Report²

How has the College assessed its eleven-year old assessment initiative, in particular, its implementation? In order to answer this question, the College's AIER Office and the Chair of the Committee on College Assessment (CCA)³ jointly developed a survey instrument designed to gauge perceptions of TracDat⁴ users as well as current and former CCA members concerning the

¹ Group D includes all federally funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.

² http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3494

³ CCA is an institution-wide committee whose membership is comprised of faculty, administrators, and a student representative. For the first few years of the committee's existence, an administrator filled the Chair position. In order to promote a faculty-driven assessment program, a faculty member later filled the Chair position and the Assistant Director of AIER became co-Chair.

⁴ TracDat is the College's assessment data management software, which was installed in July 2003.

implementation of the College's comprehensive assessment initiative. Survey questions stemmed from best practices of assessment implemented at community colleges nationwide.

The following results were reported: respondents understand the value of program review and the importance of documenting program review efforts; respondents are aware of institutional supports provided for the College's comprehensive assessment initiative; assessment plans are linked to institutional and departmental mission, goals, and objectives as well as the College's Institutional Strategic Master Plan (ISMP); assessment results are linked to decisions about curriculum, planning, and budgeting; although assessment results have been made available to the campus community, the information needs to be directly disseminated to those affected by the findings; assessment at GCC is comprehensive and institutionalized; not everyone is involved in the assessment process; and not all respondents have the same level of expertise with TracDat.

The following recommendations were made based on these various findings: (1) AIER should survey assessment authors to determine the type of training they need; (2) AIER should upload a Quick Step Guide to navigating TracDat onto the AIER website; (3) AIER should upload an assessment and TracDat tutorial onto the AIER website; (4) AIER should provide new and existing users with an updated TracDat User Guide; (5) departments/units should hold regular meetings with their respective faculty/staff to discuss assessment plans and reports; (6) departments/units should mentor individuals who are new to the assessment process; and (7) AIER should utilize MyGCC⁵ and Chachalani ⁶ to disseminate overviews of institutional assessment reports to create an awareness of the reports and an interest in reading them.

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⁵ MyGCC is the College's integrated database system with web accessible information combining student, financial aid, finance, and human resources into one system.

⁶ Chachalani is the College's monthly online newsletter posted on MyGCC.

Assessment Compliance

How diligent are programs and units in meeting assessment requirements? The College monitors assessment compliance by division each academic year. Table 1 on the following page shows that compliance rates have fluctuated throughout the years, partly due to changes in the number of reporting units under each division. The total number of programs/units under the Academic Affairs Division (AAD) changed from AY2009-2010 to AY2010-2011 because the data collection status due date was changed by CCA from March 14, 2011 to October 10, 2011. Group A (Associate Degree Programs) are not included in the compliance count. AAD's compliance rate of 63% reflects this change. Finance and Administration experienced an increase in the number of programs/units under their division from AY2009-2010 to AY2010-2011. Effective September 1, 2010, the Finance and Administration Division has oversight of Management Information Systems (MIS) and Environmental Health and Safety. In AY2010-2011, the Finance and Administration Division had a 100% compliance rate. There was an increase in the number of programs/units under the President/CEO's Office in AY2010-2011. The compliance rate for the President/CEO, Board of Trustees, and Foundation Board of Governors continues to remain at 100%, as documented in the table on the next page.

Table 1. Compliance Rate at the Divisional Level Updated Rates of Divisional Compliance with Assessment Requirements

| AY | Programs/ Units on Track Total # of Programs/ Units Academic Affairs Division | % | Programs/ Units on Track Total # of Programs/ Units Finance ⁷ & Administration Division | % | Programs/ Units on Track Total # of Programs/ Units Admin. Services Division | % | Programs/ Units on Track Total # of Programs/ Units President/ CEO ⁸ | % | Programs/ Units on Track Total # of Programs/ Units Board of Trustees & Foundation Board 9 | % |
|---------|--|-----|---|------|---|------|--|------|---|------|
| AY02-03 | 43/61 | 70% | 0/6 | 0% | 4/4 | 100% | | | | |
| AY03-04 | 35/57 | 61% | 0/5 | 0% | 2/4 | 50% | | | | |
| AY04-05 | 37/65 | 57% | 4/5 | 80% | 3/4 | 75% | 2/2 | 100% | 2/2 | 100% |
| AY05-06 | 45/55 | 82% | 5/5 | 100% | 4/4 | 100% | | | | |
| AY06-07 | 31/56 | 55% | 3/5 | 60% | 3/4 | 75% | 2/2 | 100% | 2/2 | 100% |
| AY07-08 | 33/48 | 69% | 4/4 | 100% | 2/4 | 50% | | | | |
| AY08-09 | 40/46 | 87% | 4/4 | 100% | 4/4 | 100% | 3/3 | 100% | 2/2 | 100% |
| AY09-10 | 30/45 | 67% | 2/4 | 50% | 3/4 | 75% | | | | |
| AY10-11 | 24/38 ¹⁰ | 63% | 6/6 | 100% | | | 5/5 | 100% | 2/2 | 100% |

Student Learning Outcomes (SLOs)

What progress has GCC made in assessing student learning outcomes since the 2002 standards of accreditation added this requirement to the institutional processes of evaluation, planning and improvement? As illustrated in Table 2 on the next page, GCC has worked diligently to institutionalize student learning outcomes assessment. Nearly one hundred percent

⁷ Business & Finance Division changed to Finance & Administration Division. The Administrative Services Division was removed from the organizational chart. Changes were effective fall 2010.

⁸ TracDat data entry for the President/CEO began in AY04-05. The President is assessed every other year. TracDat data entry follows the two-year assessment schedule. Effective fall 2010, the President/CEO units include Communications & Promotions, Planning & Development, Development & Alumni Relations, and Facilities.

⁹ TracDat data entry began in AY04-05. Units are assessed every other year.

¹⁰ Data Collection Status due date was changed by CCA from March 14, 2011 to October 10, 2011. Group A is not included in the compliance count (there are 20 programs under Group A).

(96.97%) of the total number of courses in the spring 2011 College catalog have course-level SLOs. This represents a 36.29% increase from the 60.68% reported in the 10th AIAR (Guam Community College 10th Annual Institutional Assessment Report) for spring 2010. As for program-specific courses, 60.35% of the total number of courses with SLOs is being assessed within programs¹¹. This is a 22.97% increase from the 37.38% reported in the 10th AIAR for AY2009-2010. Seventy-eight percent (78.01%) of courses required for associate degree programs have SLOs being assessed. Nearly forty-two percent (41.94%) of courses required for certificate programs have SLOs that are being assessed.

Table 2. Student Learning Outcomes (SLOs) 2011

| Term | Courses with SLOs | Total Number of Courses in Catalog | Percentage of Completion |
|-------------------------------|--|---------------------------------------|--------------------------|
| Spring 2011 Catalog | 384 | 396 | 96.97% |
| Fall 2010 Catalog | 384 | 396 | 96.97% |
| Spring 2010 Catalog | 250 | 412 | 60.68% |
| Fall 2009 Catalog | 181 | 350 | 51.71% |
| Spring 2009 Catalog | 70 | 375 | 18.67% |
| Fall 2008 Catalog | 68 | 375 | 18.13% |
| Spring 2007 Catalog | 0 | 399 | 0.00% |
| Fall 2006 Catalog | 0 | 399 | 0.00% |
| AS REQUIREMENT FOR PROGRAM | SLO COUNT | TOTAL | PERCENT |
| Associate Degree | Number of courses with SLOs being assessed | 149 | 78.01% |
| Programs | Number of courses within the programs | 191 | |
| Certificate Programs | Number of courses with SLOs being assessed | 26 | 41.94% |
| _ | Number of courses within the programs | 62 | |

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¹¹ The denominator in calculating the total number of courses with SLOs being assessed within programs is the total number of all courses within programs and excludes all archived courses as of this writing. In previously reported SLO data, the denominator included all courses listed in the College catalog. The total number of courses with SLOs being assessed includes those courses who have participated in an assessment cycle including those that have been assessed in the 2010-2011 academic year.

| AS REQUIREMENT FOR PROGRAM | SLO COUNT | TOTAL | PERCENT |
|--|--|-------|---------|
| Not a technical required course for a degree or | Number of courses with SLOs being assessed | 64 | 44.76% |
| certificate | Number of courses within the programs | 143 | |
| Total number of courses with SLOs being assessed within programs | Number of courses with SLOs being assessed | 239 | 60.35% |
| Total count of courses within programs | Number of courses within programs | 396 | |

Linking Program and Course-Level SLOs to Related Goals in TracDat

How have program and course-level SLOs been linked to Institutional Learning

Outcomes (ILOs)¹², ISMP goals, program review goals, course-level goals, division-level goals, school-level goals, program/unit-level goals, Governing Board-level goals, institution-level goals, and ACCJC standards. Table 3 on the following page reports the number of course-level SLOs linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 3, the most frequently linked goal in TracDat is program review (434)¹³. This is followed by ILOs (371), program/unit level goals (340), ISMP goals (257), division level goals (234), institution level goals (225), school level goals (218), ACCJC Standard II (211), Governing Board level goals (196), ACCJC Standard I (25), ACCJC Standard III (12), course level goals (8), and ACCJC Standard IV (2). Linking program and course-level goals to the related goals in

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¹² In the December 2, 2009 BOT meeting, the Board adopted six (6) Institutional Learning Outcomes (ILOs) that were developed by the General Education Committee with input from all faculty, the Faculty Senate, and the College Governing Council (CGC). ILOs represent the knowledge, skills, abilities, and values students should develop and acquire because of their overall experiences with any aspect of the College.

¹³ SLOs are linked to planning and budgeting in TracDat. Budget goals/objectives, performance indicators, and anticipated outcomes were submitted to the Business Office in fall 2010 and subsequently entered into TracDat. This information will be entered into TracDat annually.

TracDat is important because it shows how the efforts of these TracDat reporting units support the College's overall mission.

Table 3. Linking Course SLOs to Related Goals in TracDat (n=427 postsecondary courses listed in the College catalog as of January 2011)

| Related Goal Type | Count of Related Goal Type |
|--|-------------------------------|
| Course Level | 8 |
| Division Level | 234 |
| Governing Board Level | 196 |
| Institution Level | 225 |
| Institutional Learning Outcome (ILO) | 371 |
| Institutional Strategic Master Plan (ISMP) | 257 |
| Program Review (Budget Related Goals & | |
| Objectives) | 434 |
| Program/Unit Level | 340 |
| School Level | 218 |
| STANDARD I: Institutional Mission and | |
| Effectiveness | 25 |
| STANDARD II. Student Learning Programs and | |
| Services | 211 |
| STANDARD III: Resources | 12 |
| STANDARD IV. Leadership and Governance | 2 |
| Grand Total | 2533 ¹⁴ |

Source: Ad Hoc TracDat Report ran on April 13, 2011.

Table 4 on the next page illustrates the number of program/unit outcomes linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 4, the most frequently linked goal in TracDat to program/unit outcomes is program review (228), followed by program/unit level (191), division level (142), ISMP (136), institution level (119), ILOs (119), Governing Board level (107), ACCJC Standard II (95), school level (77), ACCJC Standard I (37), ACCJC Standard III (35), ACCJC Standard IV (7), and course level (5). Based on the information contained in Tables 3 and Table 4, it appears that some TracDat users may have skipped the important step of linking course SLOs and program/unit outcomes to related

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¹⁴ One-hundred and thirty-eight course level SLOs were not linked to a goal type in TracDat.

goals in TracDat. Future TracDat training should emphasize the importance of these linkages and should include systematic instructions on how to make the links. This is particularly important for new TracDat users. Additionally, AIER should communicate with Nuventive, the TracDat vendor, to see if users can be forced to make the linkages before moving on to the next data entry step.

Table 4. Linking Program/Unit Outcomes to Related Goals in TracDat (n=68 program/units listed in the AY2010-2011 Taxonomy)

| Related Goals | Count of Related Goal Type |
|---|----------------------------------|
| Course Level | 5 |
| Division Level | 142 |
| Governing Board Level | 107 |
| Institution Level | 119 |
| Institutional Learning Outcome (ILO) | 119 |
| Institutional Strategic Master Plan (ISMP) | 136 |
| Program Review (Budget Related Goals & Objectives) | 228 |
| Program/Unit Level | 191 |
| School Level | 77 |
| STANDARD I: Institutional Mission and Effectiveness | 37 |
| STANDARD II. Student Learning Programs and Services | 95 |
| STANDARD III: Resources | 35 |
| STANDARD IV. Leadership and Governance | 7 |
| Grand Total | 1298 ¹⁵ |

¹⁵ 81 Program level SLOs were not linked to a goal type in TracDat

Fall 2010 Student Ratings of Instruction Survey¹⁶

In an attempt to answer the question, "How can we determine if teaching is effective or ineffective?" the College utilized the Individual Development and Educational Assessment (IDEA) Center's 17 Student Ratings of Instruction System to assess teaching effectiveness by its impact on students. The principal indicators of effectiveness are derived by answering the question "Do students make progress in achieving objectives selected by the instructor?"

As part of the *IDEA Student Ratings of Instruction System*, faculty are instructed to select between three (3) to five (5) objectives which they consider relevant (important or essential) to their specific class. Relevant objectives are those that require substantial effort towards their attainment and achievement of the objectives is reflected in the assessment of student progress. The *IDEA Student Ratings of Instruction System* uses self-report of student learning on these objectives as the primary means of measuring teaching effectiveness. The *IDEA Student Ratings of Instruction System* also assesses teaching effectiveness by the average student's agreement with statements related to faculty and the course.

As an integral part of its faculty evaluation process, the College has been administering the *IDEA Student Ratings of Instruction Survey* for the past five semesters (fall 2009, spring 2010, summer 2010, fall 2010, and spring 2011)¹⁸. GCC chose to utilize the survey because of its focus on student learning and because it is tailored to fit faculty teaching objectives.

In fall 2010, the highest enrolled class of full-time instructional faculty was selected from the master schedule of classes to participate in the study. Survey results reveal that although

¹⁶ http://www.guamcc.edu/aier/index.php?option=com_docman&task=doc_view&gid=1024

¹⁷ The IDEA Center is a non-profit organization based at Kansas State University.

¹⁸ The survey was initially piloted in fall 2009.

participating classes performed well in terms of *progress on relevant objectives*¹⁹, there is room for improvement; participating students have a high regard for their teachers and their courses; and GCC students are exposed to a variety of instructional approaches.

Based on the findings, it was recommended that, in the future, classes should be intentionally grouped (i.e. by program- for program review purposes, by course- for course comparisons) for processing by the IDEA Center. Another recommendation that was made is that participating classes should focus their improvement efforts on encouraging student-faculty interaction outside of class (office visits, phone calls, email, etc.); involve students in "hands on" projects such as research, case studies, or "real life" activities; and provide students with timely and frequent feedback on tests, reports, projects, etc. so that they can monitor their progress and make needed improvements.

Spring 2011 Student Ratings of Instruction Survey

The GCC Spring 2011 Student Ratings of Instruction Survey was administered from March 14, 2011 to April 1, 2011. Three hundred and twenty-two (322) classes listed in the spring 2011 schedule of classes provided by the Admissions and Registration Office were surveyed.

Of the three hundred and twenty-two (322) classes surveyed, three hundred and nineteen (319) were included in the institutional Group Summary Report (GSR) for spring 2011. Three (3) classes were excluded because faculty members did not select *important* or *essential* objectives for these classes. The GSR combines information from the individual student ratings given by students from the three hundred and nineteen (319) participating classes. Information

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¹⁹ *Objectives* is a term used by the IDEA Center that is analogous to the term *outcomes* used by GCC for assessment purposes.

reported in the GSR is useful for program review, curricular review, institutional planning and to provide local norms.

Survey results highlight the following conclusions: GCC classes performed well in terms of *progress on relevant objectives;* participating GCC classes (n=319) made better *progress on relevant objectives* compared to classes in the IDEA database (n=44,455); GCC students have a positive regard for faculty and courses; compared to the IDEA database, GCC students have a higher regard for faculty and a more positive perception of their courses; GCC students have a positive perception of teaching effectiveness at the College; in comparison to the classes included in the IDEA database, GCC students reported a more positive perception of teaching effectiveness.

The following recommendations were made based on the findings: instructional improvement efforts should focus on the following: encouraging student-faculty interaction outside of class; involving students in "hands on" projects such as research, case studies, or "real life" activities; and providing timely and frequent feedback on tests, reports, projects, etc. to help students improve. Additionally, the College should designate a student in each class to administer the survey, to collect completed forms, and to place these forms along with blank forms and other survey materials in drop boxes located in the Student Support Office in Building B. AIER staff should randomly select students prior to administering the survey.

As recommended in the *Fall 2010 Student Ratings of Instruction Survey Report*, classes should be intentionally grouped (i.e. by program- *for program review purposes*, by course- *for course comparisons*) for processing by the IDEA Center. When completing the FIF for the spring 2011 survey administration, faculty selected a discipline code from the list of IDEA Discipline Codes for GCC Classes, which they felt was most relevant to their course. Classes

were sorted based on the codes and sent to the IDEA Center for processing. Thirty-three GSRs were returned. These GSRs will be given to respective departments to be used as part of their program review.

Part III. Program Review

What is program review? It is the review of the effectiveness of an educational program with the intent of improving institutional effectiveness and student learning. Regular program review involves the review of a degree or certificate program and comprehensive program review involves the review of a coherent educational experience (i.e., Work Experience Program, Adult High School).

As mentioned in the College's *Assessing Assessment Survey Report (2011)*, a comprehensive program review of the Liberal Arts program was completed in fall 2010. As a result, existing courses will be revisited²⁰ and more general education options in Humanities are being planned. A program review of the Work Experience program was completed in fall 2010 and a course review of the Driver's Education curriculum was completed in spring 2011.

Program review is an integrated process that is conducted institutionally. This section of the report focuses on regular program review, which involves the review of a degree or certificate program. In addition to looking at student learning outcomes, it is important to examine other factors related to program success. The following discussion focuses on program review elements such as enrollment, program completion, advisory committee meetings, and curriculum revision activities.

²⁰ One course was actually developed and approved by the Learning Outcomes Committee (LOC). *Introduction to Theater* (TH101) is now part of the General Education options in the Humanities area.

Program Enrollment

Program enrollment is an essential element of program review. Table 5 below provides unduplicated enrollment numbers for postsecondary programs offered by GCC for the past five (5) years (fall semester enrollment only).

Table 5. Postsecondary Unduplicated Enrollment by Program²¹ Five-Year Trend (Fall 2006-Fall 2010)

| Associate of Arts Degree Program | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 |
|---|--------------|--------------|--------------|--------------|--------------|
| AA in Culinary Arts | 16 | 36 | 57 | 77 | 92 |
| AA in Education | 47 | 87 | 92 | 116 | 127 |
| AA in Liberal Arts | 42 | 76 | 107 | 137 | 148 |
| Associate of Arts Grand Total | 105 | 199 | 256 | 330 | 367 |
| Associate of Science Degree Program | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 |
| AS in Accounting | 54 | 79 | 66 | 86 | 99 |
| AS in Automotive Service Technology | 11 | 21 | 31 | 56 | 72 |
| AS in Automotive Tech ²² | 26 | 16 | 11 | 3 | 1 |
| AS in Computer Networking | 8 | 15 | 20 | 33 | 40 |
| AS in Computer Science | 78 | 71 | 80 | 92 | 96 |
| AS in Criminal Justice | 55 | 68 | 86 | 143 | 169 |
| AS in Early Childhood Education | 57 | 79 | 99 | 112 | 119 |
| AS in Electronics Networking ²³ | 4 | 4 | 1 | - | - |
| AS in Emergency Management ²⁴ | - | 0 | 0 | 2 | 5 |
| AS in Food & Beverage Management ²⁵ | - | - | - | - | 14 |
| AS in Hospitality Industry Management ²⁶ | 51 | 53 | 59 | 60 | - |

²¹ Changes in program enrollment may be a result of student records management. Student records are reviewed and corrected on a continuous basis even after a semester has ended.

²² Program replaced with AS in Automotive Service Technology in fall of 2006.

²³ Program was changed to AS in Computer Networking in summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

²⁴ Program was adopted in April of 2007 and began in fall of 2007.

²⁵ From fall 2003 through spring 2010, the Food & Beverage Management emphasis was under the AS in

Hospitality Industry Management program.

26 Program changed to AS in Hotel Operations, AS in Food & Beverage Management and AS in Tourism & Travel Management in fall of 2010.

| Associate of Science Degree Program | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 |
|--|--|---|--|---|--|
| AS in Hotel Operations & Management ²⁷ | - | - | - | - | 14 |
| AS in Marketing | 22 | 25 | 24 | 25 | 28 |
| AS in Medical Assisting | 94 | 113 | 113 | 102 | 97 |
| AS in Office Technology | 23 | 31 | 23 | 30 | 33 |
| AS in Pre-Architectural Drafting ²⁸ | - | - | - | - | 7 |
| AS in Sign Language Interpreting ²⁹ | 1 | 0 | - | - | - |
| AS in Supervision and Management | 27 | 43 | 43 | 59 | 76 |
| AS in Surveying Technology ³⁰ | - | - | - | - | 3 |
| AS in Tourism & Travel Management ³¹ | - | - | - | - | 58 |
| AS in Visual Communications | 19 | 26 | 43 | 48 | 48 |
| Associate of Science Grand Total | 530 | 644 | 699 | 851 | 979 |
| Cantificate Duagnam | Fall | Fall | Fall | Fall | Fall |
| Certificate Program | 2006 | 2007 | 2008 | 2009 | 2010 |
| | 2006 9 | 2007 4 | 2008 | 2009 | 2010 |
| CERT in Accounting ³² | | | | | |
| CERT in Accounting ³² CERT in Automotive Service Technology CERT in Automotive Tech ³³ | 9 | 4 | 2 | 2 | 1 |
| CERT in Accounting ³² CERT in Automotive Service Technology CERT in Automotive Tech ³³ CERT in Computer Aided Design & Drafting ³⁴ | 9 2 | 4 11 | 2 11 | 2 15 | 1 20 |
| CERT in Accounting ³² CERT in Automotive Service Technology | 9 2 21 | 4 11 13 | 2 11 5 - | 2 15 2 | 1 20 1 |
| CERT in Accounting ³² CERT in Automotive Service Technology CERT in Automotive Tech ³³ CERT in Computer Aided Design & Drafting ³⁴ CERT in Computer Networking ³⁵ CERT in Computer Science | 9 2 21 - 0 11 | 4 11 13 - 0 6 | 2 11 5 - 1 5 | 2 15 2 - 0 9 | 1 20 1 2 0 4 |
| CERT in Accounting ³² CERT in Automotive Service Technology CERT in Automotive Tech ³³ CERT in Computer Aided Design & Drafting ³⁴ CERT in Computer Networking ³⁵ CERT in Computer Science CERT in Construction Technology ³⁶ | 9 2 21 - 0 11 0 | 4 11 13 - 0 6 1 | 2 11 5 - 1 5 0 | 2 15 2 - 0 9 5 | 1 20 1 2 0 4 18 |
| CERT in Accounting ³² CERT in Automotive Service Technology CERT in Automotive Tech ³³ CERT in Computer Aided Design & Drafting ³⁴ CERT in Computer Networking ³⁵ CERT in Computer Science CERT in Construction Technology ³⁶ CERT in Cosmetology | 9 2 21 - 0 11 0 20 | 4 11 13 - 0 6 | 2 11 5 - 1 5 | 2 15 2 - 0 9 | 1 20 1 2 0 4 |
| CERT in Accounting ³² CERT in Automotive Service Technology CERT in Automotive Tech ³³ CERT in Computer Aided Design & Drafting ³⁴ CERT in Computer Networking ³⁵ CERT in Computer Science CERT in Construction Technology ³⁶ CERT in Cosmetology CERT in Criminal Justice | 9 2 21 - 0 11 0 20 3 | 4 11 13 - 0 6 1 | 2 11 5 - 1 5 0 | 2 15 2 - 0 9 5 | 1 20 1 2 0 4 18 |
| CERT in Accounting ³² CERT in Automotive Service Technology CERT in Automotive Tech ³³ CERT in Computer Aided Design & Drafting ³⁴ CERT in Computer Networking ³⁵ CERT in Computer Science CERT in Construction Technology ³⁶ CERT in Cosmetology CERT in Criminal Justice CERT in Early Childhood Education | 9 2 21 - 0 11 0 20 3 5 | 4 11 13 - 0 6 1 19 21 4 | 2 11 5 - 1 5 0 17 46 4 | 2 15 2 - 0 9 5 33 15 | 1 20 1 2 0 4 18 40 17 21 |
| CERT in Accounting ³² CERT in Automotive Service Technology CERT in Automotive Tech ³³ CERT in Computer Aided Design & Drafting ³⁴ CERT in Computer Networking ³⁵ CERT in Computer Science CERT in Construction Technology ³⁶ CERT in Cosmetology CERT in Criminal Justice CERT in Early Childhood Education CERT in Education | 9 2 21 - 0 11 0 20 3 | 4 11 13 - 0 6 1 19 21 4 5 | 2 11 5 - 1 5 0 17 46 4 8 | 2 15 2 - 0 9 5 33 15 9 | 1 20 1 2 0 4 18 40 17 21 5 |
| CERT in Accounting ³² CERT in Automotive Service Technology CERT in Automotive Tech ³³ CERT in Computer Aided Design & Drafting ³⁴ CERT in Computer Networking ³⁵ CERT in Computer Science CERT in Construction Technology ³⁶ CERT in Cosmetology CERT in Criminal Justice CERT in Early Childhood Education CERT in Education CERT in Emergency Management ³⁷ | 9 2 21 - 0 11 0 20 3 5 4 | 4 11 13 - 0 6 1 19 21 4 5 | 2 11 5 - 1 5 0 17 46 4 8 | 2 15 2 - 0 9 5 33 15 9 | 1 20 1 2 0 4 18 40 17 21 5 |
| CERT in Accounting ³² CERT in Automotive Service Technology CERT in Automotive Tech ³³ CERT in Computer Aided Design & Drafting ³⁴ CERT in Computer Networking ³⁵ CERT in Computer Science CERT in Construction Technology ³⁶ CERT in Cosmetology CERT in Criminal Justice CERT in Early Childhood Education CERT in Education | 9 2 21 - 0 11 0 20 3 5 4 | 4 11 13 - 0 6 1 19 21 4 5 | 2 11 5 - 1 5 0 17 46 4 8 | 2 15 2 - 0 9 5 33 15 9 | 1 20 1 2 0 4 18 40 17 21 5 |

²⁷ From fall 2003 through spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

²⁸ Program reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 College catalog.

29 Program archived in September of 2008. One student remained continuously enrolled and received an AS in

Early Childhood Education.

³⁰ Program adopted in April of 2009.

³¹ From fall 2003 through spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

Program archived in May of 2006; however, one student remains continuously enrolled.

33 Program replaced with CERT in Automotive Service Technology in fall of 2006; however, one student remains continuously enrolled.

³⁴ Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.

³⁵ Computer Networking is not offered at the certificate level. The one student enrolled in fall 2008 was due to data entry error.

³⁶ Program adopted Fall 2009

³⁷ Program adopted in April of 2007 and began in fall of 2007.

| Certificate Program | Fall | Fall | Fall | Fall | Fall |
|--|------|------|------|------|------|
| Certificate Flogram | 2006 | 2007 | 2008 | 2009 | 2010 |
| CERT in Medical Assisting | 17 | 21 | 24 | 34 | 30 |
| CERT in Medium/Heavy Truck Diesel | | | | 0 | 0 |
| Technology ³⁹ | - | - | - | 0 | 0 |
| CERT in Office Technology | 5 | 4 | 4 | 3 | 2 |
| CERT in Practical Nursing | 27 | 24 | 36 | 42 | 37 |
| CERT in Pre-Nursing ⁴⁰ | 0 | 0 | 1 | 84 | 148 |
| CERT in Sign Language Interpreting ⁴¹ | 0 | 1 | 3 | 1 | 1 |
| CERT in Supervision and Management | 1 | 3 | 7 | 7 | 2 |
| CERT in Surveying Technology ⁴² | - | - | - | 0 | 0 |
| CERT in Systems Technology ⁴³ | 2 | 10 | 6 | 3 | - |
| Certificate Grand Total | 128 | 148 | 181 | 268 | 378 |

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, & 4.

As seen in Table 5, there were fourteen associate degree programs continuously offered since fall 2006 (AA in Culinary Arts, AA in Education, AA in Liberal Arts, AS in Accounting, AS in Automotive Service Technology, AS in Computer Networking, AS in Computer Science, AS in Criminal Justice, AS in Early Childhood Education, AS in Marketing, AS in Medical Assisting, AS in Office Technology, AS in Supervision and Management, and AS in Visual Communications). Of these fourteen associate degree programs, seven (7) experienced continuous growth over the past five (5) years (AA in Culinary Arts, AA in Education, AA in Liberal Arts, AS in Automotive Service Technology, AS in Computer Networking, AS in Criminal Justice, and AS in Early Childhood Education).

There are eleven (11) certificate programs that have been continuously offered since fall 2006 (CERT in Automotive Service Technology, CERT in Computer Science, CERT in Cosmetology, CERT in Criminal Justice, CERT in Early Childhood Education, CERT in

³⁸ The Marketing Certificate program was deleted in spring 2003. Student enrollment for fall 2007 and fall 2008 is due to data entry error.

³⁹ Program adopted in July of 2009.

⁴⁰ Program adopted fall 2008.

⁴¹ Program archived in September of 2008; however, one student remains continuously enrolled.

⁴² Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.

⁴³ Program archived in April of 2009.

Education, CERT in Fire Science, CERT in Medical Assisting, CERT in Office Technology, CERT in Practical Nursing, and CERT in Supervision and Management). The number of students declared in these programs has fluctuated throughout the years, with no program experiencing continuous growth throughout the five-year period. Eight (8) of these certificate programs are also offered at the associate degree level (Automotive Service Technology, Computer Science, Criminal Justice, Early Childhood Education, Education, Medial Assisting, Office Technology, and Supervision and Management). As seen in Table 5, except for AS in Medical Assisting, enrollment in these associate degree programs has been increasing. It appears that students may be more inclined to choose an associate degree program over a certificate program. In terms of the Fire Science certificate program, this program is offered through special arrangement with the Guam Fire Department on an as needed basis; consequently, enrollment varies from year-to-year. As for the Practical Nursing Certificate program, in order to declare in the program, students must meet special admissions requirements, including the completion of the Pre-Nursing Certificate program or equivalent work at GCC or from other accredited U.S. institutions. Additionally, a maximum of 40 students are accepted each year, limiting enrollment growth. In the case of the Cosmetology Certificate program, students do not need to declare in the program in order to take the Guam Board of Cosmetology exam. Consequently, a number of students do not declare. They take courses just to get the lab hours needed to take the exam.

Faculty involvement in program recruitment and retention efforts are very important. As mentioned in the Student Ratings of Instruction Survey Report (Spring 2011), students indicated that faculty *sometimes* encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.). Faculty should continue to encourage students to communicate with

them if they have any questions or concerns about their program or courses. Additionally, departments/faculty should continue to participate in recruitment events and should actively promote their own programs.

Additionally, departments should continue to work with the Office of Communications and Promotions to promote a greater awareness of their programs in the community, including the high schools. Departments should also continue to work with advisory committees to identify ways to improve programs, particularly in the areas of recruitment and retention.

Program Completions

Program completion is another essential element of program review. Table 6 below provides information on the number of postsecondary program completers for the past six (6) years.

Table 6: Completers by Program- Six-Year Trend (AY05-06, AY06-07, AY07-08, AY08-09, AY09-10, AY10-11)

| Associate of Arts Degree | AY 2006 | AY 2007 | AY 2008 | AY 2009 | AY 2010 | AY 2011 | Grand Total |
|--|------------|------------|------------|------------|------------|------------|----------------|
| AA in Culinary Arts | 1 | 1 | 0 | 2 | 9 | 6 | 19 |
| AA in Education | 3 | 0 | 6 | 7 | 20 | 16 | 52 |
| AA in Liberal Arts | 3 | 6 | 4 | 1 | 5 | 5 | 24 |
| Associate of Arts Grand Total | 7 | 7 | 10 | 10 | 34 | 27 | 95 |
| Associate of Science Degree | AY 2006 | AY 2007 | AY 2008 | AY 2009 | AY 2010 | AY 2011 | Grand Total |
| AS in Accounting | 7 | 4 | 11 | 7 | 9 | 8 | 46 |
| AS in Automotive Service Technology | 0 | 0 | 0 | 0 | 3 | 3 | 6 |
| AS in Automotive Tech ⁴⁴ | 3 | 1 | 1 | 1 | 2 | 0 | 8 |
| AS in Computer Networking | 0 | 0 | 1 | 3 | 1 | 3 | 8 |
| AS in Computer Science | 11 | 8 | 6 | 6 | 8 | 8 | 47 |
| AS in Criminal Justice | 4 | 5 | 14 | 14 | 11 | 21 | 69 |
| AS in Early Childhood Education | 12 | 9 | 6 | 10 | 17 | 20 | 74 |

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⁴⁴ Program replaced with AS in Automotive Service Technology in fall of 2006.

| Associate of Science Degree | AY 2006 | AY 2007 | AY 2008 | AY 2009 | AY 2010 | AY 2011 | Grand Total |
|---|------------|------------|------------|------------|------------|------------|----------------|
| AS in Electronics Networking ⁴⁵ | 0 | 0 | 1 | - | - | - | 1 |
| AS in Emergency Management ⁴⁶ | - | - | 0 | 0 | 1 | 0 | 1 |
| AS in Food & Beverage Management ⁴⁷ | - | - | - | - | - | 0 | 0 |
| AS in Hospitality Industry Mgmt. ⁴⁸ | 2 | 1 | 5 | 2 | 3 | 4 | 17 |
| AS in Hotel Operations & Mgmt. ⁴⁹ | - | 1 | - | - | 0 | 0 | 0 |
| AS in Marketing ⁵⁰ | 4 | 3 | 0 | 2 | 2 | 2 | 13 |
| AS in Medical Assisting | 15 | 9 | 11 | 5 | 12 | 13 | 65 |
| AS in Office Technology | 4 | 0 | 1 | 3 | 3 | 3 | 14 |
| AS in Pre-Architectural Drafting ⁵¹ | - | - | - | - | 0 | 0 | 0 |
| AS in Sign Language Interpreting ⁵² | 1 | 0 | 0 | - | - | - | 1 |
| AS in Supervision and Management | 6 | 6 | 11 | 0 | 5 | 8 | 36 |
| AS in Surveying Technology ⁵³ | - | - | - | 0 | 0 | 0 | 0 |
| AS in Tourism & Travel Mgmt. ⁵⁴ | - | - | - | - | 3 | 0 | 3 |
| AS in Visual Communications | 0 | 7 | 0 | 2 | 3 | 6 | 18 |
| Associate of Science Grand Total | 69 | 53 | 68 | 55 | 83 | 99 | 427 |
| Certificate | AY 2006 | AY 2007 | AY 2008 | AY 2009 | AY 2010 | AY 2011 | Grand Total |
| CERT in Accounting ⁵⁵ | 0 | 0 | 6 | 0 | 1 | 0 | 7 |
| CERT in Automotive Service Technology | - | 0 | 0 | 0 | 1 | 1 | 2 |
| CERT in Automotive Tech ⁵⁶ | 3 | 2 | 1 | 0 | 0 | 0 | 6 |

⁴⁵ Program changed to AS in Computer Networking in summer of 2005. One student remained continuously

enrolled and received an AS in Electronics Networking.

46 Program adopted in April of 2007 and began in fall of 2007.

47 From fall 2003 through spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.

⁴⁸ Program changed to AS in Hotel Operations, AS in Food & Beverage Management and AS in Tourism & Travel Management in fall of 2010.

⁴⁹ From fall 2003 through spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

The Marketing Certificate program was deleted in spring 2003. However, a couple of students were continuously

enrolled in fall 2007 and fall 2008.

The program reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 College catalog.

⁵² Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

⁵³ Program adopted in April of 2009.

⁵⁴ From fall 2003 through spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

⁵⁵ Program archived in May of 2006; however, one student remains continuously enrolled.

⁵⁶ Program replaced with CERT in Automotive Service Technology in fall of 2006; however, one student remains continuously enrolled.

| Certificate | AY | AY | AY | AY | AY | AY | Grand |
|--|------|------|------|------|------|------|-------|
| Certificate | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | Total |
| CERT in Computer Aided Design & | | | | | 0 | 0 | 0 |
| Drafting ⁵⁷ | _ | | _ | | | U | U |
| CERT in Computer Science | 3 | 3 | 2 | 1 | 0 | 1 | 10 |
| CERT in Construction Technology | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| CERT in Cosmetology | 1 | 0 | 0 | 1 | 0 | 0 | 2 |
| CERT in Criminal Justice | 21 | 2 | 11 | 35 | 11 | 7 | 87 |
| CERT in Early Childhood Education | 4 | 3 | 2 | 3 | 3 | 27 | 42 |
| CERT in Education | 0 | 0 | 2 | 8 | 2 | 1 | 13 |
| CERT in Emergency Management ⁵⁸ | - | 1 | 0 | 0 | 0 | 0 | 0 |
| CERT in Fire Science | 0 | 0 | 0 | 0 | 0 | 26 | 26 |
| CERT in Medical Assisting | 16 | 10 | 14 | 6 | 9 | 13 | 68 |
| CERT in Medium/Heavy Truck Diesel | _ | | | 0 | 0 | 0 | 0 |
| Technology ⁵⁹ | _ | - | - | U | U | U | U |
| CERT in Office Technology | 3 | 0 | 0 | 0 | 0 | 1 | 4 |
| CERT in Practical Nursing | 14 | 0 | 14 | 19 | 32 | 34 | 113 |
| CERT in Pre-Nursing | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CERT in Sign Language Interpreting ⁶⁰ | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| CERT in Supervision and | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Management | U | U | 1 | U | U | U | 1 |
| Certificate | AY | AY | AY | AY | AY | AY | Grand |
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | Total |
| CERT in Surveying Technology ⁶¹ | - | - | - | 0 | 0 | 0 | 0 |
| CERT in Systems Technology ⁶² | 0 | 0 | 0 | 0 | - | - | - |
| Certificate Grand Total | 65 | 21 | 53 | 73 | 59 | 112 | 383 |

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, & 4.

When conducting program review, it is important to bear in mind that implementation dates may vary between programs. In general, programs offered for several years have a higher completion rate than those offered for a few years. Additionally, the number of completers can vary by program based on program enrollment. Of the fourteen associate degree programs continuously offered by the College, the five (5) programs with the greatest number of completers over the six-year period are AS in Early Childhood (74), AS in Criminal Justice (69),

⁵⁷ Program reinstituted in May of 2010 and last appeared in the 1999-2000 College catalog.

⁵⁸ Program adopted in April of 2007 and began in fall of 2007.

⁵⁹ Program adopted in July of 2009.

⁶⁰ Program archived in September of 2008; however, one student remains continuously enrolled.

⁶¹ Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.

⁶² Program archived in April of 2009.

AS in Medical Assisting (65), AA in Education (52), and AS in Computer Science (47). Of the fourteen (14) associate degree programs continuously offered by the College, the five (5) with the least number of completers are AS in Automotive Service Technology⁶³ (6), AS in Computer Networking (8), AS in Marketing (13), AS in Office Technology (14), and AS in Visual Communications (18). It is possible that completion numbers have been impacted by course prerequisites that have been added throughout the years. These prerequisites are now being strictly enforced by Banner (the College's student information system) and the Admissions and Registration Office. In the past couple of years, only department chairpersons were allowed to override a course prerequisite. Prior to this, advisors were also allowed to override prerequisites. It is likely that this resulted in some delays in program completions.

As for certificate programs, of the eleven certificate programs that have been continuously offered by the College, the five (5) with the greatest number of completers are Practical Nursing (113), Criminal Justice (87), Medical Assisting (68), Early Childhood Education (42), and Fire Science⁶⁴ (26). Of the eleven certificate programs continuously offered by the College, the four (4) with the least number of completers are Supervision and Management (1), Cosmetology (2), Automotive Service Technology (2), and Office Technology (4). As mentioned earlier, in the case of Cosmetology, students do not need to complete the cosmetology program in order to take the Guam Board of Cosmetology exam. Students can take the exam after they have completed a certain amount of lab hours. As for Supervision and Management and Office Technology, enrollment for the past five (5) years has been relatively low. Completions are consequently affected by this trend. In the case of the Automotive Service

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⁶³ AS in Automotive Technology replaced AS in Automotive Service Technology in fall of 2006.

⁶⁴The Fire Science Technology program provides basic training for recruits from the Guam Fire Department and other Pacific Basin fire departments. There was a fire cycle offered in AY2010-2011.

Technology program, the low number of completers may be due to additional requirements resulting from substantive program changes that were implemented in fall 2006.

Academic departments should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.

Advisory Committee Meetings

An important factor in program success is dialogue between industry representatives and program faculty. The exchange of ideas is essential for program currency and improvement. As reported in Table 7 below, in fall 2010, of the eight (8) departments required to submit advisory committee minutes to AIER, six (6) submitted minutes (75%). In spring 2011, four (4) departments submitted advisory minutes (50%). The Construction Trades department did not submit advisory committee minutes for the academic year. Departments should continue to hold advisory committee meetings each semester and minutes should be documented and posted online on MyGCC.

Table 7: Advisory Committee Meetings by Program (AY2010-2011)

Meeting Minutes Matrix

| Fall 2010 | | | | |
|--|--------|------------------------------------|--|--|
| (Aug 2010 – Dec 2010) | | | | |
| Department/Program | School | Program Meeting/Minutes Dated | | |
| Adult Education Department | | Not required to provide Advisory | | |
| Adult Education Program (Adult High | | Committee Minutes (not included in | | |
| School Diploma) | TDC | the compliance report) | | |
| Adult Education Program (Basic Skills) | TPS | 1 , | | |
| Adult Education Program (English as a | | | | |
| Second Language) | | | | |
| General Education Diploma (GED) | | | | |

| Fall 2010 | | | | | |
|---|------------------|--|--|--|--|
| (Aug 2010 – Dec 2010) Department/Program School Program Meeting/Minutes Dated | | | | | |
| • | | g g | | | |
| Allied Health Department Introduction to Health Occupations Secondary Program⁶⁵ Medical Assisting Certificate Program Medical Assisting AS Practical Nursing Certificate Program Pre-Nursing Certificate Program Construction Trades Department⁶⁶ Computer Aided Design & Drafting Certificate Program Construction Technology Certificate Program Construction Trades Secondary Program | TPS (5) TPS (6) | Per DC, the advisory committee meetings cover the entire program for Allied Health Department. Therefore, the minutes submitted included all of the programs under the department. • 11/3/2010 | | | |
| Pre-Architectural Drafting AS Program Surveying Technology Certificate Program Surveying Technology AS Program Criminal Justice & Social Science Department Criminal Justice Certificate Criminal Justice AS Emergency Management Certificate Emergency Management AS Fire Science Technology Certificate Program | TPS (5) | Criminal Justice AS (10/28/2010) Criminal Justice Certificate 10/28/2010 Emergency Management AS (10/28/2010) Emergency Management Certificate 10/28/2010 Fire Science Technology Certificate Program 10/28/2010 | | | |
| 5. Education Department Cosmetology Certificate Program⁶⁷ Early Childhood Education Certificate Early Childhood Education AS Education Certificate Education AA | TPS (5) | Cosmetology Certificate (11/8/2010 – rec'd 5/5/2011) Early Childhood Education AS (11/12/2010) Early Childhood Education Certificate (11/12/2010) Education AA (11/12/2010) Education Certificate (11/12/2010) | | | |

 ⁶⁵ Effective fall 2008, the Nursing Assisting Secondary Program was changed to Introduction to the Health Occupations Secondary Program.
 ⁶⁶ Two new programs were added to the Construction Trades department in fall 2010 (Computer Aided Design & Drafting Certificate program and Pre-Architectural Drafting AS program).
 ⁶⁷ Effective fall 2010, the Cosmetology Certificate program was placed under the oversight of the Education

department.

| Fall 2010 (Aug 2010 – Dec 2010) | | | |
|---|---------|--|--|
| Department/Program | School | Program Meeting/Minutes Dated | |
| 6. English DepartmentLiberal Arts AA | TSS | Not required to provide Advisory Committee Minutes (not included in the compliance report) | |
| 7. Marketing Department Accounting AS⁶⁸ Marketing AS Marketing Secondary Supervision & Management Certificate⁶⁹ Supervision & Management AS Visual Communications AS Visual Communications Secondary | TPS (7) | Marketing AS (12/13/2010) Marketing Secondary (12/13/2010) VisCom AS (12/13/2010) VisCom Secondary (12/13/2010) | |
| 8. Technology Department Computer Networking AS Program Computer Science Certificate Computer Science AS Electronics & Computer Networking Secondary Office Technology Certificate 70 Office Technology AS | TSS (6) | Computer Networking (10/22/2010) Computer Science AS (10/29/2010) Computer Science Certificate (10/29/2010) Electronics & Computer Networking (10/22/2010) Office Technology AS (12/3/2010) Office Technology Certificate (12/3/2010) | |

⁶⁸ The Accounting AS program was moved from the Business department to the Marketing department in fall 2010.
69 The Supervision & Management AS & Certificate programs were moved from the Business department to the Marketing department in fall 2010.
70 The Office Technology AS & Certificate programs were moved from the Business department to the Technology

department in fall 2010.

| Fall 2 | :010 | | | |
|--|---------|---|--|--|
| (Aug 2010 – Dec 2010) | | | | |
| Department/Program | School | Program Meeting/Minutes Dated | | |
| 9. Tourism & Hospitality Department⁷¹ Culinary AA Program Food & Beverage Management AS Program Hotel Operations & Management AS Program Lodging Management Secondary Program ProStart Secondary Program Tourism & Travel Management AS | TPS (6) | | | |
| Program 10. Transportation Department | TPS (5) | Auto Body Secondary (12/13/2010) Automotive Services Technology AS (12/13/2010) Automotive Services Technology Certificate (12/13/2010) Automotive Services Technology Secondary (12/13/2010) Medium/Heavy Truck Diesel AS 12/13/2010 | | |
| Number of TPS programs | 25/39 | 64% | | |
| Number of TSS programs | 6/6 | 100% | | |
| Spring | | | | |
| (Jan 2011 – | | | | |
| Department/Program L. Adult Education Department | School | Program Meeting/Minutes Dated Not required to provide Advisory | | |
| I. Adult Education Department 1. Adult Education Program (Adult High School Diploma) 2. Adult Education Program (Basic Skills) 3. Adult Education Program (English as a Second Language) 4. General Education Diploma (GED) | TPS | Not required to provide Advisory Committee Minutes (not included in the compliance report) | | |

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⁷¹ The Tourism & Hospitality department reinstituted the Food & Beverage Management AS program, the Hotel Operations & Management AS program and the Tourism & Travel Management AS program effective fall 2010. The Hospitality Industry Management AS program was archived in spring 2010.

| | Spring | 2011 | | |
|------|--|---------|--|--|
| | (Jan 2011 – May 2011) | | | |
| | Department/Program | School | Program Meeting/Minutes Dated | |
| II. | Allied Health Department Introduction to Health Occupations Secondary Program Medical Assisting Certificate Program Medical Assisting AS Practical Nursing Certificate Program Pre-Nursing Certificate Program | TPS (5) | January 26, 2011 minutes for the following: • Introduction to Health Occupations Secondary Program • Medical Assisting Certificate Program • Medical Assisting AS • Practical Nursing Certificate Program • Pre-Nursing Certificate Program | |
| III. | Construction Trades Department Computer Aided Design & Drafting Certificate Program Construction Technology Certificate Program Construction Trades Secondary Program Pre-Architectural Drafting AS Program Surveying Technology Certificate Program Surveying Technology AS Program | TPS (6) | | |
| IV. | Criminal Justice & Social Science Department 1. Criminal Justice Certificate 2. Criminal Justice AS 3. Emergency Management Certificate 4. Emergency Management AS 5. Fire Science Technology Certificate Program | TPS (5) | | |
| V. | Education Department 1. Cosmetology Certificate Program 2. Early Childhood Education Certificate 3. Early Childhood Education AS 4. Education Certificate 5. Education AA | TPS (5) | Cosmetology Certificate (4/4/2011) Early Childhood Education AS (4/1/2011) Early Childhood Education Certificate (4/1/2011) Education AA (4/1/2011) Education Certificate (4/1/2011) | |
| VI. | English Department 1. Liberal Studies AA ⁷² | TSS | Not required to provide Advisory Committee Minutes (not included in the compliance report) | |

⁷² Liberal Arts AA program was renamed Liberal Studies AA effective spring 2011.

| | Spring 2011 | | | | | |
|-------|---|-----------------|--|--|--|--|
| | (Jan 2011 – May 2011) | | | | | |
| | Department/Program | School | Program Meeting/Minutes Dated | | | |
| VIII. | Marketing Department Accounting AS Marketing AS Marketing Secondary Supervision & Management Certificate Supervision & Management AS Visual Communications AS Visual Communications Secondary Technology Department Computer Networking AS Program Computer Science Certificate Computer Science AS Electronics & Computer Networking Secondary Office Technology Certificate Office Technology AS Tourism & Hospitality Department | TPS (7) TSS (6) | Computer Networking AS (5/11/2011) Computer Science AS (4/29/2011) Computer Science Certificate (4/29/2011) Electronics & Computer Networking Secondary (5/11/2011) Office Technology AS (4/8/2011) Office Technology Certificate (4/8/2011) Culinary Arts (4/21/2011) | | | |
| 174. | Culinary AA Program Food & Beverage Management AS Program Hotel Operations & Management AS Program Lodging Management Secondary Program ProStart Secondary Program Tourism & Travel Management AS Program | TPS (6) | Food & Beverage Management (4/21/2011) Hotel Operations & Management (4/21/2011) Lodging Management (4/21/2011) ProStart Secondary (4/21/2011) Tourism & Travel Management (4/21/2011) | | | |
| X. | Transportation Department Auto Body Secondary Program Automotive Services Technology Certificate Automotive Service Technology AS Automotive Services Technology Secondary Medium/Heavy Truck Diesel Cert | TPS (5) | | | | |
| | Number of TPS programs | 16/39 | 41% | | | |
| | Number of TSS programs | 6/6 | 100% | | | |

Curriculum Revision Activities

In order to ensure the quality of a program, it is important that the courses required for the program be regularly updated to coincide with the skills required in the workplace. Input from advisory committees helps to guide curriculum revisions at both the program and course level. Table 8 on page 30 contains an audit of courses for academic year 2010-2011. The table provides information on the currency of technical, related technical, related general education and technical electives course requirements for the various programs offered by the College.

Table 8 reveals that out of the seventeen certificate programs offered by the College in academic year 2010-2011, fifteen programs (89%) did not have any course that was five (5) years old and older. The Surveying Technology Certificate program has two (2) technical course requirements that are five (5) years old and older (SU100 and SU101) and one (1) related general education and technical course requirement that is five (5) years old and older (AE150). The Computer Science Certificate program has one (1) technical course requirement that is five (5) years old and older (CS290).

Of the twenty associate degree programs available in academic year 2010-2011, ten programs (50%) do not have any course that is five (5) years old or older. The Pre-Architectural Drafting AS program has one (1) technical course requirement that is five (5) years old and older (AE150). The Surveying Technology AS program has two (2) technical course requirements that are five (5) years old and older (SU100 and SU101) and one (1) related general and technical course requirement that is five (5) years old and older (AE150). The Criminal Justice AS program has three (3) technical course requirements that are five (5) years old and older (CS210, CS215, and CS217). The Supervision and Management AS program has one (1) technical course requirement that is five (5) years old and older (SM210). The Computer Networking AS program has one (1) professional electives course that is five (5) years old and

older (EE269). The Computer Science AS program has one (1) technical course requirement that is five (5) years old and older (CS292) and one (1) related general and technical course requirement that is five (5) years old and older (E111). The Culinary Arts AA program has six (6) technical course requirements that are five (5) years old and older (HS237, HS238, HS245, HS246, HS247, and HS249) and four (4) related technical requirements that are five (5) years old and older (HS140, HS160, HS208, and HS222). The Food & Beverage Management AS program has four (4) technical course requirements that are five (5) years old and older (HS140, HS208, HS222, and HS245). The Hotel Operations & Management AS program has one (1) technical course requirement that is five (5) years old and older (HS208) and four (4) related general education and technical course requirements that are five (5) years old and older (HS150, HS152, HS155, and HS160). The Tourism & Travel Management AS program has two (2) technical courses that are five (5) years old and older (HS257 and HS292) and four (4) related general education and technical course requirements that are five (5) years old and older (HS150, HS152, HS160, HS254).

Of the eleven (11) secondary programs offered by GCC, nine (9) programs (82%) do not have any course that is five (5) years old and older. The Construction Trades (Carpentry) secondary program has one (1) technical course requirement that is five (5) years old and older (VECT053). The Construction Trades (AutoCAD) secondary program has one (1) technical course requirement that is five (5) years old and older (VECT080). As for the Adult Education Program, one (1) of the seventeen technical course requirements is five (5) years old and older (SS080).

Table 8. Summary of Program and Course Review Audit by Department for Academic Year 2010-2011

| | Programs | Program's Last Date of Approval by AVP as Reflected in TracDat | Number of Technical course requirements for the program as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
|-----------------------------|---|---|---|---|---|
| Department | | | Number of Related Technical, Related General Education and Technical Elective course requirements for the program ⁷³ as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
| Adult Education Department | Adult Education Program (Adult High School Diploma) | 6/8/2005 | 17 | 1 SS080 US History (no course guide) | 6% |
| | | | 0 | 0 | 0% |
| | Introduction to Health Occupations Secondary | 12/10/2010 | 3 | 0 | 0% |
| | | | 0 | 0 | 0% |
| | Medical Assisting AS | 10/27/2005 | 13 10 | 0 | 0% |
| Allied Health Department | Medical Assisting Certificate | 11/3/2005 | 10 7 | 0 | 0% 0% |
| | Practical Nursing Certificate | 11/10/2008 | 9 | 0 | 0% 0% |
| | Pre-Nursing Certificate | 12/1/2008 | 0 5 | 0 | 0% 0% |

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⁷³ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

| | | | Number of Technical course requirements for the program as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
|---------------------|--|--|---|--|---|
| Department Programs | | Program's Last Date of Approval by AVP as Reflected in TracDat | Number of Related Technical, Related General Education and Technical Elective course requirements for the program ⁷⁴ as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
| | Computer Aided Design | 5/3/2010 | 6 | 0 | 0% |
| | & Drafting | 3/3/2010 | 5 | 0 | 0% |
| | Construction Technology | 2/24/2010 | 20 | 0 | 0% |
| | Certificate | | 5 | 0 | 0% |
| | Construction Trades (Carpentry) Secondary | 10/12/2010 | 2 | 1 VECT053 Intro to Carpentry IA/IB (5/2005) | 50% |
| | | ļ | 0 | 0 | 0% |
| Construction Trades | Construction Trades (AutoCAD) Secondary | 11/15/2010 | 2 | 1 VECT080 Intro to AutoCAD (1/2000) | 50% |
| Department | Pre-Architectural Drafting AS | 5/7/2010 | 7 | 1 AE150 Computer Aided Design & Drafting (CADD) I (4/1994) | 14% |
| | | | 7 | 0 | 0% |
| | Surveying Technology AS | 4/1/2009 | 11 | 2 • SU100 Surveying Drafting (1/2000) • SU101 Surveying Problems I (10/1980) | 18% |
| | | | 6 | 1 AE150 Computer Aided Design & Drafting (CADD) I (4/1994) | 17% |

⁷⁴ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

| | | | Number of Technical course requirements for the program as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
|--------------------------------------|------------------------------|--|---|--|---|
| Department | Programs | Program's Last Date of Approval by AVP as Reflected in TracDat | Number of Related Technical, Related General Education and Technical Elective course requirements for the program ⁷⁵ as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
| Construction Trades Department | Surveying Technology | 3/31/2009 | 7 | 2 •SU100 Surveying Drafting (1/2000) •SU101 Surveying Problems I (10/1980) | 29% |
| | Certificate | | 6 | 1 AE150 Computer Aided Design & Drafting (CADD) I (4/1994) | 17% |
| Criminal Justice & Social Science | Criminal Justice AS | 12/24/2009 | 26 | 3 -CS210 Windows Professional (5/2005) -CS215 Windows Server (5/2005) -CS217 Windows Directory Services (5/2005) | 12% |
| Department | | | 0 | 0 | 0% |
| 2 opai amont | Criminal Justice Certificate | 12/21/2004 | 9 | 0 | 0% 0% |
| | | 10/19/2007 | 27 ⁷⁶ | U | 070 |
| | Emergency Management AS | (approved by ACCJC) | 6 | 0 | 0% |
| | Emergency Management | 10/19/2007 | 27 ⁷⁷ | | 0.6.4 |
| | Certificate | | 3 | 0 | 0% |

Positive Programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

The chinical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's

⁽EMI) Independent Study courses online.

77 Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

| | | | Number of Technical course requirements for the program as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
|-----------------------------|-------------------------------------|--|---|--|---|
| Department | Programs | Program's Last Date of Approval by AVP as Reflected in TracDat | Number of Related Technical, Related General Education and Technical Elective course requirements for the program ⁷⁸ as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
| Criminal Justice | Fire Science Technology | 11/2/2010 | 6 | 0 | 0% |
| & Social Science Department | Fire Science Technology Certificate | | 1 | 0 | 0% |
| | Cosmetology Certificate | 11/7/2008 | 8 | 0 | 0% |
| | | 11/7/2000 | 0 | 0 | 0% |
| | Early Childhood Education AS | 6/29/2010 | 11 8 | 0 | 0% 0% |
| | Early Childhood | 0/15/0010 | 10 | 0 | 0% |
| Education | Education Certificate | 9/15/2010 | 0 | 0 | 0% |
| Department | Early Childhood | 0/21/2010 | 5 | 0 | 0% |
| | Education Secondary | 9/21/2010 | 0 | 0 | 0% |
| | Education AA | 3/6/2009 | 9 | 0 | 0% |
| | Education AA | 3/0/2009 | 4 | 0 | 0% |
| | Education Certificate | 3/2/2009 | 9 | 0 | 0% |
| | Eddeation Certificate | 31212007 | 4 | 0 | 0% |
| English | | | 12 | 0 | 0% |
| Department | Liberal Studies AA | 3/16/2011 | 0 | 0 | 0% |

⁷⁸ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

| | | Duranan's | Number of Technical course requirements for the program as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
|--------------------------|-----------------------------|--|---|--|---|
| Department | Programs | Program's Last Date of Approval by AVP as Reflected in TracDat | Number of Related Technical, Related General Education and Technical Elective course requirements for the program ⁷⁹ as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
| | Accounting AS | 11/25/2008 | 7 | 0 | 0% |
| | recounting 715 | 11/25/2000 | 5 | 0 | 0% |
| | Marketing AS | 12/11/2007 12/11/2007 11/25/2008 | 7 | 0 | 0% |
| | Transcens 110 | | 7 | 0 | 0% |
| Marketing | Marketing Secondary | | 8 | 0 | 0% |
| Department | | | 0 | 0 | 0% |
| | Supervision & Management AS | | 11 | 1 SM210 E- Commerce Management (1/2004) | 9% |
| | | | 7 | 0 | 0% |
| | Supervision & | 11/25/2008 | 11 | 0 | 0% |
| | Management Certificate | 11/23/2000 | 0 | 0 | 0% |
| | Visual Communications | 4/4/2008 | 10 | 0 | 0% |
| | AS | 1/ 1/2000 | 5 | 0 | 0% |
| | Visual Communications | 11/15/2010 | 4 | 0 | 0% |
| | Secondary | 11/15/2010 | 0 | 0 | 0% |
| Technology Department | Computer Networking AS | 5/11/2011 | 4 | 0 1 EE269 Advanced Computer Networking I (3/2004) | 25% |

⁷⁹ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

| | | | Number of Technical course requirements for the program as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
|--------------------------|---------------------------------|--|---|---|---|
| Department | Programs | Program's Last Date of Approval by AVP as Reflected in TracDat | Number of Related Technical, Related General Education and Technical Elective course requirements for the program ⁸⁰ as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
| | | | 13 | 1 CS292 Practicum (no course guide) | 7% |
| | Computer Science AS | 3/23/2011 | 4 | 1 EE111 Intro to PC Systems Installation & Maintenance (3/1996) | 25% |
| Technology Department | Computer Science Certificate | 10/29/2008 | 12 | 1 -CS290 Special Project (10/1980) -CS292 Practicum (no course guide) | 8% |
| | | | 3 | 0 | 0% |
| | Electronics & Computer | 9/29/2008 | 6 | 0 | 0% |
| | Networking Secondary | | 0 | 0 | 0% |
| | Office Technology AS | 4/20/2009 | 11 | 0 | 0% |
| | Office Technology | | 9 | 0 | 0% |
| | Certificate | 4/8/2009 | 3 | 0 | 0% |

⁸⁰ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

| | | | Number of Technical course requirements for the program as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
|--|------------------|--|---|---|---|
| Department | Programs | Program's Last Date of Approval by AVP as Reflected in TracDat | Number of Related Technical, Related General Education and Technical Elective course requirements for the program ⁸¹ as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
| Tourism & Hospitality Department | Culinary Arts AA | 10/8/2009 | 9 | 6 -HS237 Principles of European Cuisine (2/2004) -HS238 Garde Manger/Cold Pantry (3/2004) -HS245 Food Production Principles (10/2003) -HS246 Buffet Service/Catering (4/2004) -HS247 International Cuisine (5/2005) -HS249 Advanced Food Preparation (4/2005) | 67% |
| | | | 6 | 4 -HS140 Menu Planning (10/2003) -HS160 Hospitality Supervision (4/2003) -HS208 Food & Beverage Service (12/1999) -HS222 Food & Beverage Cost Control (12/2004) | 67% |

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Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

| | Programs | Program's Last Date of Approval by AVP as Reflected in TracDat | Number of Technical course requirements for the program as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
|----------------------------------|----------------------------------|---|---|--|---|
| Department | | | Number of Related Technical, Related General Education and Technical Elective course requirements for the program ⁸² as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
| | Food & Beverage Management AS | 5/10/2010 | 8 | 4 -HS140 Menu Planning (10/2003) -HS208 Food & Beverage Service (12/1999) -HS222 Food & Beverage Cost Control (12/2004) -HS245 Food Production Principles (10/2003) | 50% |
| | | | 6 | 0 | 0% |
| Tourism & Hospitality Department | | | 7 | 1 HS208 Food & Beverage Service (12/1999) | 14% |
| Department | Hotel Operations & Management AS | 5/10/2010 | 6 | 4 -HS150 Welcome to Hospitality (4/2000) -HS152 Customer Service (11/2005) -HS155 Basic Hotel & Restaurant Accounting (5/2006) -HS160 Hospitality Supervision (4/2003) | 66% |
| | Lodging Management | 2/10/2000 | 3 | 0 | 0% |
| | Secondary | 3/10/2009 | 0 | 0 | 0% |

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⁸² Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

| | | Program's | Number of Technical course requirements for the program as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
|----------------------------------|--|--|---|---|---|
| Department | Programs | Last Date of Approval by AVP as Reflected in TracDat | Number of Related Technical, Related General Education and Technical Elective course requirements for the program ⁸³ as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
| | ProStart Secondary | 3/10/2009 | 3 | 0 | 0% |
| | Program | 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2 | 0 | 0 | 0% |
| Tourism & Hospitality Department | Tourism & Travel Management AS | 5/4/2009 | 8 | 2 -HS257 Principles of Tour Guiding (3/2004) -HS292 Hospitality Industry Management Practicum (9/3003) | 25% |
| | | | 6 | 4 -HS150 Welcome to Hospitality (4/2000) -HS152 Customer Service (11/2005) -HS160 Hospitality Supervision (4/2003) -HS254 Hospitality & Travel Marketing (4/2007) | 55% |
| | Automotive Service | | 4 | 0 | 0% |
| Transportation | Technology Secondary (Collision Repair & Refinishing Technology) | 2/17/2011 | 0 | 0 | 0% |
| Department | Automotive Services | 5/6/2011 | 18 | 0 | 0% |
| | Technology AS | 3/0/2011 | 0 | 0 | 0% |
| | Automotive Service | 5/24/2010 | 18 | 0 | 0% |
| | Technology Certificate | | 0 | 0 | 0% |

Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

| | | Duo guona? | Number of Technical course requirements for the program as reflected in the Catalog | Number of courses 5yrs old and above | Percentage of courses 5yrs old and above |
|---------------------------|----------------------|------------|---|--|---|
| Department | Department Programs | | Program's Last Date of Approval by AVP as Reflected in TracDat Related Technical, Related General Education and Technical Elective course requirements for the program ⁸⁴ as reflected in the Catalog | | Percentage of courses 5yrs old and above |
| Tuenementation | Automotive Services | 12/8/2010 | 6 | 0 | 0% |
| Transportation Department | Technology Secondary | 12/0/2010 | 0 | 0 | 0% |
| Department | Medium/Heavy Truck | 5/24/2010 | 12 | 0 | 0% |
| | Diesel Certificate | 3/24/2010 | 0 | 0 | 0% |

For a program to be current, the general education requirements, technical requirements, and related general and technical requirements must <u>all</u> be current. This requires communication between departments since some courses required by a program may be under the oversight of another department. This dialogue should be part of the curriculum review process.

Part IV. Closing the Loop

What is *closing the loop*? It is the last phase in the assessment cycle where assessment data is turned back into program/course improvements. *Closing the loop* is important because it informs program review, planning, and budgeting; improves teaching and learning; promotes continuous improvement; strengthens programs; promotes collegiality; and enhances retention and graduation rates.

⁸⁴ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Based on GCC's two-year assessment schedule, for AY2010-2011, Group A (Associate Degree) was required to enter their course-level assessment plan and collection status in TracDat. Group B (Certificate Programs) was required to input their implementation status and course-level assessment plan in TracDat. Group C (Administrative and Student Services) was required to enter their program-level assessment report in TracDat. Specifically, they had to enter their assessment results and indicate how the results will be used to improve their particular units. They also had to report on their implementation status in TracDat. Group D⁸⁵ (Special Programs) was required to report on their data collection status and to input their course-level assessment report in TracDat. The majority of the *closing the loop* information come from administrative and student services units because assessment reports were not due for Groups A and B during AY2010-2011.

Appendices C through F contain figures that show how individual departments and programs *closed the loop* during academic year 2010-2011. They include programs that were *out of sync* with the assessment cycle, but were able to *close the loop* during the academic year. Each figure identifies intended outcomes, criterion, results, and use of assessment results. Outcomes are divided into three (3) types:

- Student Learning Outcomes (SLOs) The knowledge, skills, abilities, or attitudes that students are expected to attain as a result of specific educational experiences. Answers the questions- What do students know? What can students do? and What do students think and value?
- Administrative Unit Outcomes (AUOs) A statement about what a client will experience,
 receive or understand as a result of a given service provided.

⁸⁵ Includes all federally funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.

Student Services Unit Outcomes (SSUOs) - A statement about what a student will
experience, receive or understand as a result of a service provided by the College's
student services units.

As seen in Appendices C-F, improvements reported include use of results to refine the assessment method or to implement new assessment methods, changes in recruitment and advising, development of new career exploration and career services for students, upgrade of staff skills, and upgrade of office protocols. As for courses, reported improvements include changes in instructional emphasis for faculty, use of results to refine the assessment method or to implement new assessment methods, and changes in course guide after review. Secondary programs reported that assessment results were used to implement changes in instructional emphasis for faculty and to refine the assessment method or to implement new assessment methods.

Instructional units concentrated on the cognitive (what do students know?) and behavioral (what can students do?) dimensions of assessment in articulating their outcomes. A majority focused on the cognitive dimension. Of the forty-one assessment methods reported in AY2010-2011 for instructional programs, sixty-one percent (61%) focused on the cognitive dimension (essay questions, standardized tests, and textbook tests). Thirty-five percent (35%) focused on the behavioral dimension (course projects, lab/skills tests, and presentations) and five percent (5%) focused on the affective dimension (surveys). The most common means of assessment for administrative units and student services is document review and surveys. Of the 58 assessment methods reported, thirty-one percent (31%) were document review and twenty-eight percent (28%) were surveys.

All the assessment information reported in this section was harvested from TracDat. TracDat has a reporting feature that provides useful information for program review, planning, and decision-making.

Part V. Recommendations

The following recommendations are made based on a review of assessment and program review activities reported for academic year 2010-2011:

- AIER should survey assessment authors to determine the type of training they need.
- Departments/units should hold regular meetings with their respective faculty/staff to discuss assessment plans and reports.
- Departments/units should mentor individuals who are new to the assessment process.
- The College should disseminate overviews of institutional assessment reports via MyGCC and <u>Chachalani</u>.
- Departments should continue to work with the Office of Communications and Promotions to promote a greater awareness of their programs in the community.
- Departments should continue to work with advisory committees to identify ways to improve programs.
- Academic departments should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.
- Departments should continue to hold advisory committee meetings each semester. They should also document meeting minutes and post it online on MyGCC.
- Departments need to continue reviewing and updating their curriculum documents to ensure the currency of their courses and programs.

- Departments should continue to engage in dialogue with their advisory committees as
 they review their course offering to ensure that industry needs are taken into account as
 curriculum is being updated.
- Future TracDat training should emphasize the importance of linking program/unit outcomes to related goals in TracDat and should include step-by-step instructions on how to make the linkages.
- Faculty should encourage students to communicate with them if they have any questions
 or concerns about their programs or courses.
- Faculty should provide students with timely and frequent feedback on tests, reports, projects, etc. so that they can monitor their progress and make needed improvements (perhaps online).
- Faculty should involve students in "hands on" projects such as research, case studies, or "real life" activities. Faculty should consider service learning as an integral component of their class activities. Resources for service learning are available through the Center for Civic Engagement.
- Departments/faculty should continue to participate in recruitment events and should actively promote their programs.
- Departments should communicate with other departments regarding general education requirements, technical requirements, and related general and technical requirements necessary for each of their programs in order to ensure the currency of <u>all</u> program-required courses. Include this dialogue as part of the curriculum review process.

Appendix A

Assessment Taxonomy for Academic Year 2010-2011

ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2010-2011

GROUP A Associate Degree Programs

Accounting AS

Automotive Service Technology AS & Certificate

Computer Networking AS

Computer Science AS & Certificate Criminal Justice AS & Certificate

Culinary Arts AA

Early Childhood Education AS & Certificate

Education AA & Certificate

Food & Beverage Management AS

Hotel Operations & Management AS

Liberal Arts AA

Marketing AS

Medical Assisting AS & Certificate

Office Technology AS

Pre-Architectural Drafting AS

Supervision & Management AS & Certificate

Surveying Technology AS & Certificate

Tourism & Travel Management AS

Visual Communications AS

GROUP B Certificate Programs

Computer Aided Design & Drafting Construction Technology Cosmetology Fire Science Technology Medium/Heavy Truck Diesel Technology Office Technology Practical Nursing Pre-Nursing

GROUP C Administrative & Student Services Units

Accommodative Services
Admissions & Registration
Apprenticeship Training Program
Assessment & Counseling
Board of Trustees +
Business Office

Center for Civic Engagement
Center for Student Involvement
Communications & Promotions
Continuing Education & Workforce Development
Development & Alumni Relations

Enrollment Services

Environmental Health & Safety

Facilities

Foundation Board +
Health Services Center
Human Resources Office
Learning Resources Center
Management Information Systems
Materials Management
Planning & Development

Pranning & Development
President/CEO +
Project AIM/TRiO
Student Financial Aid
Student Support Services
Work Experience

The Emergency Management AS & Certificate programs are listed in the 2010-2011 College Catalog (Fall 2010 issue), but due to the special nature of these programs, they are not included in this taxonomy report. They will follow an alternative schedule to be developed by AIER.

Postsecondary Faculty start date August 13, 2010 and ends May 13, 2011 (PS Academic Year Ends/Grades Due) based on the Five-Year Academic Calendar approved by BOT Chairperson Gina Ramos on August 2, 2010. Secondary faculty begins August 9, 2010 and ends May 31, 2011 (secondary flexible #10-day). The number of programs per category may change during the academic year due to program adoption and/or deletion.

⁺ These administrative units do not follow the standardized assessment schedule. They report every other year.

GROUP D Special Programs

(All federally funded instructional programs, general education, developmental courses², secondary programs, and Related Technical Requirements/Electives)

| Adult Education Program – Adult High School | Adult Education Program Department(GED, SP) |
|--|--|
| Diploma | Courses |
| Adult Education Program – Basic Skills | Allied Health Department (<i>HL,NU, MS</i>) Courses |
| Adult Education Program – English as a Second | Automotive Services Department (ME, MHT) Courses |
| Language | |
| Auto Body (Secondary) | Business(Marketing, Accounting, Supervision & |
| | Management and Visual Communications) Department |
| | (AC, MK, SM, VC) Courses |
| Automotive Service Technology (Secondary) | Criminal Justice & Social Science Department (<i>CJ</i> , |
| | EC, EMS, FS, HI, HU, PI, PS, PY, SO, SS) Courses |
| Construction Trades (Secondary) | Construction Trades Department (AE, CE, CT, EM, |
| | OR, SU, WA, WE, WT, WW) Courses |
| Early Childhood Education Certificate of | Education, ECE & Cosmetology Department (ASL, CD, |
| Completion/Mastery (Secondary) | CM, ED, IN) Courses |
| Electronics & Computer Networking | Electronics, Computer Science & Office Technology |
| (Secondary) | Department (EE, CS, OA) Courses |
| General Education Diploma (GED) | English Department (EN) Courses |
| Introduction to Health Occupations (Secondary) | Math & Science Department (MA, SI) Courses |
| Lodging Management Program (Secondary) | Tourism & Hospitality Department Courses (CH, CI, |
| | HS, JA, KE) |
| Marketing Education (Secondary) | |
| ProStart (Secondary) | |
| Visual Communications (Secondary) | |
| | |
| | |
| | |

Taxonomy for AY 2010-2011 Updated: March 30, 2011

² ACCJC/WASC SLO Annual Report requires GCC to report on the status of where we are in terms of developing, mapping and assessing <u>ALL</u> program and <u>course</u> level student learning outcomes (SLO). Refer to page 31 of the 8th AIAR. Courses not directly associated with a specific degree or certificate program as a technical requirement for a program is listed under specific departments in TracDat. Example: Allied Health Department; Construction Trades Department; English Department; etc.

Appendix B

GCC's Two-Year Assessment Cycle Schedule Effective Fall 2010

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE EFFECTIVE FALL 2010

| | GROUP A Associate Degree | GROUP B Certificate Programs | GROUP C Administrative & Student Services Units | GROUP D ¹ Special Programs |
|-------------|--|--|---|---|
| FALL 2010 | Program & Course SLO Assessment Plan Go to Program/Unit and Course Assessment Plan Tab ² and each sub-tab and enter data in each field/box for the new cycle | Course Level SLO Implementation Status Go to TracDat's Data Collection/Summary of Results (N=?) Tab and by Course Sub-tab and enter status on how column 5 was implemented | Admin/Student Services Units Assessment Report – key in assessment results and how results will be used to improve the unit in TracDat's Data Collection/Summary of Results (N=?) Tab | Course Level SLO Collection Status Go to TracDat's Data Collection/Summary of Results (N=?) Tab and By Course Sub-tab and key in data for each course level SLO assessed during this cycle |
| _ | DEADLINE: October 11, 2010 | DEADLINE: October 11, 2010 | DEADLINE: October 11, 2010 | DEADLINE: October 11, 2010 |
| SPRING 2011 | Program & Course SLO Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs & Subtabs | Program & Course SLO Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle | Admin/Student Services Units Implementation Status Go to TracDat's Data Collection/Summary of Results (N=?) Tab and key in how column 5 was implemented | Course Level SLO Assessment Report Go to TracDat's Data Collection/Summary of Results (N=?) Tab and by Course Sub-tab and record the results and how it will be used for course improvement |
| SF | DEADLINE: March 14, 2011 | DEADLINE: March 14, 2011 | DEADLINE: March 14, 2011 | DEADLINE: March 14, 2011 |
| FALL 2011 | Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab & Subtabs | Program & Course SLO Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs & Subtabs | Admin/Student Services Units Assessment Plan; Incorporate modifications of what was said on how to improve the unit by inputting the <u>new</u> AUOs/SSUOs in TracDat's Unit Assessment Plan Tab and Sub-tabs | Course Level SLO Implementation Status; Go to TracDat's Data Collection/Summary of Results (N=?) Tab and by Course Sub-tab to key in course level status on how column 5 was implemented |
| | DEADLINE: October 10, 2011 | DEADLINE: October 10, 2011 | DEADLINE: October 10, 2011 | DEADLINE: October 10, 2011 |
| SPRING 2012 | Program & Course SLO Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle | Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab & Sub-tabs | Admin/Student Services Units Gather unit level AUO/SSUO data continuously; Input status of data collection in TracDat's Data Collection/Summary of Results (N=?) Tab | Program & Course SLO Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle |
| | DEADLINE: March 12, 2012 | DEADLINE: March 12, 2012 | DEADLINE: March 12, 2012 | DEADLINE: March 12, 2012 |

ACCJC/WASC VISIT: SPRING 2012

The schedule is set up to meet ACCJC/WASC's requirement to systematize the assessment of <u>ALL program, course, administrative, and student service units</u> and annually report on how each impacts student learning outcomes (SLOs). Refer to Part V. AY2007-2008 Institution-Wide Assessment Activities of the 8th Annual Institutional Assessment Report (AIAR). The report is available in the AIE office and the AIE website http://www.guamcc.edu/aie.

Updated: May 7, 2010

Group D = General Education, Developmental Courses (course that does not have specific programs), Secondary Programs and Related Technical Requirements/Electives

² Tab is also defined as Form

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE **EFFECTIVE FALL 2010**

| | GROUP A Associate Degree | GROUP B Certificate Programs | GROUP C Administrative & Student Services Units | GROUP D ¹ Special Programs |
|-------------|---|--|---|---|
| Fall 2012 | Program & Course SLO Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle | Program & Course SLO Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle | Admin/Student Services Units Assessment Report Go to TracDat's Data Collection/Summary of Results (N=?) Tab to enter assessment results and record how results will be used for improvement in the next cycle of assessment | Program & Course SLO Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs & Subtabs |
| | DEADLINE: October 8, 2012 | DEADLINE: October 8, 2012 | DEADLINE: October 8, 2012 | DEADLINE: October 8, 2012 |
| SPRING 2013 | Program & Course SLO Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs & Subtabs | Program & Course SLO Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle | Admin/Student Services Units Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection/Summary of Results (N=?) Tab | Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab & Sub- tabs |
| SF | DEADLINE: March 11, 2013 | DEADLINE: March 11, 2013 | DEADLINE: March 11, 2013 | DEADLINE: March 11, 2013 |
| Fall 2013 | Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab & Sub- tabs | Program & Course SLO Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs & Subtabs | Admin/Student Services Units Assessment Plan; Incorporate modifications of what was said on how to improve the unit by inputting in the <u>new</u> AUOs/SSUOs in TracDat's Unit Assessment Plan Tab and Sub-tabs | Program & Course SLO Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle |
| | DEADLINE: October 14, 2013 | DEADLINE: October 14, 2013 | DEADLINE: October 14, 2013 | DEADLINE: October 14, 2013 |
| Spring 2014 | Program & Course SLO Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle | Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab & Sub-tabs | Admin/Student Services Units Gather unit level AUO/SSUO data continuously; Input status of data collection in TracDat's Data Collection/Summary of Results (N=?) Tab | Program & Course SLO Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle |
| S | DEADLINE: March 10, 2014 | DEADLINE: March 10, 2014 | DEADLINE: March 10, 2014 | DEADLINE: March 10, 2014 |

The schedule is set up to meet ACCJC/WASC's requirement to systematize the assessment of <u>ALL program, course, administrative, and student service units</u> and annually report on how each impacts student learning outcomes (SLOs). Refer to Part V. AY2007-2008 Institution-Wide Assessment Activities of the 8th Annual Institutional Assessment Report (AIAR). The report is available in the AIE office and the AIE website http://www.guamcc.edu/aie.

Updated: May 7, 2010

Appendix C

CLOSING THE LOOP: PROGRAM-LEVEL, POSTSECONDARY

Group C: Administrative Units and

Student Services Units

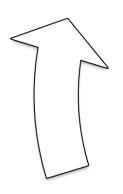
Group D: Special Programs

Group C- Administrative Units

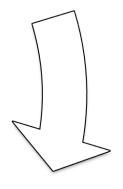
Because criterion was met, a new AUO for the next assessment cycle will be submitted.



AUO#1: Increase employer participation in the Apprenticeship Program from 35 to 45.



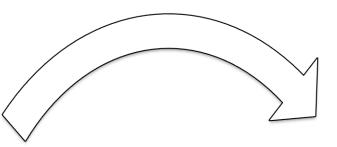
Apprenticeship Training Program



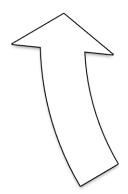
54 active employers have been registered in the Apprenticeship Training Program as of September 2010. 100% of the 54 employers registered their employees into the program.

90% of active employers will have employees registered in the program.

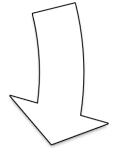
Because criterion was met, a new AUO for the next assessment cycle will be submitted.



AUO#2: Increase the number of apprenticeship completers from 15 to 20 per year.

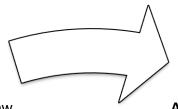


Apprenticeship Training Program



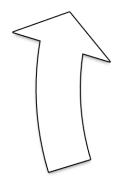
From January to December 2009, 37 apprentices completed and received their corresponding certificate. From January to September 2010, 17 apprentices completed and received their corresponding certificate.

7% of universe (274 total apprentices) will receive their completion certificates by the end of this assessment cycle.

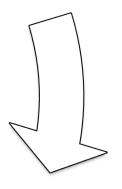


Because criterion was met, a new AUO for the next assessment cycle will be submitted.

AUO#3: Increase the number of active apprentices in the program from 274 to 324.



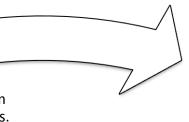
Apprenticeship Training Program



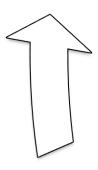
30% or 82 apprentices enrolled between January 2009 (274) and September 2010 (356).

18% increase in the number of active apprentices enrolled in the program

Produce another recruitment video that highlights the link between secondary and postsecondary programs and continue to work with College Access Challenge Grant Program to promote secondary programs.



AUO#1: Promote GCC CTE programs within Guam's five public high schools and within the business community, and address community misconception about GCC having stopped its vocational education program in the public high schools.

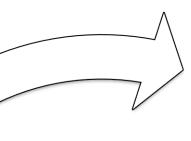


Communications & Promotions

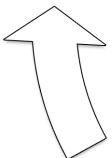
- -Previous high school brochures were deemed adequate- no need to upgrade.
- -Recruitment video highlighting postsecondary programs shown in high schools and at high school open houses at GCC instead.
- -Generated news stories about high school programs and high school program accomplishments. Guest-hosted radio talk show and had GCC high school counselors and programs featured- nearly one free hour of advertising about high school programs. Also had Associate Dean in charge of high school programs, and a GCC career counselor at Southern appear on GCC local TV program to advertise high school programs.

Recruitment video addressing CTE programs in the high schools will be 100% completed by the end of this assessment cycle. TV commercials addressing re-branding of Voc Ed to CTE in high schools will be 100% completed. Brochures will be 100% updated. Business workshops will be 80% updated.

Produce 8-minute
recruitment video focusing
on secondary programs and
how they link to
postsecondary programs,
and how students can earn
college credit when they
graduate from these CTE high
school programs.



AUO#2: Develop two 8-minute recruitment videos and :30 commercials that showcase GCC programs and their relationship to the island community and address CTE re-branding in the public high schools.

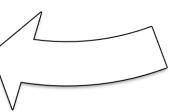


Communications & Promotions



Produced one 8-minute recruitment video and three:30 commericals focusing on postsecondary programs and their relationship to the island community. Video and commercials also focused on student success stories. Video shown at high school presentations and village outreach meetings, TV commercials shown during semester enrollment ad campaigns; increase in enrollment in secondary CTE programs of 2.4% between AY 2009-2010 and 2010-2011. Postsecondary enrollment increase of 7.69% between Fall

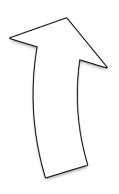
2009 and Fall 2010.



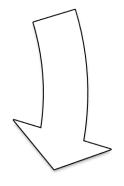
Overall, five percent increase in high school program enrollment; five percent increase in postsecondary enrollment. Developed an RFP to outsource the website and are currently in the process of having the RFP put out to bid.



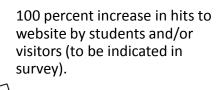
AUO #3: Complete reorganization and revision of GCC website into more informative, attractive and user-friendly format.



Communications & Promotions



Have revised website look to add more photos and make information more interactive and readily accessible to students and the public in general. Hits to web site fluctuate on a daily basis, however, our MIS dept. says the site is not set up to give an accurate daily hits count.



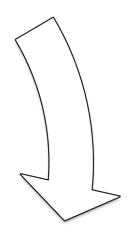
Will continue to promote college events and make GCC's name well-known on the island and branch out into the region, in order to maintain increased enrollment. Will need increased budget for advertising regionally.



AUO#4: Continuously promote individual college events/programs that occur onand off-campus throughout the academic year.



Communications & Promotions



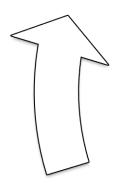
Issued 159 media releases and produced ads for 3 separate print, radio and TV enrollment ad campaigns for fall, spring, and summer enrollments, resulting in a 7.69 percent enrollment increase for Fall semester 2010. Also produce and host bimonthly higher education halfhour program on local TV station promoting individual events and programs at GCC. Also write and produce monthly GCC magazine, Chachalani, for student, faculty, staff, and administration information.

Five percent increase in enrollment of programs and increased attendance at GCC events due to successful promotion (percentage determined by capacity of event location).

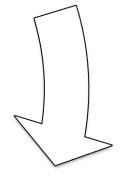
Will continue with "Be your own success story" branding/marketing campaign, as it has only been in use for one year, and people in the community seem to be responding well to it.

Will continue to use innovative advertising to promote programs, registration, and college events.

AUO# 5: Develop a "brand" theme for GCC that will be used throughout all advertising and promotional materials - a theme that, with its continued use, will make the community - students, parents, businesses, alumni, be proud to have graduated from GCC or to have hired someone that graduated from the college.



Communications & Promotions



Initiated "Be your own success story" marketing campaign to use in print, radio and TV ads in order to upgrade GCC's image and Postsecondary enrollment increase of 7.69% between Fall 2009 and Fall 2010.mage.

Enrollment increase by five percent, GCC graduate job placement in the community 80%.

Based on these results, benchmarks established will be used for increased program planning and workforce development training. The development of new courses will address the top 3 fields of interest in Construction, Healthcare, and Recreation & Hobbies. Work with HRO and other departments to develop a pool of instructors possessing the instructional expertise of the related subject matter relevant to the new course offerings. Additionally, comments collected in the surveys expressing interest in specific courses relative to the field of interest will be considered in developing a schedule for new course offerings to be promoted during the academic year on the GCC website and other avenues.



AUO#1: Provide professional and personal enrichment courses to the public, government agencies, private businesses and regional entities throughout the year based on the interests and needs as indicated.

Continuing Education & Workforce Dev.



100% of the courses that are in demand as indicated by the surveys will be developed.

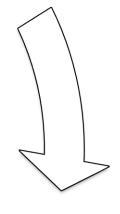
(n=75). The top 3 areas of interest are in the fields of construction (14%), healthcare (10%), and recreation & hobbies (9%).



Efforts with the Communications & Promotions Office should continue to coordinate and increase no-cost promotions of CEWD program and courses by increasing the number of live interviews on radio talks shows and television for the Asst. Director. Continue press releases and articles in the local newspapers and business/industry periodicals of course offerings, programs and activities. Increase participation at conferences and fairs. A perennial list of targeted audiences for specific course offerings will be developed.

AUO #2: Aggressively market, promote and advertise the department's goals, objectives, courses and training in the local and regional community to address the community training needs.

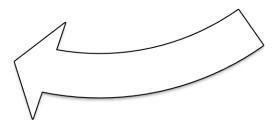






According to the data, the most effective means of advertising for the community outreach and participation are live interviews of the Assistant Director on radio talk shows and television (close to 50% generated interest). Second are the GCC press releases and articles in the PDN (generating and interest close to 16%). Third are the direct mail, email, or fax distribution to targeted audiences.

To establish the most effective and least cost-effective means of advertising.



With the success of the Fire Academy, the Certificate of Fire Science Technology program has been reinstituted and will be offered during the regular academic year.

mic

AUO#3: Increase student satisfaction through the use of student surveys specific to CE

training.

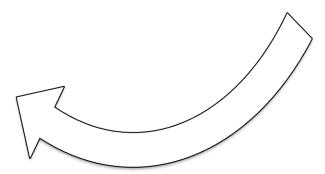


Continuing Education & Workforce Dev.

(n=64). Of the 19 students who completed the construction training, 58% strongly agreed and 42% agreed that courses were applicable. Of the 17 students who completed the electrical training, 47% strongly agreed, 47% agreed, and 6% strongly disagreed that the courses were applicable. 74% strongly agreed and 26% agreed that instructors were highly knowledgeable in the construction field. In the electrical training, 76% strongly agree, 18% agree, and 6% strongly disagree.

Of the total 28 cadets attending the 2010 Supplemental Fire Academy, 46% were overwhelmingly satisfied, 47% were very satisifed, and 7% were satisfied with the training. When asked if the courses and skills training provided prepared them for the field of fire service or other closely related field, 100% responded positively. When asked if they were satisifed with the instructors, 93% strongly agreed, 6% agreed, and 1% disagreed.

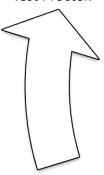
70% or more of the students will agree or strongly agree that they are satisfied with their training, the environment, and their instructor.



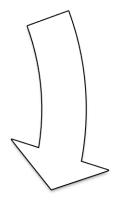
Based on these results, the CEWD received approval of the State Leadership Grant funding to purchase the KeyTrain program which provides remediation for those in need of additional training in reading for information, applied mathematics, or location of information. Additionally, the grant provided funding to hire a Test Proctor.



AUO #4: Increase the strength of the island's workforce by creating programs to identify and remediate individuals who are below GCC entrance standards and who do not fall within Adult Education's criteria for program admittance.



Continuing Education & Workforce Dev.



There were 15 survey completers of the electronic 2010 WorkKeys and NCRC Survey. Of these 15, 40% strongly agreed and 60% agreed that the presenters of the WorkKeys and NCRC Info. briefing clearly explained the program. When asked if the program was worth implementing, 60% strongly agreed and 40% agreed.



60% or more of the survey participants will either agree or strongly agree to implement the WorkKeys program.

Use of Results #1- Strategically refocus to position ourselves to increase endowment and capital funds and streamline major fundraising events for 2010-2011.

Use of Results #2- Continue to enforce solicitation guidelines; work closer with the Communications & Promotions Office to create a channel or link w/in MyGCC to make the guidelines more accessible.

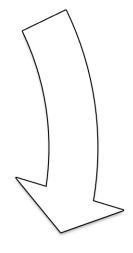
Use of Results #3- Continue to use revenue tracking spreadsheet and templates to track budget, revenue and expenses.



AUO #1: Provide leadership in fundraising for ongoing projects.

Development &

Alumni Relations



Results #1- Our goal for FY 2009-2010 is \$100,000 and the profit margin is \$184,615.95. Percentage to plan is 84.62%. We surpassed our goal by approximately 85%.

Results #2- For year 09-10, at least 5 programs/departments followed solicitation guidelines.

Results #3- Oct. 09-Sept. 10- 12 special events were tracked for the fiscal year. Currently, 11 special events have been completed.

Criterion #1-All fundraising projects will net a profit margin at least 75% of the projected revenue plan of \$100,000.

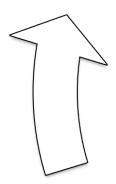
Criterion #2- 100% of all solicitations will be channeled through the Dev. & Alumni Relations Office

Criterion #3- All fundraising projects will net a profit margin at least 75% of the projected revenue plan of \$100,000

Keep accurate and updated data in Banner Advancement. Track the deductible and non-deductible portion of every monetary donation incoming to

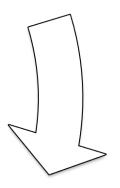
Al

AUO#3: Complete and implement use of the Banner Advancement Module.



the Foundation.

Development & Alumni Relations Office



100% implementation of Banner was met.

100% implementation of Banner Advancement by end of March 2010.

Results will be used to improve planning, coordination, and communication for all current and future hardware, software and electrical upgrades so as to minimize system downtime as much as possible. It will also be used as a justification to procure and install a generator system for the building housing the servers and to justify replacing the old air conditioning system for the server room. Results will also be used to procure more updated equipment, since downtime is associated with the aging or wear and tear of these servers.



AUO#1: MIS will ensure that 24/7 access to MyGCC for faculty, staff, administrators, and students is provided.



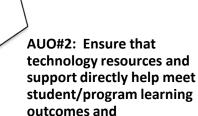


MyGCC portal, based on a 24x7 and 365 days access, with the exception of scheduled downtime due to backups, was available 95% of the time. Downtime or inaccessibility was due mostly to ongoing hardware upgrades and unscheduled or emergency system maintenance.

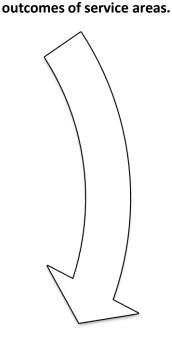
GCC faculty, staff, administrators, and students will have 100% MyGCC portal accessibility (with the exception of the following dates/timesvery last Saturday & Sunday of the month when full backup is scheduled and ongoing between Saturday 6 P.M. - Monday 6 A.M.)

Multiple strategies to distribute and collect completed questionnaires will be conducted in upcoming surveys to get better feedback from constituents.

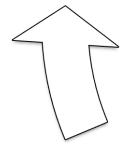
MIS, together with the College Technology Committee will use the results to recommend the implementation of an enterprise authentication system for all computing resources. A more aggessive campaign against viruses ad spam will be used. Justify the procurement for a more robust antivirus/antispam system. Hire additional technicians and update the training of current ones. Upgrade labs and office computers. Include and solicit more input and ideas from users on computer technology procurement. Improve communication of computer procurement process. Push for more wireless accessbility to MyGCC as well as have more open labs for students at strategic locations. Push for better technology to reduce downtime.



administrative unit



Management
Information Systems



-Overall Security- 48% satisfied, 22% neutral, 30% dissatisfied

-Antivirus- 45% satisfied, 32% neutral, 23% dissatisifed

Antispam system- 45% satisfied, 21% neutral, 34% dissatisfied

Overall Technical Support: 70% satisfied, 21% neutral, 9% dissatisfied

Computer Running Necessary Software- 65% satisfied, 25% neutral, 10% dissatisfied

Procedure to Procure Computer Technology: 35% satisfied, 40% neutral, 25% dissatisfied

Computer Specifications: 36% satisfied, 37% neutral, 27% dissatisfied

27/7 MyGCC Access: 73% satisfied, 14% neutral, 13% dissatisfied

Overall satisfaction: 49% satisfied, 28% neutral, 23% dissatisfied

On the actual completed and submitted Work Order Evaluation surveys, MIS met both the 75% criterion and the budget related performance indicator for work orders to be done w/in 10 days and with satisfactory or better rating.

At least 75% surveyed will be satisifed with the level of computer technology resources meeting the needs of their respective program and service areas.

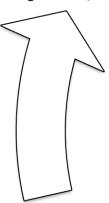
Expedite plans and justify the funding to upgrade labs and employee systems. Make major updates to the current computer specifications and include the latest i3, i5, and i7 Intel chips, Microsoft Office 2010, and Windows 7 as standards. Look at boosting or increasing the technology budgets allocated to the different departments in order for those areas to start procuring more updated or newer technology. Use results to justify more funding sources than just the Technology Fee.

Audit results can be used to strengthen the push for more internet wireless access from any of the current and new buildings, and possibly from remote areas of the campus.

Push for more training to improve the skill level of current IT personnel, especially the two Teleprocessing Network Coordinators.

Use results to maintain current subscription services to the network monitoring and maintenance systems and licences.

Use results to request for load balancing and better virus and spam filtering software/hardware tools.



Management **Information Systems**



47% of respondents indicated that they feel that their computer is outdated. 49% indicated that it is not outdated and 4% don't know.

45% of respondents indicated that they feel that their software is outdated. 48% indicated that it is not outdated and 7% don't know.

6% of respondents feel that the College should upgrade its PC computers to VISTA; 42% feel that the College should upgrade its PC computers to Windows 7. 25% feel that the College should not upgrade its computers, 21% don't know, and 6% unknown.

100% of faculty, staff, administrators, and students surveyed will show that their computer hardware and software technology needs are being met.

AUO#3: MIS will ensure

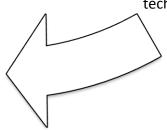
the computer hardware

and software technology

staff, and administrators

needs of students, faculty,

or help facilitate and meet



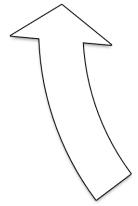


During the Fall 2010, there were some vendors requesting for prepayment due to late payments. The Bookstore Manager will work closely with the Materials Management Office and the Business Office to ensure that there are no outstanding invoices for book vendors. This will help getting the books shipped once the orders are placed.

The Vice President of Finance & Administration and the Procurement and Inventory Administrator has worked to prepare a Book Rental Policy to assist students in renting books at cost.

AUO#4 Support educational programs by ensuring student satisfaction in providing quality services, including adequate supply of books and supplies in a timely manner.

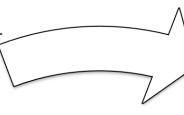
Materials Management



An estimate of 70% of the textbooks were in stock prior to Fall 2010.

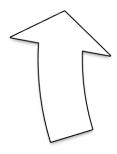
90% of the required textbooks will be available for students to purchase by the start of the semester.

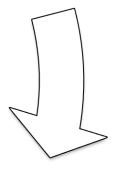
More time needs to be spent honing the skills of employees for day-to-day responsibilities. Training for some employees needs to be focused on obtaining a degree of some kind or moving to the next level of education.



AUO#1: Each employee of the office will create and complete a job-related, individual training plan.

Admissions & Registration





100% (n=5) of employees have a training plan.

80% of all employees will create an individual training plan.



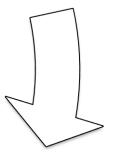
The new focus is to create one admissions form to be used on-site, on-line, and at recruitment events.



AUO#2: The office will maintain up-to-date and secure student data files and make this information available as appropriate, compliance with FERPA regulations, local laws and College policies.



Admissions & Registration



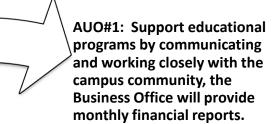
Only 2 forms or 11% of forms were modified (n=18).

In the process it was determined that there are too many forms and consolidation into one user friendly form for admissions, in particular, must be developed.

Over 80% of records examined will be found to be accurate and complete, and 75% of all forms provided by the office will be revised.

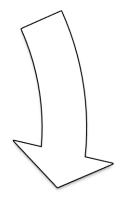


The Business Office will continue to participate in each of the CGC meetings by providing financial information. The information presented at these meetings is intended to provide access for College constituent representatives to keep informed of the financial status of the College.





Business Office

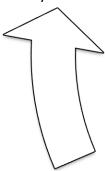


The Business Office provided 100% or 4/4 of the reporting requirements to the Board of Trustees. The CGC met 6 times between 09/25/09 and 04/30/10 at which a financial update was given to CGC members. Monthly financial reports were provided to the BOT via the President. 100% of reporting requirements were met.

100% of reporting requirements will be provided to the College Governing Council and the Board of Trustees. (The College Governing Council is inclusive of representatives from faculty, staff, administrators, and students). Additionally 100% of monthly reports will be posted on the GCC website.

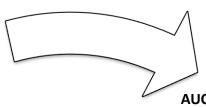
The Business Office will continue to process timely payments of payroll to employees based on funding availability. Also, the BO will continue to aim to pay 100% of the employees on time.

The BO will continue to follow up with the Government of Guam Department of Administration to obtain timely releases.



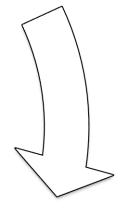
The Business Office payroll department continues to process payroll to all employees as scheduled and within the required timeframe.

Based on the ODS report attached for FY09 and FY10, 48% (1675 of 3520) and 47% 1721 of 3624) checks were issued for invoices over 60 days old, respectively.



AUO#2: To support educational programs, the Business Office will process timely payments to employees and vendors for services performed and supplies obtained based on availability of funds.

Business Office

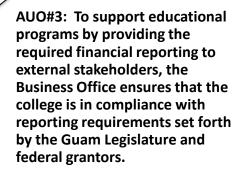


With receipt of proper documentation, 100% of the employees will be paid on time.

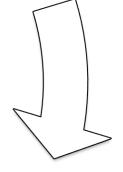
90% of accounts payable will be paid within 60 days of receipt of goods and services.

The Business Office will continue to ensure that 100% of the required reports to the Legislature, Office of the Public Auditor, and the Executive Branch are filed and reported within the required reporting requirements.

The Business Office will continue to ensure that audits of the financial statements and federal grants are completed prior to March 31 due date. Additionally, the Business Office will continue to follow policies and procedures to ensure that there are no questioned costs and that the College receives an unqualified opinion.







The College has satisfactorily met all quarterly reporting requirements and complied 100%.

The college will submit 100% of the required quarterly reports to the Legislature, Office of the Public Auditor, and the Executive Branch. The Business Office will continue to load the budgets at the beginning of the fiscal year based on the approved budgets by the Government of Guam Legislature and the BOT/NAF approved budgets.

The Business Office will continue to properly plan and implement the process for timely departmental budget submittals for annual budget requests.

AUO#4: To support student learning programs and services, the appropriate allocation and use of financial resources to internal stakeholders will be managed through the timelines of budget allocations; the Business Office will provide financial information to departments based on funds appropriated and available by the Legislature and the Board of Trustees.



uploaded.

100% or 59 out of 59 departments submitted their budgets prior to 12/31/09 for the Government of Guam FY11 Budget requests.

Budgets for all College funds and departments for FY10 were

Additionally, the budget was submitted and approved by the Resource and Budget Committee (1/27/10 mtg.), College Governing Council (1/29/10 mtg.), and Board of Trustees (2/12/10 mtg.)

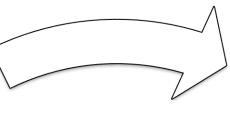
Business Office

90% of the budget accounts will be available for use by the third week of the fiscal year.

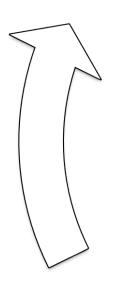
Purchase orders will be prioritized and processed within the cash available for the college during the fiscal year.

90% of the departments will submit their budget requirements for compilation before the end of the quarter of the fiscal year for the budget submittal related to local appropriations. For the Non-Appropriated Accounts, 90% of the departments will submit by April of the current fiscal year.

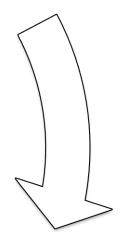
Inspection results will be used as safety tips and/or straining information to students, faculty, staff.



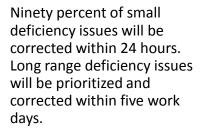
AUO#2: Safety Office will conduct daily physical inspection on campus to identify and correct potential health and safety hazards.

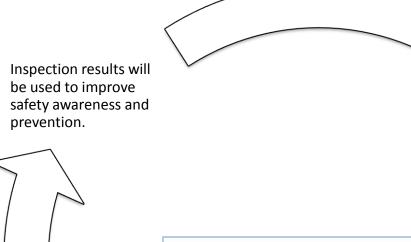


Environmental Health & Safety



Criterion met and exceeded by 1.6%. At least 16 safety deficiences were corrected via workorders by the maintenance department.





AUO#3: Monthly physical inspections will be conducted at the GCC Satellite schools (e.g. 5 DOE high schools).

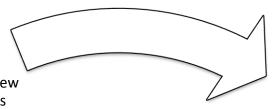


Environmental Health & Safety



100 percent was completed on all deficiencies identified from inspection reports and/or work orders pertaining to GCC Satellite Schools.

Prioritize inspection deficiencies to achieve 80 to 100 percent corrective action.

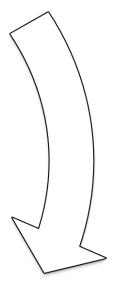


HR will continue to conduct New Employee Orientation using its current methods. HR needs to work with Academic Affairs to develop another method to obtain 100% participation for the Preventing Sexual Harassment training (especially for secondary faculty). HR will research online training.

AUO#1: Support education programs by providing 100% mandatory annual training in New Employee Orientation and Preventing Sexual Harassment.



Human Resources

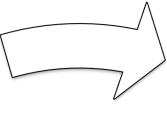


New Employee Orientation Training was conducted on 12/17/09 & 03/17/10. 100% of scheduled employees attended (12/17/09-n=11; 03/17/10-n=13). 100% (n=24) of the participants rated the training 2 or higher on a 0 to 4 point scale.

Preventing Sexual Harassment Training was conducted once (10/12/09 during PPD). 47 employees were originally scheduled to attend. 55% (n=26) of the scheduled employees attended; the 45% (n=21) who did not attend were secondary faculty. 73% (n=26) of the participants who completed the survey rated the training 2 or higher on a 0 to 4 point scale; 27% did not turn in the survey.

-Out of two (2) mandatory training per academic year, HR will have 90% of employees attend.

-70% of participants will rate the training at 2 or higher on a 0 to 4 point scale. HR recommends to the BOT & Faculty Negotiation Team to change the requirements in the Advancement-in-Rank procedures to require that the faculty meet all the requirements for advancement-in-rank during the academic year in which they are applying. This will result in no contingent certification.

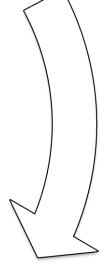


AUO#2: Support
educational programs by
ensuring that
employement practices of
promotion comply with
federal and local laws,
personnel rules &
regulations, and BOT &
Faculty Union Agreement.



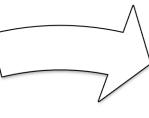
Human Resources

100% (n=21) of the faculty members who applied for promotions received their Certificate of Eligibility for Advancement-in Rank before 11/01/09 (21 faculty submitted a request and received their certificate on 10/20/09). 43% (n=9) of the faculty were given certification that they meet all the minimum qualifications for advancement-in-rank as of 10/01/09; 57% (n=12) of the faculty were given certification that they do not meet the minimum qualifications for rank as of 10/01/09, but were given a contingent certification with the specifics of what they were lacking and what needed to be provided no later than 10/01/10.



Faculty who apply for a certificate of eligibility for promotion will receive their certification results that they qualify for promotion (advancement-in-rank) or specifics of what they are lacking.

HR collected and reviewed results of performance evaluation report and submitted information to the Faculty Job Specification and Performance Evaluation Committee during the Fall 2010 Semester. The Performance Evaluation Committee used the results to update the Performance Evaluation tools towards a pay for performance. As a result, updated Performance Evaluation tool is in place for AY2010-2011.



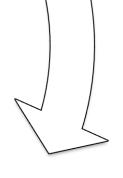
AUO#3: Implement the new faculty compensation structure effective 10/01/09 and to evaluate new faculty compensation structure (i.e. review new faculty performance evaluation tool).



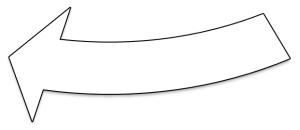
100% (n=109) of conversion for the new faculty compensation was completed on 11/30/09 (with retro pay to 10/01/09). 100% (n=96) of probationary and permanent faculty performance evaluations were collected by 06/30/09 (received by HR from 04/10/09 to 06/25/09).

None of the faculty salary adjustment for performance evaluations were completed by 06/30/09. 100% (n=96) of faculty salary adjustment for performance evaluations were completed by 07/27/09; and updates to the HRIS (Banner) was completed in time for the 1st pay period of the Academic Year (effective 08/01/10).

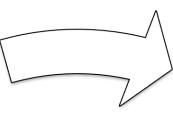
Human Resources



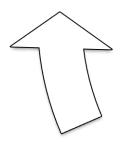
100% of conversion for faculty compensation will be completed no later than 12/31/09. 90% of faculty performance evaluation will be collected and new salary adjustment will be completed no later than June 30 of each calendar year.



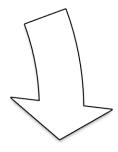
P&D will continue to provide technical assistance and encourage and assist eligible applicants to complete the application process. Mini clinics will continue to be offered two hours for a whole week.



AUO#2: Support career and technical and adult educational programs by awarding federal funds to eligible providers whose proposal is for the development of new or strengthening of existing programs.



Planning & Development



Seven individuals attended the March 2010 Technical Assistance Workshop. All participants completed the survey and all "strongly agree" or "agree" that the "goals & objectives and Guide for Writing Proposal" were helpful information to complete a grant application. Another workshop was held September 2010- 14 individuals attended the session; all responded "strongly agree" or "agree" on the survey.

Survey results will indicate that at least 85% of participants will indicate "agree or strongly agree" that workshop provides information to develop convincing proposals for new or to strengthen existing programs.

Group C- Student Services Units

The career counselors will continue to conduct awareness presentations on postsecondary opportunities at GCC, as assessment goals have far exceeded expectations in all assessed secondary environments.

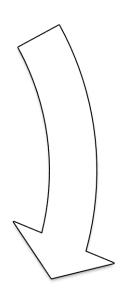


SSUO #3: Increase GDOE students' awareness and understanding regarding the GCC Career and Technical Education programs offered at the secondary level so that students may use this awareness and understanding to aid them in selecting a career-related program at their high school.



Assessment & Counseling

- -Out of 100 students surveyed at SSHS, 39% "strongly agreed", 50% "agreed", 11% were "not sure" that the presentation increased their awareness of the GCC CTE programs offered. 29% of students "strongly agreed", 53% "agreed", 16% were "not sure", and 2% "disagreed" that the presentation increased their understanding of GCC CTE programs.
- -Out of 100 student surveyed at JFKHS, 37% "strongly agreed", 52% "agreed" and 11% "were not sure" that the presentation increased their awareness of GCC CTE programs. 27% "strongly agreed", 57% "agreed" and 16% were "not sure" that the presentation increased their understanding of the GCC CTE programs.
- -Out of the 100 students surveyed at SHS, 50% "strongly agreed" and 42% "agreed" that the presentation increased their awareness of GCC CTE programs. 48% "strongly agreed" and 44% "agreed" that the presentation increased their understanding of GCC CTE programs.
- -Out of the 100 students surveyed at GWHS, 52% "strongly agreed" and 38% "agreed" that the presentation increased their awareness of the GCC CTE programs. In addition, 43% of students "strongly agreed" and 43% "agreed" that the presentation increased their understanding of the GCC CTE programs.



60% of presentation attendees will report that as a result of their attendance at a presentation, they "agree" or "strongly agree" that their awareness and understanding of the GCC career and technical education programs offered at their high schools has increased.



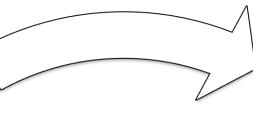
The student leaders have added a full day conference for Oct. 2010 focusing on building skills for the workplace and career opportunities.

The Plan of Action document was revised for greater ease of comparision by all the student

organizations.

Workshops or conferences will be conducted througout the school year with students completing evaluation forms at the end of each workshop.

A new conference was created and sponsored by COPSA with the theme: "Building a Stronger Workfroce".



SSUO #1:
Support the
newly elected
STUDENT
leaders by
providing
leadership
training to
prepare them
for their new
roles.

Center for Student Involvement



-Survey results from 7 student leaders who received training on May 29, 2009, June 12, 2009, July 10, 2009, and August 21, 2009 reveal that of the 7 student leaders who attended the training session throughout the summer, 7 rated the training as "excellent" (100%).

-The 2009-2010 COPSA Plan of Action was completed, submitted and approved by the Dean of the School of Technology and Student Services in July 2009, before the start of the Fall semester.

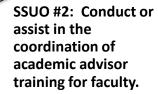
-Survey results from student leaders who received training on May 26, 2010, June 18, 2010, July 16, 2010, and August 6, 2010: Of the 6 student leaders who were surveyed, 5 rated the training as "excellent" (83%) and 1 rated the training as "good" (17%).

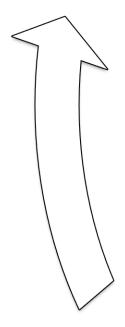
-The 2010-2011 COPSA Plan of Action was completed, submitted and approved by the Dean of the School of Technology and Student Services in July 2010.



-At least 75% of the leaders elected will respond that they were satisfied with the training and have the knowledge and skills to effectively perform their duties.

Training will continue for faculty via department meetings, one to one training, and/or in coordination with MyGCC orientation training (Admissions & Registration Office).



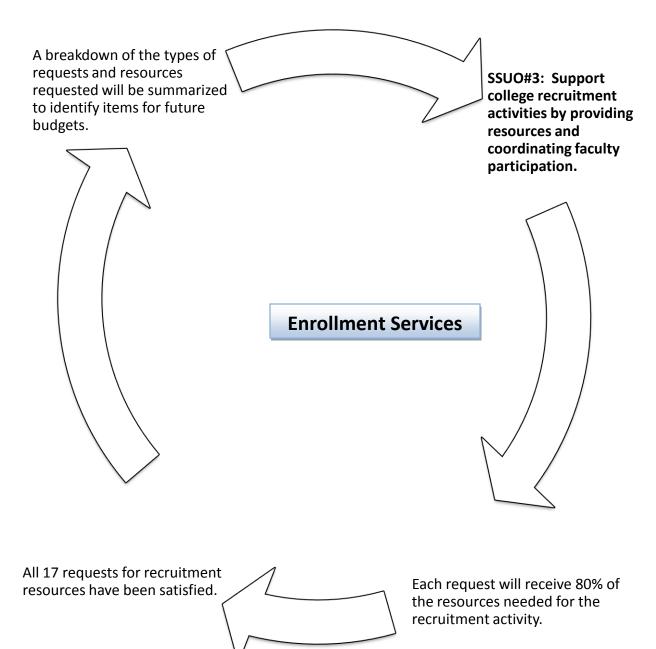


Enrollment Services

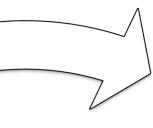


100% of new faculty trained (n=11) indicated that they were "very satisfied" with the training they received.

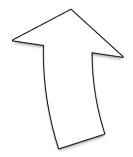
60% of advisors surveyed will agree that they have gained usable knowledge and skills needed to carry out their academic advising responsbilities.



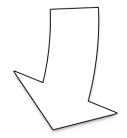
Training in customer service, time management, and library technical skills will continue to be offered. Additional staff will be requested. New computers will be requested. Investigate the purchase and use of electronic resources. Request a high capacity secured Wi-Fi network for laptops, tablets and other electronic devices that the library will be providing for student use. Seek to offer a comfortable temperature. Provide adequate study rooms and seating in the main areas of the new library. Request funds to purchase an adequate number of library resources.



SSUO#1: Provide students with competent assistance regarding borrowing materials, asking directional questions, using computer stations, making audio-visual requests, or conducting other library business at the Circulation Desk.



Learning Resource Center



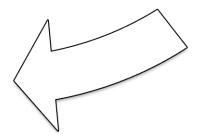
97% of patrons agreed or strongly agreed that GCC library employees were respectful and helpful and that they received prompt and competent service. 3% of students disagreed or strongly disagreed that they received competent customer service.

Students had concerns about customer service related to technology. Students want to see equipment such as laptops available for loan, electronic books, and electronic book readers.

20% of patrons disagreed or strongly disagreed that the library provides comfortable seating. 22% of students disagreed or strongly disagreed that the library provides adequate study rooms. 28% of students disagreed or strongly disagreed that the library is kept at a comfortable temperature.

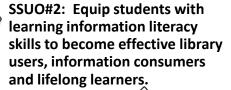
In the March 2010 survey, 15% of students disagreed or strongly disagreed that there were enough books and magazines for pleasure reading, 23% disagreed or strongly disagreed that there were enough bestsellers and novels, 21% disagreed that there were enough DVDs to support classes.

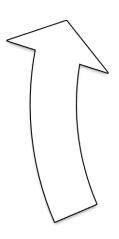
80% of students will report satisfaction with the assistance provided when requesting Circulation and Customer Services.



The library will advocate the addition of electronic resources and hardware such as tablets and iPads. The library will consider how to make more info. literacy workshops available to students, whether in person or online.

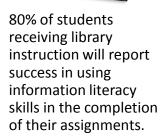
The library will continue to collect student artifacts to assess the effectiveness of information literacy instruction.





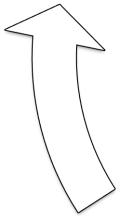
Learning Resource Center

Of the 73 students who responded to a written survey after receiving information literacy instruction, 73/73 strongly agreed or agreed that what they learned would help them with research assignments for their classes.



The library will assess student use of electronic resources, such as e-books and the Kindle, as well as provide instruction about e-books and the Kindle. The library will instruct students in the process of accessing Pacific Daily News articles.

SSUO#3: Provide sufficient resources to support the curricular needs of faculty and their library users.



Learning Resource Center

43% of faculty disagreed or strongly disagreed that the GCC library has sufficient books, periodicals and DVDs to support courses. Some faculty would like to see an increase in e-books and Kindles. Some faculty believe that greater access to articles from the Guam Pacific Daily News and to instructional DVDs and videos to support the curriculum would be helpful.

80% of faculty will report that the library collections meet their instructional and curricular needs.

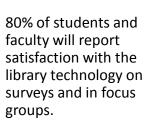
The library will continue to investigate the possibility of loaning students laptops, tablets (Apple iPad, Samsung Galaxy) and e-readers (Kindle) for in library use.

The library will determine how best to plan for the replacement of computers, tablets, and notebooks to maintain the current library computers, with a view to growth.

SSUO#4: Provide students and faculty with the most current library technology and appropriate facilities to support student learning and improve access to information.

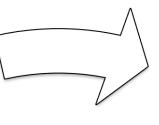


Learning Resource Center

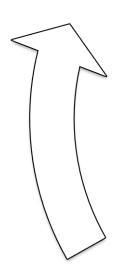


A faculty survey showed that 64% of faculty strongly agreed or agreed that the GCC library provides students and faculty with sufficient access to technology. Faculty focus group: faculty commented favorably about updating computers and adding more technoogy in the library.

Discuss with AIER the transfer rate of GCC postsecondary students and compare data. Work with AIER in using the National Clearinghouse data to locate difficult-to-find students after graduating from GCC.



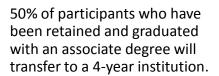
SSUO#3: Participants who have been retained and graduated with an associate degree will transfer to a 4-year institution.



Project AIM/TRIO Programs

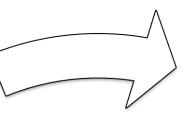


53% (n=8) graduates who have been retained and graduated with an associate degree/certificate transfer to a 4year institution.



Results were positive for FAO performance, but only real value was provided by student comments which indicated areas for improvement.

Survey revision has been started. Plan to pass out surveys during upcoming registration for Summer and Fall 2011.

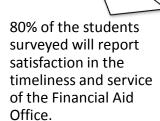


SSUO#1: Ensure scheduled disbursement of federal financial aid and scholarships is provided to students in support of their educational programs by awarding federal financial aid and scholarships according to the Financial Aid Calendar.

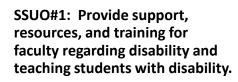


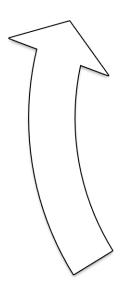
Student Financial Aid

168 students responded to the GCC Financial Aid Services Survey. When asked to "rate the overall service you received from the financial aid office", 91% (N=153) indicated above average (16%, N=27) or excellent (77% N=130).



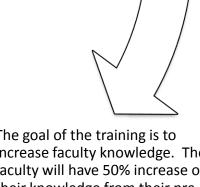
The Office of Accommodative Services will continue providing staff development and provision of related materials for faculty so they can continue to help GCC students with disabilities.





Accommodative Services

Participants were asked if they felt confident working with students with disabilities, prior to the presentation. 40% were unsure, 40% disagreed, and 20% agreed. 90% of the 10 participants agreed they felt confident working with students with disabilities after the presentation, which is 50% increase.



The goal of the training is to increase faculty knowledge. The faculty will have 50% increase of their knowledge from their pretest.

OAS will use this result to create new policies and procedures. Our goal is to empower the students to actively participate in their learning and accommodation needs. Students will be informed of their responsibilities during the intake process. Students will sign acknowledging the receipt (of information) and understanding of their responsibilities.

SSUO#2: Monitor that all concerned students will pick up their disability verification.

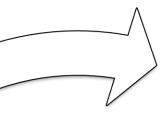


Out of the 55 active students, 80 percent responded to the email informing them to pick up their disability verification, 15 percent of the disability verifications were hand delivered, and 5 percent didn't pick up their verifications or verifications couldn't be hand delivered.

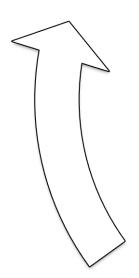
100% of students will pick up their disability verification.

Continue monitoring students' GPA and support services. Develop skill building workshops- time management, note taking methods, study skills, and basic computer skills.

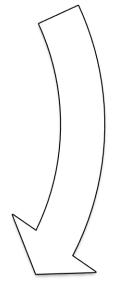
Continue working with those who did not meet the 2.0 GPA or better and refer them to the appropriate services needed to provide the academic support in order for them to improve their GPA to a 2.0 or better.



SSUO#3: Students receiving accommodations and additional support services will increase or maintain their GPA. 50% of the total students receiving academic accommodations will maintain and/or improve their GPA to a 2.0 or better..



Accommodative Services



In spring 2010, OAS served 55 students. 38% had a GPA in the range of 0.00-2.00, 13% in the range of 2.0-2.5, 9% in the range of 2.5-3.0, 16% in the range of 3.1-3.5, and 18% in the range of 3.6-4.0.



At least 20% of students will maintain or increase their

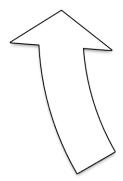
CCE&SS will keep in touch with Registration office for deadline in printing of Spring 2011 schedule to be sure that courses that use SL will be tagged.

CCE&SS will coordinate with Registrar's Office to update in banner the SL tages to courses that did not meet the publication deadline.

Promote SL with faculty through briefing sessions, meetings; poll faculty on which courses will have SL tags when the term schedules are submitted, and coordinate with Admissions & Registration Office for the appropriate tagging of SL courses in the printed schedule.

SSUO#1: Provide support and assistance in fulfilling the instituiton's civic engagmeent requirements.





The number of courses with SL (service learning) tags in the Fall 2009 schedule was 25.

In fall 2010, there were 44 courses tagged as SL in the master schedule.



- -10% increase in the number of courses integrating CE/SL.
- -10% increase in the number of courses integrating service-learning activities will be identified in the "Schedule of Classes".

To address the lack of response on submission of student reflections, CCE&SS will hold a Poster Session on Nov. 19, 2010. Students doing SL activities will enter posters that summarize and evaluate their projects. 2. To address post surveys, these will be distributed on the day of the poster session.

Faculty were contacted to have SL briefings in their classes.

Pre-surveys were given to the classes when briefings were held.

Importance of reflections emphasized with faculty and students during briefing.

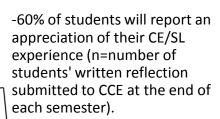


100% of student reflections received at the end of FA09 term, when received, indicated appreciation for SL. However, in May classes reflections were not submitted (n=148). Of the 26 classes designated to do SL, 16 classes submitted student reflections. 2. Although presurveys were given, there was no opportunity to do post surveys.



SSUO#2: Assess impact of service-learning on student learning.





J-60% of students will indicate a favorable attitude towards CE/SL activities in their learning experience (n=number of preand post-surveys submitted to CCE)

The CCE&SS grant application to HIPICC for 2010-2011 includes Innovative Educators webinars subscription for a package of three webinars for the year. Faculty will be given the opportunity to choose three webinars to participate in as part of faculty training.

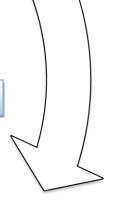
CCE&SS will explore other means for faculty training that are within the financial means of the program.



SSUO#3: Conduct or coordinate CE/SL workshops for faculty.



Center for Civic Engagement

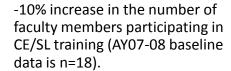


No service learning workshops were held for faculty in Spring 2010. Faculty members were supported with information for SL training.

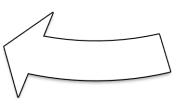
No CE/SL faculty training was held in the Fall 2009 term.

An 8.3% decline in the frequency of courses integrating CE/SL is reflected in Fall 2009 terms with a total of 33 courses integrating CE/SL.

No CE/SL faculty training was held in the Fall 2009 term and no workshop evaluations from faculty were gathered.



- -10% increase in the frequency of courses integrating CE/SL (AY07-08 baseline data is n=36).
- -60% of workshop participants will rate the workshop very good to excellent. (n=number of submitted evaluations per presentation/workshop)



Continue with the followups of the remaining participants and accept new ones in spring 2011.

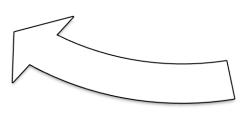
SSUO#1: Provide Brief Tobacco Intervention (BTI) Counseling to students and other stakeholders.



Health Services Center

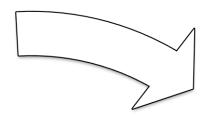
Among the 12 participants, 6 reported reducing the number of cigarette sticks they smoke, 2 indicated to have quit but one of them had a relapse and went back to smoking, 4 just had their initial visits for BTA either in late February or early part of March 2010.

7 out of 12 (58%) clients have shown a certain degree of success in smoking reduction. Most of these clients have indicated positive behavioral modifications such as stress management, healthy eating habits, and finding time to excercise regularly.



At least 50% of participants (n=12) will show reduction in the number of cigarette sticks smoked and/or chewed.

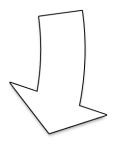
The future Student Center where the Health Center will be housed is projected to be built in June 2011 and will provide an increased space that will be conducive to patient care and education.



SSUO#2: Provide counseling on health-related issues to clients of the Health Center.



Health Services Center



Positive behavioral changes on health management were indicated by 100% (40 out of 40) clients seen.



At least 85% of clients seen for on-campus injuries who have been provided with health counseling will indicate positive behavioral change on health management.

Continue to advise new enrollees on the immunization requirements and putting emphasis on immunizations such as TD that need to be updated, continue working with the Registrar in requesting to place command to the program so health holds can be placed on those student files which have outdated TD (in such a way that the holds will catch those whose TD will be outdated from the start of early registration to the official start day of the semester), and continue followups via telephone calls and/or referrals to Student Support Office.

SSUO#3: Provide immunization services for college enrollment and health promotion at the Health Center.

Health Services Center

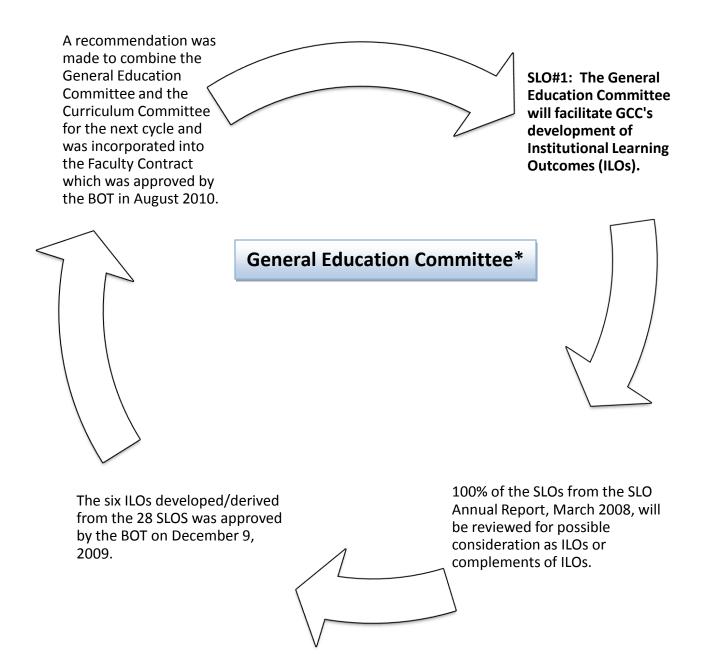
All (100%) of enrollees (n=2,058) have met the measles, mumps, and rubella (MMR) requirements.

Tetanus and Diphtheria (TD) compliance rate is 98.1% (2,019/2,058). Those enrollees who have outdated TD are continuing students who registered online and did not have to be cleared by the Health Center. Compliance rate improved to 100% in September 2010.

100% of students (n=2,058) will comply with immunization requirements for college enrollment.



Group D: Special Programs

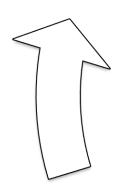


^{*}This committee was re-named <u>Learning Outcomes Committee (LOC)</u> in Fall 2010 as a result of the BOT-Faculty Union Agreement, 2010-2016.

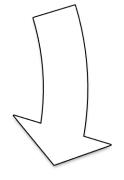
All associate programs in the College will comply with a unified math and English General Education Requirement so that students will be able to transfer General Education courses to other colleges when they are furthering their education.



SLO #3: Evaluate all degree programs to ensure all will meet the same or equivalent GenEd requirements.



General Education Committee*

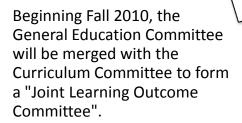


From the 2008-2010 GCC catalog, all associate degree programs complied with the GenEd's math and English requirements except Associate Degree in Culinary Arts.

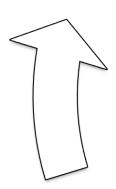


Expect 100% of the associate degree programs to comply with the Math and English General Education Requirements.

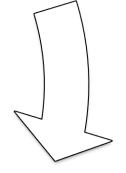
^{*}This committee was re-named <u>Learning Outcomes Committee</u> (<u>LOC</u>) in Fall 2010 as a result of the BOT-Faculty Union Agreement, 2010-2016.



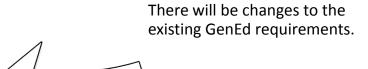
SLO#4: Students will be able to choose alternate courses to meet the GenEd requirements for their Degree Programs.



General Education Committee*



Through the participatory governance process, new GenEd requirements have been approved and published in GCC's 2010-2011 catalog.



^{*}This committee was re-named <u>Learning Outcomes Committee (LOC)</u> in Fall 2010 as a result of the BOT-Faculty Union Agreement, 2010-2016.

Appendix D

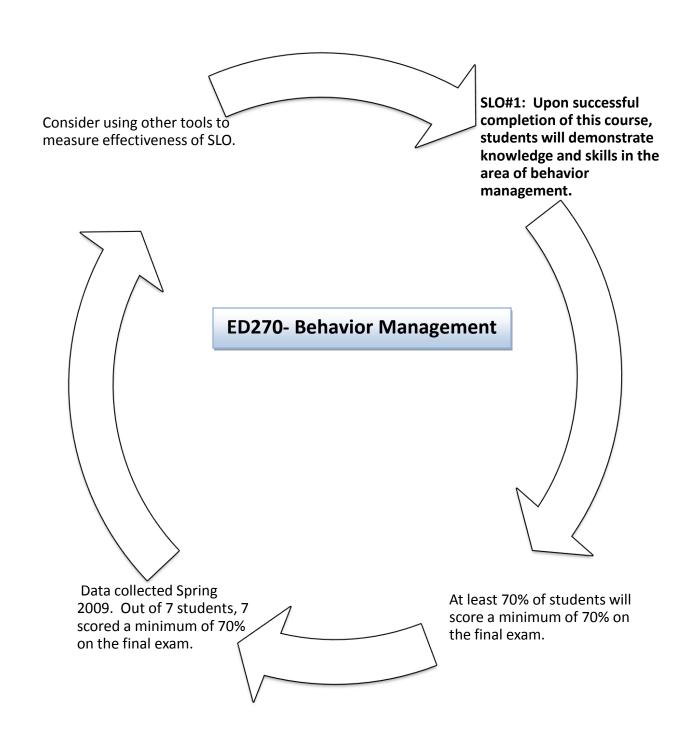
CLOSING THE LOOP: COURSE-LEVEL, POSTSECONDARY

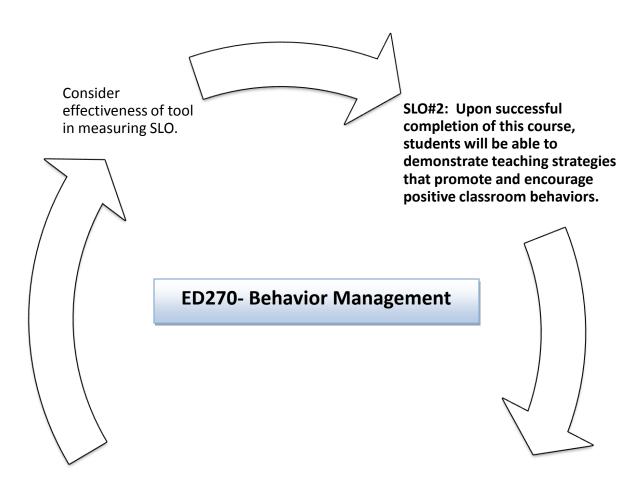
Group A: Associate Degrees

Group B: Certificate Programs

Group D: Special Programs

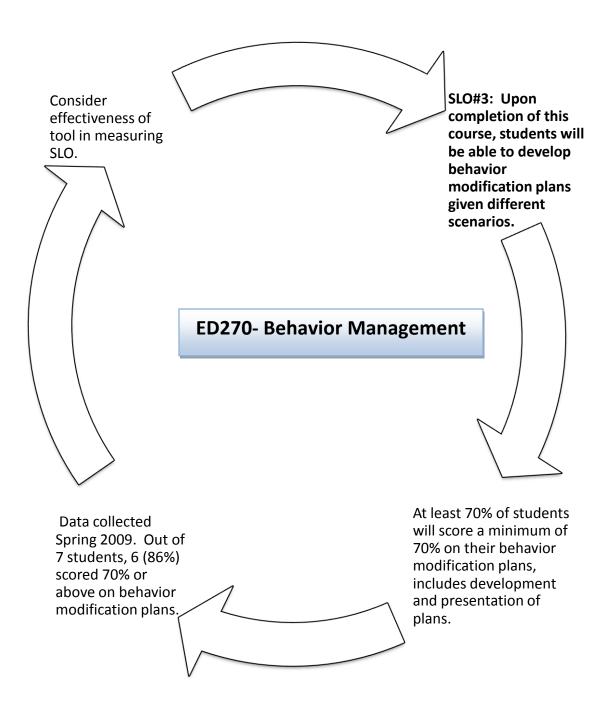
Group A: Associate Degrees





Data collected Spring
2009. Out of 7
students, 6 (86%) scored
a minimum of 70% on
the classroom
management plan.

At least 70% of students will score a minimum of 70% on classroom management plan.

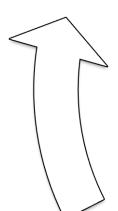


Evaluate when paper is completed within the semester and support provided, if any, to improve student success.

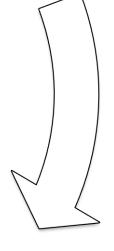
New adjunct faculty member was hired and currently providing mentoring and training as needed. Faculty member will provide support as needed for student success.



SLO#1: Upon successful completion of this course, students will be able to develop a philosophy of education that includes personal views and plans for a future as an educator.



ED150-Introduction to Teaching



Data collected Spring 2009. Out of 24 students, 18 (75%) scored a minimum of 70% on their Philosophy paper.



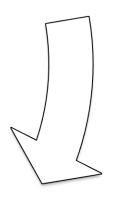
At least 70% of students will score a minimum of 70% on their Philosophy of Education paper. The results of these competency drills allow the students to feel empowered by the knowledge they gain and retain their training which prepares them to progress to the next level.



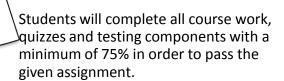
SLO#1: Upon completion of this course the student will be familiar with basic geography skills, with emphasis on major destinations and airports serving North America. Related concepts include identification and location of major city and airport codes, the UBS and spoke system, and types of air itineraries through quizzes and timed assessment methods.



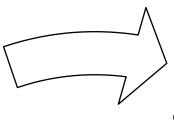
HS251A- Ticketing & Travel Documents



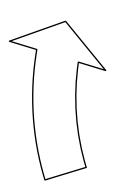
Students completed the course work, and testing by oral, group and individual drills with repetition of materials until competency of 75% was met based on an answer sheet.



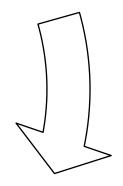
Memorandum of agreement with current medical clinics will continue because the pass rate is acceptable at 88%, goal of 90% will be adjusted to meet acceptable range of 75% or higher on the next course assessment plan.



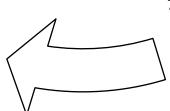
SLO #1: Upon successful completion of this course, students will be able to demonstrate in an office or clinical setting knowledge of basic medical assistant.



MS125 - Clinical Office Experience



N=17, and 88% (N=15) of the students currently enrolled have passed the course with a 90% or better.

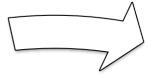


90% of the students will pass the course with a rubric tabulation of 75% or higher or a score of 9 on a maximum 12 point scale.

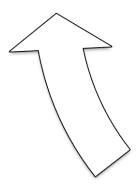
Group B: Certificate Programs

To maintain our 84% approval rating with improvement. Examine information delivery with an upgrade in equipment/facility.

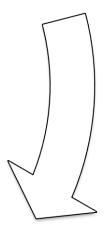
Individual teaching methods will be implemented as needed.



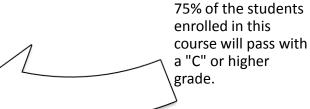
SLO#1: Upon successful completion of this course, students will be able to demonstrate the ability to perform a basic manicure/pedicure.



CM102L- Salon 1-Manicure/Pedicure



Spring 2011: Fifteen students were enrolled in this course. (n=12). Twelve students were evaluated with a 90% approval rating. One person on the roll sheet never attended and one individual quit attending. One additional student enrolled, repeated the course for contact hours and was not evaluated in this SLO.



Group D: Special Programs

In order to meet the minimum 2point learning gain, the following remediation steps will be considered: 1. The number of absences allowed will be lowered. 2. The instructor will set aside class time for students to familiarize their computer skills through their daily exercises. 3. More challenging reading materials will be given to enhance students' reading comprehension skills and by utilizing the Kurzweil 3000 software. 4. The instructor will incorporate in-class tutoring by student volunteers from the Americorp. Conversational practices between student volunteers and ESL students will encourage participation and motivation in class. 5. The instructor will promote and provide examples of good study habits throughout the semester.

Integrate additional practice in reading and writing into the lessons and raise the minimum score to 80% or higher in Spring semester 2011.

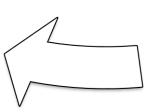
aut of 12 stude

83% or 10 out of 12 students (n=12) obtained a scale score of 201 or higher in the post-test. 7 out of 12 students (n=12) or 58% who had accumulated 78 or more class hours were able to achieve a 2-point learning gain between the pre- and post-test. Nevertheless, all but 2 students were unable to meet the exit criteria.



SLO#1: Upon successful completion of this course, students will be able to read letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs.





In the post - CASAS test, 70% of the students will have a minimum scale score of 201 or higher, based from the CASAS Skill Level Descriptors for ESL, in order to advance to the Low-Intermediate ESL class. In addition, 50% of the students who accumulate 78 out of 90 hours of class time will have a minimum of a 2-point learning gain between the pre- and post-test.

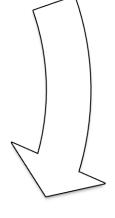
Department is currently revising EN100B course guide and has identified new standardized reading test for the target population. Because the criteria of 50% gain in vocabulary levels was not met, Department will integrate technological devices which promote vocabulary skills (reading pens, audio books, language masters, Kindle readers, DVD movies of novels, etc.) to develop comprehension skills of students. Developmental Education Fund 7760 will be used; increase in budget requested.



SLO#1: Upon successful completion of this class, students will be able to demonstrate growth in vocabulary level.



EN100B- Fundamentals of English-Basic



Data for EN100B Fundamentals of English/Basic courses for Spring 2010 (3 Sections) has been analyzed. N=29. Results indicated: 35% of students in EN100B during Spring 2010 showed a gain of .6 (six months) in vocabulary.

Data for EN100B Fundamentals of English/Basic courses for Fall 2010 (4 Sections) has been analyzed. N=48. Results indicated: 27% of students in EN100B during Fall 2010 showed a gain of .6 (six months) in vocabulary.

50% of students will show a gain of .6 (six months) in vocabulary.

Because criteria of 65% gain of 1.0 in vocabulary levels were not met, Department will now consider integrating technological devices which provide model pronunciation and definition of words--such as reading pens and language masters. Consider possible integration of Kindle readers into EN100R classrooms.

Because criteria of 65% gain of 1.0 in comprehension levels were not met, Department continues to advocate for an increase in budget to keep current classroom libraries stocked with a large variety of novels. Department would like to start a new comprehensive library in another classroom to meet the needs of additional sections which may be added during each semester.

SLO#1: Upon successful completion of this class, students will be able to demonstrate growth in vocabularly and comprehension levels.



Data for EN100R Fundamentals of English/Reading courses for Spring 2010 (9 Sections) has been analyzed. HN=133. Results indicate: 49% of students in EN100R during Spring 2010 showed a gain of 1.0 in vocabulary level and 72% of students in EN100R during Spring 2010 showed a gain of 1.0 in comprehension level.

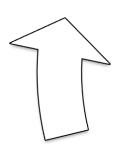
Data for EN100R Fundamentals of English/Reading courses for Fall 2010 (10 Sections) has been analyzed. N=168. Results indicate: 38% of students in EN100R during Spring 2010 showed a gain of 1.0 in vocabulary level and 73% of students in EN100R during Spring 2010 showed a gain of 1.0 in comprehension level.

65% of students will show a gain of 1.0 in vocabulary level.

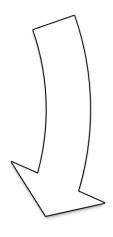
Results indicate that majority of students are grasping the writing strategies being taught in relation to these types of essays. Weak areas identified for those students who performed average were grammar, thesis, use of transitions, and organization. This suggests that more time need to be spent on these areas.



SLO#1: Upon successful completion of this course, students will be able to employ the writing process (intervention, drafting, revising) and writing strategies.



EN110- Freshman English



32 students out of a total of 33 scored a C or higher meeting the criteria of 90%. For SLO#1 the assessment results showed that the criteria was met. For Spring 2010 only EN110 Sections 4 & 8 were assessed. Assessment focused on the argumentative essay. In EN110-4, out of a total of 17 students, 1 scored A; 12 scored B; 4 scored C. In EN110-8, out of a total of 16 students, 0 scored A, 12 scored B, 3 scored C and 1 scored D.



90% of students in all sections will score 70% or better.

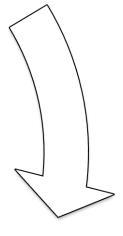
12 students produced essays that were generally weak in structure and not well organized. There were also notable problems with grammar usage and the literary elements were not effectively used. These results indicate that more time has to be spent on addressing grammar usage as well as structure and organization of the essay. This will be integrated into the course outline for next semester.



SLO#4: Upon successful completion of this course, students will be able to compose essays using prose patterns in narration and description, exposition, cause and effect, and argument and persuasion.



EN110- Freshman English



30 students out of a total of 33 scored a C or higher meeting the criteria of 90%. For SLO#4, the assessment results showed that the criteria was met. A total of 7 students scored A, 11 students scored B and 12 students scored C. This assignment focused specifically on assessing students' ability to write an effective narrative essay.

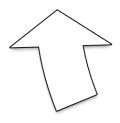


At least 90% of students who complete the narrative, descriptive, and argumentative essays assigned will earn 70% or above.

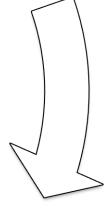
Majority of students were able to perform well on this essay, but there were 9 students who performed average and clearly demonstrated that they had not grasped the concept of what makes an effective thesis statement. These results indicate that more time has to be spent on allowing students to practice developing thesis statements and demonstrating their understanding of what an effective thesis is. More time will be devoted to doing this next semester to ensure that all students are able to write an effective thesis statement.



SLO#1: Upon successful completion of this course, students will be able to generate a focused and mature thesis.



EN111- Writing for Research



28 out of a total of 31 students scored a C or higher meeting the criteria of 90%. A total of 7 students scored A, 12 students scored B and 9 students scored C. This assignment focused on students generating a focused and mature thesis. Based on the results of the assessment this criterion was met.

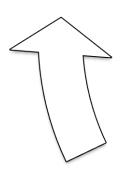


90% of students in all sections will score a C or better.

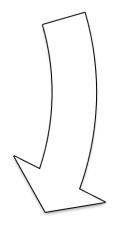
Purchase program software to enhance research skills. The funding for the software will be acquired from the budget for the English Development Fund 7750.



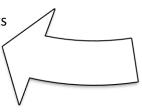
SLO#2: Upon successful completion of this course, students will be able to engage in primary and secondary research.



EN111- Writing for Research



28 out of a total of 30 students scored a C or higher meeting the criteria of 90%.



At least 90% of students in all sections who complete this research-based argumentative essay will receive a C or higher.

On 7 out of 10 questions, 81% of the students answered the question correctly. On 3 out of 10 questions, 56% to 75% answered the questions correctly. These results suggest that more time must be spent teaching students how to identify these 3 types of literary criticism: Mythological criticism, Formalist criticism, and Cultural Studies. Purchase of books, DVDs, and projector will allow the professor to use more visual aids to enhance instruction of literary criticism.



SLO#5: Upon successful completion of this course, students will be able to identify different approaches to literacy criticism.



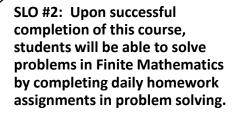
EN210-Introduction to Literature

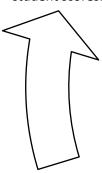


81.25% of students in EN210 scored 70% or better on the Final Exam, Part Four. A total of 13 students out of 16 scored 70% or higher, meeting the criteria of 80% (n=16). For SLO #5 the assessment showed that the criteria was met.

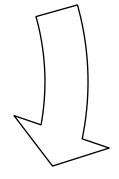
370% of students will score 70% or better (on Part 4 of final exam).

To validate the results, all Finite Math classess will be conducted to determine association between teacher produced exams and a uniform exam administered to select students. Special attention will be given to those students utilizing MathXL in contrast to those that don't. The results should indicate whether the level of engaging activities, i.e., homework, MathXL interation, etc. correlates to student scores.





MA110A- Finite Mathematics



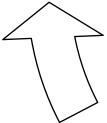
A series of exam scores were collected from chapter exams of two instructors, the total number of students involved was 38 to 44. Analyzing the scores according to specific chapter results indicated students performed below the 70% criterion in all chapters except one.

The student is expected to score a minimum of 70% on the exams.

A recommendation is to increase the number of items evaluating the skill of listening a minimum of 20% of the entire test. Also, the instructor should examine the bank of test items included in the Instructor's Manual of the textbook currently being used for possible inclusion of future tests.



SLO #1: Upon successful completion of this course, students will be able to understand additional simple everyday conversations.



JA111 – Beginning Japanese II - Listening



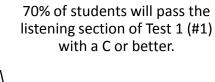
Total number of test-takers: 35.

34.29% scored 4 points (grade A)

34.29% scored 3 points (grade C)

31.43% scored 2-0 points (grade F). (20% scored 2 points; 8.57% scored 1 point and 2.86% scored 0 points).

This means that 68.58% passed the listening test with a C or better, just 1.42% short of meeting the 70% criterion of this SLO. Although there was an overall average of 85 items (totaling 100 points) on the test given during a period of 3 semesters--each testing the 4 skill areas of listening, speaking reading and writing, including only 4 points to the SLO evaluating listening appears inadequate.



Appendix E

CLOSING THE LOOP: PROGRAM-LEVEL SECONDARY

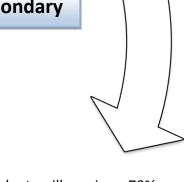
Since the criterion is for "all students" to receive 70% or better, LMP faculty will implement remedial training and retesting for students who were unsuccessful in the first round of testing. Remedial training can include using a checklist for students to follow along and additional coaching to ensure full understanding of this task.



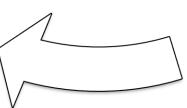
SLO#1: Upon successful completion of this program, students will be able to perform basic fundamental skills in the various positions required in lodging operations.



Lodging Management Secondary



Overall, 87% of all LMP students from 5 secondary sites (JFKHS, GWHS, OHS, SHS, SSHS) received 70% on the "taking a room reservation" skills test (n=57).

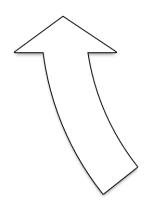


All students will receive a 70% or better in each basic skill determined by use of either course projects or administering of quizzes/tests.

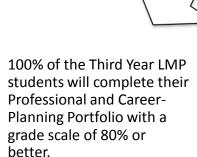
For students who did not attain the 80% grade for their portfolio, LMP faculty will give feedback to these students to highlight areas of improvement needed. Students will be given a specific time to correct the deficiencies and resubmit their portfolios for reevaluation.



SLO #2: Upon successful completion of this program, students will be able to document professional and career planning skills.



Lodging Management Secondary



Overall, 66% of LMP I students from five LMP sites (JFKHS, GWHS, OHS, SHS, SSHS) attained a grade of 80% or better for their portfolios (n=135).

Appendix F

CLOSING THE LOOP: COURSE-LEVEL SECONDARY

JFKHS- More emphasis on critical thinking may increase post-test scores.

GWHS- Continue to teach course using current methods.

SHS- Data should be obtained by only including those students that took both tests.

SSHS- Data indicate that present methods of teaching are effective. The data will also be used as an indicator of which students would do well in the second year.



SLO #1: Upon successful completion of this course, the student will be able to identify a minimum of five health care careers.



VEHO050A/B Intro to Health Occupations

06/06/11-JFK: 2 class periods, total 39 students took the pre and post standardized testing. 61% of the class scored 70% or higher on the pretest. 73% of the class scored 70% or higher on the post test. This is a 12% increase.

06/06/11-GW: 2 class periods, total 40 students took both pre standardized testing 10/40 students or 25% of the class scored 70% or higher on the pretest. 32/37 of the students or 86% of the class scored 70% or higher. This is a 61% increase.

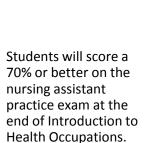
06/06/11- SHS: 2 class periods, total 36 students took the pre standardized testing. 7/36 students or 19% of the class scored 70% or higher on the pretest. 25/39 of the students or 64% of the class scored 70% or higher. This is a 45% increase.

06/06/11-SSHS: 2 class periods, total 33 students took both pre and post standardized testing. These were the only students in this assessment. 5/33 students or 15% of the class scored 70% or higher on the pretest. 18/33 of the students or 55% of the class scored 70% or higher. This is a 40% increase.

06/07/10- GWHS- 40 students took the pretest out of 43 enrolled students. August pretest class total result was 59%. 33% students took the post test out of 37 enrolled students. May post test class total result was 94%.

06/07/10- SSHS- 2 class periods, total 28 students took the standardized testing. 29 students were enrolled. The class total score was 58% on the pretest in August 09. The class total score increased by 10% on the post test in May 2010.

06/07/10- JFKHS- There were 2 class test and a total of 30 students that took the pre and post standardized test. The pretest result was 63% and the post test result was 67%.





The SHS instructor will employ more class related activities to improve students' understanding of marketing terminology.



SLO #1: Upon successful completion, the students will understand the functions and foundations of business, management, and entrepreneurship.



VEMK050- Marketing 1A

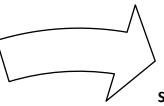
The Summary of Results at Southern High School (SHS) is n=6. 100% of the students rated 80% or better in the worksheet. Because SHS offers this course twice during the academic year, SHS was able to collect data.

Due to the SHS 4x4 block schedule, the faculty of SHS was able to collect artifact for Fall 2010-Spring 2011. N=15 and 100% of the students rated 80% or better in the worksheet.

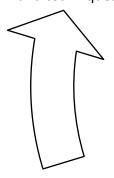
80% of the students who enroll in VEMK 050 will rate an average of 80% or better in the worksheet (from the Marketing Essential textbook)

The SHS instructor will incorporate more activities in role -playing and class presentations to strengthen students' skills in the sales process or other marketing related presentation.

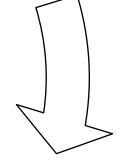
Additionally, the instructor will continue integrating off-campus activities to allow students to practice their presentation skills and techniques.



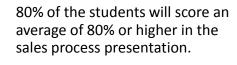
SLO #2: Upon successful completion of this course, students will be able to demonstrate the sales process.



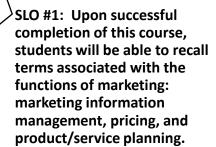
VEMK051- Marketing 1B

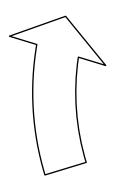


N=6 100% of the students rated 80% or better in the worksheet. Because SHS offers this course twice during the academic year, SHS was able to collect data. Due to the SHS 4x4 block schedule, the faculty of SHS was able to collect artifacts for FA2010 SP2011

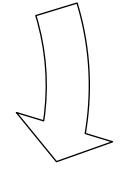


The SHS instructor designs to increase the performance standard to 90% next school year. In order to meet the objective, SHS instructor plans to provide the students with a study guide and test review. SHS faculty is planning to continue to review and provide related activities to strengthen their test scores in the future.

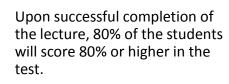




VEMK060- Marketing IIA



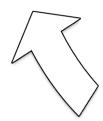
N=6. 100% of the students scored 80% or higher in the faculty developed test. Because SHS offers this course twice during the academic year, SHS was able to collect data. Due to the SHS 4x4 block schedule, the faculty of SHS was able to collect artifacts for FA2010 SP2011



The SHS instructor will invite professionals from the marketing-related industry and GCC college student(s) to assist in preparing students for interview. The instructor believes that employing outside assistance can improve the overall interview performance and self-confidence in students.



SLO #3: Upon successful completion of this course, students will be able to feel prepared for job interview.



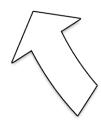
VEMK061- Marketing IIB

N=18. Findings of the survey indicated that 100% of the students achieved the set criterion of scoring 80% or higher. Because SHS offers this course twice during the academic year, SHS was able to collect data. Due to the 4x4 block schedule, SHS faculty was able to collect the artifact from the students for FA2010-SP2011. N=3 and 100% of the students who took the interview did meet 80% or higher on the survey.

Upon successful completion, 80% of the students will score an average of 80% or higher on the survey. The results indicated some students need more practice in working with the cash count sheet and deposit. The SHS faculty will apply more one on one trainings and practices to students so they can improve their understanding in this store lab required skill.

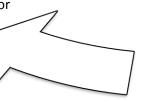


SLO #1: Upon successful completion of this course, students will be able to apply basic skills and knowledge involved in the sales process.



VEMK066- Marketing IIA

N=19. 84% of the students scored 80% or higher in this task. Because SHS offers this course twice during the academic year, SHS was able to collect data for school year Fall 2010-Spring 2011. N=6 and 100% of the students enrolled in the program scored 80% or higher in this criterion.



Upon successful completion, 80% of the students will score 80% or higher in filling out the cash count sheet and deposit slip. The SHS instructor feels that it is crucial for the students to maintain at least a 90% criterion in completing the cash count sheet and deposit slip. In order to implement the plan successfully, the instructor plans to spend more time in individual training to bring up the student's performance standard. Additional one on one trainings will be integrated to the daily teaching to enhance the store lab knowledge and skill.



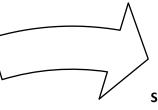
SLO #1: Upon successful completion of this course, students will be able to apply basic skills and knowledge involved in the sales process.



VEMK067- Marketing Lab II

N=19. 84% of the students scored 80% or higher in the cash counts sheet and deposit. Because SHS offers this course twice during the academic year, SHS was able to collect data. During the school year of Fall 2010-Spring 2011, the faculty at SHS was able to collect data from 6 students. N=6 and it represented 100% of the total students enrolled at SHS and scored 80% or higher in the cash count sheet and deposit slip.

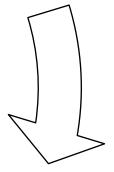
Upon successful completion 80% of the students will score 80% or higher on the cash count sheet and deposit slip. The instructors from these four (4) high schools plan to take on a more effective approach to improve how the role plays are taught. In addition, each school will be devoting more time and incorporating more national DECA role play exercise to practice and strengthen the students' skills.



SLO #2: Upon successful completion of this course, students will be able to demonstrate management skills.



VEMK070- Marketing IIIA



SHS, N=4; 100% of the students rated 70% or higher

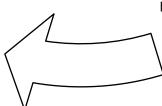
GWHS, N=7; 57% of the students rated 70% or higher

JFK, N=7; 100% of the students rated 70% or higher

OHS, N=4; none or 0% rated 70% or higher

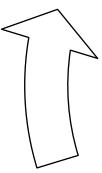
SSHS, N=11; 45% of the students rated 70% or higher

Upon successful completion 80% of the students will score 70% or higher in the role play.

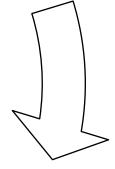


Based on the findings, only JFK and SSHS met the criterion. In order to prepare the students to fulfill workforce requirements as well as to meet the criterion, the instructors of these four (4) high schools are planning to reinforce and provide customized classroom practices to strengthen the skills and knowledge of the students from each school.

SLO #3: Upon successful completion of this course, students will be able be prepared for higher level marketing education and/or entry-level marketing related jobs.



VEMK071- Marketing IIIB



SHS, N=4; 100% of the students rated an average of 4 or higher on the survey

GWHS, N=7; 57% of the students rated an average of 4 or higher on the survey

JFK, N=7; 100% of the students rated an average of 4 or higher on the survey

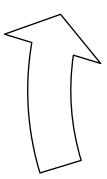
OHS, N=4; 75% rated an average of 4 or higher on the survey

SSHS, N=11; 91% of the students rated an average of 4 or higher on the survey

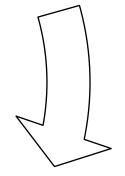
80% of the students will rate an average of 4 or higher on the survey.

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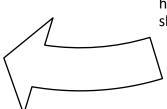
The SHS instructor will employ more one to one trainings and practices to enforce the students' understanding in this particular store lab required skill. SLO #1: Upon successful completion of this course, students will be able be to apply basic skills and knowledge involved in the sales process.



VEMK078- Marketing Lab III



Due to the 4x4 block schedule, SHS faculty was able offer this course twice during the academic year and was able to collect the artifacts for Fall 2010-Spring 2011. The results showed that n=12 and 92% of the students rated 90% or higher in verifying the cash count sheet and deposit slip.

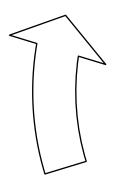


Upon successful completion, 80% of the students will score 90% or higher in verifying the cash count sheet and deposit slip/bag.

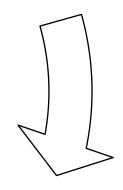
The SHS instructor will employ more one to one trainings and practices to improve the students' understanding in this particular store lab required skill.



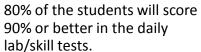
SLO #3: Upon successful completion of this course, students will feel confident in their managerial skills.

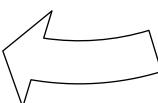


VEMK079- Marketing Lab IIIB



Due to the 4x4 block schedule, SHS faculty was able to offer this course twice during the academic year and was able to collect the artifacts for Fall 2010-Spring 2011. The results showed that N=12 and 92% of the students rated 90% or higher in verifying the cash count sheet and deposit slip.





AY 2010-2011 CCA members include Wilson Tam (Chair), Dr. Michael Chan, Joseph Benavente, Ines Bukikosa, Cecilia delos Santos, Joleen Evangelista, Priscilla Johns, Marlena Montague, Doris Perez, Michael Setzer II, Yvonne Tam, Zhaopei Teng, Katsuyoshi Uchima, and Paling April Cruz (Student Representative).



