

**Academic Year  
2013-2014**

**14th  
Annual  
Institutional  
Assessment  
Report**

GCC Logo

**GCC**

**GUAM COMMUNITY COLLEGE**

*Kulehon Kumunidát Guáhan*

## **Mission**

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

### ***Sinangan Misi3n (Chamorro translation)***

*Guiya i Kulehon Kumunidât Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikât na kinahulo' i manfâfache'cho' ya u na' guâguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananâgui yan i fina'na'guen cho'cho' gi iya Maikronesiha.*

Fourteenth Annual Institutional Assessment Report  
AY2013-2014  
Committee on College Assessment  
Guam Community College  
July 2014

**Part 1. Overview**

We live in a world that needs graduates to be creative, capable of learning independently, knowledgeable about the work environment, flexible, and responsive; therefore, how does GCC invest in this? Assessment is the means of answering those questions of curiosity about our work as educators. It enables us to determine the fit between expectations and actuality. It is an investigation through multiple lenses to stimulate specific discussions with student learning at the core of those discussions. We become aware of how well we translate our intentions into opportunities for students to learn. Our work with assessment will generate substantive engaged discussions for curricular structure or restructuring, expose overlaps, duplications, and gaps. Assessment is a means of providing evidence about the effectiveness of teaching practices. We will attempt to present a narrative that encompasses the true depth and rigor of the assessment taking place at the college. What is the picture of assessment at GCC? Who partakes in this key process? What evidence and artifacts exist to prove these statements? What have we learned and where are the gaps? Describe the structure in place? How does it support student learning? Is learning taking place?

GCC's assessment system fosters and encourages qualities that contribute positively and meaningfully to student learning and facilitate the investigations of the degree to which institutional practices impact individual students. A key component of the College's assessment system is the Committee on College Assessment (CCA) whose members represent all constituencies of the College providing an objective professional review. It is a mechanism to guarantee that we constantly inventory success/challenges & thoroughly think about how we can intentionally improve, for the students and the long term sustainability of the college as a source for education and training for the island.

We know the inputs, what are the outputs. We must move to the next level of innovation and creativity to push the mind and imagination. The maturity and sustainability of assessment at GCC is evident in the amount and sheer number of individual assessments ongoing. We must continually monitor and intentionally increase the quality of each assessment cycle.

Since academic year 2000-2001, GCC has been publishing annual institutional assessment reports (AIARs) highlighting the College's assessment activities each academic year. The 2013-2014 annual institutional assessment report is the fourteenth of such reports.

These annual reviews assure integrity in all representations of the assessment processes in place and the results of the College's time and energy invested in assessment-related activities.

Evaluating the effectiveness of the assessment process is founded on the clear articulation of student learning outcomes at the course and program levels, student service unit outcomes at the student services level, administrative unit outcomes at the administrative unit level, institutional learning outcomes for the institution, and the clear articulation of the key components and processes with the opportunity to impact student learning directly or indirectly. For assessment to be meaningful, it must be done thoughtfully and systematically.

How does GCC do this? GCC incorporated SLOs across all courses and programs since 2008. This report will examine the progress made on the assessment of these SLOs over the past six years. GCC's assessment initiative has evolved over time and through the regular evaluation of the systematic assessment processes in place and the outcomes of assessment, the initiative continues to grow, evolve, and mature.

The assessment evidence that guides improvements at the course, program, and institutional levels has grown more robust and richer over the years since the comprehensive assessment initiative was implemented in 2001. The assessment results are meaningfully used as a guide in identifying areas where improvement efforts should be focused; and, the results provide a roadmap of opportunities for effective practices that have the greatest impact on student learning and success. The College continues to demonstrate accountability by implementing improvements based on assessment findings at all levels of the College. Assessment results guide continuing efforts to realize best practices and optimal performance.

The College's Assessment, Institutional Effectiveness, and Research (AIER) Office continues to publish various assessment reports, such as the *Student Ratings of Instruction Survey Report*, the *5th Board of Trustees Assessment Report*, and the *Fact Book (Volume 8)* in academic year 2013-2014.

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 delineated into four (4) groups (Appendix A): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs<sup>1</sup>). 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).

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

The success and high level of efficiency of GCC's institutional assessment processes were not accomplished without the hard work and commitment of the College's administrators, faculty, staff, students, and the board. In AY2013-2014, the CCA committee spent approximately two hundred and fifty-six hours (256) attending CCA meetings and approximately five hundred ninety-two (592) hours reviewing TracDat plans/reports and meeting with assessment authors to provide technical assistance on TracDat or other assessment requirements. The level of effort and dedication exhibited by the CCA members, TracDat users, and assessment authors continues to represent the college community's overall commitment to quality demonstrated through the regular and systematic cycle of assessment.

The 14<sup>th</sup> AIAR provides a summary of the course, program, and institutional improvements resulting from assessment activities during the two-year assessment cycle ending in AY2013-2014. Also included is an update of annual assessment compliance and Student Learning Outcomes (SLOs) assessment. Additionally, the 14<sup>th</sup> AIAR highlights college-wide assessment activities through several program review components for AY2013-2014. These components include program enrollment, program completions, advisory committee meetings, and curriculum revision activities. The information provided in this report is intended for implementation and planning purposes at various levels.

## **Part II. Assessing Assessment Activities**

This section of the report includes information on the various assessment activities completed during the 2013-2014 academic year, including data on assessment compliance rates and key program review elements, such as student learning outcomes (SLOs) compliance rates, goal-linking, program enrollment, program completion, meeting statistics, and curriculum review.

### Assessment Structure

As in the previous AIER reports, the College continues to assess its thirteen-year old assessment initiative in particular, its implementation, training needs and the understanding of assessment amongst the assessment authors and TracDat users.

The AIER Office created and uploaded a Step-by-Step Guide for TracDat Navigation and Input for each of the four groups of assessment units onto the College's website; updated and uploaded a TracDat User's Manual onto the College's website; and, TracDat training by department was provided in the fall and spring semesters, including one-on-one intense assessment sessions by AIER and CCA members with assessment authors.

How is training connected to assessment compliance? The next section discusses compliance rates at the divisional level through the years.

## Assessment Compliance

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

AY	Programs/ Units on <u>Track</u> Total # of Programs/ Units  <b>Academic Affairs Division</b>	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units  <b>Finance<sup>2</sup> &amp; Administration Division</b>	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units  <b>Admin. Services Division</b>	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units  <b>President/ CEO<sup>3</sup></b>	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units  <b>Board of Trustees &amp; Foundation Board<sup>4</sup></b>	%
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 <sup>5</sup>	63%	6/6	100%			5/5	100%	2/2	100%
AY11-12	50/58	86%	6/6	100%			5/5	100%		
AY12-13	55/63	87%	5/5	100%			4/4	100%	2/2	100%
AY13-14	61/64	95%	7/7	100%			5/5	100%	2/2	100%

The College monitors assessment compliance by division each academic year. Table 1 above shows that compliance rates have gone up or down through the years. With the largest number of academic programs under its wing, the Academic Affairs Division assessment compliance rate has increased by 8%, from 87% in AY2012-2013 to 95% in AY2013-2014. The Finance and Administration Division, the President/CEO's Office, and the Boards continue to maintain a 100% compliance rate with assessment requirements. The progress the College has made in incorporating SLOs into all courses and programs offered and the commitment to assess these courses and programs are presented in the next section.

<sup>2</sup> Business & Finance Division changed to Finance & Administration Division. The Administrative Services Division was removed from the organizational chart. Changes were effective fall 2010.

<sup>3</sup> 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.

<sup>4</sup> TracDat data entry began in AY04-05. Units are assessed every other year.

<sup>5</sup> 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).

### Student Learning Outcomes (SLOs)

GCC continues to make significant progress in assessing student learning outcomes since the 2002 standards of accreditation added this requirement to the institutional processes of evaluation. The College is operating at the level of sustainable continuous quality improvement as outlined by the Accrediting Commission for Community and Junior Colleges in its 2012 Evaluation Report. The report states, “The team found that the College’s two-year cycle for the assessment of student learning outcomes at the course, program, certificate, and degree levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes.” Sustainable continuous quality improvement is the highest level on the Commission’s Rubric for Evaluating Institutional Effectiveness and includes the following six characteristics:

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

As illustrated in the SLO tables on the next two pages, it clearly shows that GCC has worked diligently to institutionalize the assessment of student learning outcomes and complete the implementation of student learning outcomes for all of its courses and programs in all the College’s instructional programs.

As reflected in Table 2, the College continues to maintain its one hundred percent (100%) course-level SLO completion rate in its postsecondary courses. As for the postsecondary program-specific courses, the percentage of courses with SLOs being assessed within programs increased by almost three percent (2.76%) more than the prior academic year from 82.68% reported in the 13<sup>th</sup> AIAR for AY2012-2013 to 85.44% in AY2013-2014. In addition, the assessment rate of courses required for associate degree programs increased by almost three percent (2.88%) from 96.65% for AY2012-2013 to 99.53% in AY2013-2014. The assessment rate of courses required for certificate programs decreased by less than one percent (.98%) from 84.91% for AY2012-2013 to 83.93% for AY2013-2014.

Table 2. Student Learning Outcomes (SLOs)  
Postsecondary  
AY2013-2014

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2013 Catalog	412	412	100.00%
Spring 2013 Catalog	410	410	100.00%
Fall 2012 Catalog	400	402	99.50%
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%
<b>AS A REQUIREMENT FOR PROGRAM</b>	<b>SLO COUNT</b>	<b>TOTAL</b>	<b>PERCENT</b>
Associate Degree Programs	Number of courses with SLOs being assessed	211	99.53%
	Number of courses within the programs	212	
Certificate Programs	Number of courses with SLOs being assessed	47	83.93%
	Number of courses within the programs	56	
Not a technical required course for a degree or certificate	Number of courses with SLOs being assessed	94	65.28%
	Number of courses within the programs	144	
<b>Total number of courses with SLOs being assessed within programs</b>		<b>352</b>	<b>85.44%</b>
<b>Total count of courses within programs</b>		<b>412</b>	

Additionally, effective in spring 2014 during this reporting period, the Office of Continuing Education and Workforce Development (CEWD) in partnership with the Office of Assessment, Institutional Effectiveness and Research incorporated the assessment of all CEWD-offered courses as part of the College's regular and systematic cycle of assessment. Table 3 below shows that of the total one hundred and fifty-eight (158) courses listed in the 2013-2015 CEWD catalog, one hundred and thirty-four (134) or approximately eighty-five percent (84.81%) had course-level SLOs. Additionally, of the total one hundred and fifty-eight (158) courses, thirty-one or approximately twenty percent (19.62%) of CEWD-offered courses were assessed during this reporting period.

In an effort to increase the assessment compliance of CEWD-offered courses, the CCA and AIER should implement intense one-on-one sessions with individual assessment authors to assist with the specific data analysis and input of these courses into the TracDat assessment system. These individualized sessions have been effective in the past with helping previously non-



compliant assessment units with coming into compliance with the College's assessment requirements.

Table 3. Student Learning Outcomes (SLOs)  
Continuing Education and Workforce Development  
AY2013-2014

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Spring 2014 Catalog	134	158	84.81%
<b>SLO COUNT</b>		<b>TOTAL</b>	<b>PERCENT</b>
<b>Total number of courses with SLOs being assessed</b>		31	<b>19.62%</b>
<b>Total count of courses</b>		158	

The assessment of SLOs in GCC's Career and Technical Education (CTE) Secondary courses and programs has been an integral part of the College's institutional process of evaluation since its infancy. The CTE Secondary assessments have also been a key element in the quality and implementation of GCC's Dual Credit Articulated Programs of Study (DCAPS) which provides the opportunity for students enrolled in GCC's CTE courses in the five Guam public high schools to earn college credit in GCC postsecondary programs if they earn a grade of "B" or better in these CTE programs. Further details on the DCAPS program may be found on the College's public website at [www.guamcc.edu](http://www.guamcc.edu).

Table 4 below shows that of the total forty-two (42) courses listed in the 2013-2015 CTE Secondary catalog, one hundred percent (100%) of the courses had course-level SLOs and all forty-two (42) courses were assessed during this reporting period.

Table 4. Student Learning Outcomes (SLOs)  
Career and Technical Education Secondary  
AY2013-2014

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
SY 2013-2014 Catalog	42	42	100.00%
<b>SLO COUNT</b>		<b>TOTAL</b>	<b>PERCENT</b>
<b>Total number of courses with SLOs being assessed</b>		42	<b>100%</b>
<b>Total count of courses</b>		42	

The linking of program and course-level SLOs to related goals in TracDat is a key feature of the TracDat assessment software and an important tool for demonstrating how assessments at the

course and program levels are linked to institutional goals and the College's overall mission. The next section reveals these linkages.

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

Linking program and course-level SLOs to institutional related goals is a key element in developing assessment plans and reports in TracDat. How have program and course-level SLOs been linked to institutional goals such as Institutional Learning Outcomes (ILOs)<sup>6</sup>, 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 5 below reports the number of course-level SLOs linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 5, the most frequently linked goal in TracDat is program review (3307)<sup>7</sup> which incorporates budget-related goals and objectives. This is followed by ILOs (973), ISMP goals (804), and division level goals (591). Linking program and course-level goals to the related goals in TracDat is important because it shows how the efforts of these TracDat reporting units support the College's overall mission.

Table 5. Linking Course SLOs to Related Goals in TracDat  
(n=412 postsecondary courses listed in the College catalog as of July 2014)

<b>Related Goal Type</b>	<b>Count of Related Goal Type</b>
Course Level	28
Division Level	591
Governing Board Level	388
Institution Level	291
Institutional Learning Outcome (ILO)	973
Institutional Strategic Master Plan (ISMP)	804
Program Review (Budget Related Goals & Objectives)	3307
Program/Unit Level	556
School Level	463
STANDARD I: Institutional Mission and Effectiveness	107
STANDARD II. Student Learning Programs and Services	562
STANDARD III: Resources	134
STANDARD IV. Leadership and Governance	1
<b>Grand Total</b>	<b>8205</b>

Source: Ad Hoc TracDat Report ran on July 17, 2014<sup>8</sup>

<sup>6</sup> 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.

<sup>7</sup> 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 2013 and subsequently entered into TracDat. This information will be entered into TracDat annually.

<sup>8</sup> Data was extracted from the Ad Hoc TracDat Report (run date July 17, 2014) which includes postsecondary and secondary courses. Furthermore, courses may have been archived prior to running the Ad Hoc report. When course assessment began in Fall 2008, the Committee

Table 6 below illustrates the number of program/unit outcomes linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 6, the most frequently linked goal in TracDat to program/unit outcomes is program review linked to budget goals (1975), followed by Program/unit level goals (818), division level goals (801), and institutional level goals (670).

Table 6. Linking Program/Unit Outcomes to Related Goals in TracDat  
(n=78 program/units listed in the AY2013-2014 Taxonomy)

Related Goal Type	Count of Related Goal Type
Course Level	20
Division Level	801
Governing Board Level	295
Institution Level	670
Institutional Learning Outcome (ILO)	436
Institutional Strategic Master Plan (ISMP)	543
Program Review (Budget Related Goals & Objectives)	1975
Program/Unit Level	818
School Level	262
STANDARD I: Institutional Mission and Effectiveness	84
STANDARD II. Student Learning Programs and Services	549
STANDARD III: Resources	253
STANDARD IV. Leadership and Governance	32
<b>Grand Total</b>	<b>6738</b>

Program enrollment is an important data element to track course and program demands and the overall health of the program over time. The following section reveals enrollment trends in the different programs from fall 2006 to fall 2013.

### Program Enrollment

Program enrollment is an essential element of program review. Table 7 below provides unduplicated enrollment numbers for postsecondary programs offered by GCC for the past eight (8) years (fall semester enrollment only).

Table 7. Postsecondary Unduplicated Enrollment by Program<sup>9</sup>  
Eight-Year Trend (Fall 2006-Fall 2013)

Associate of Arts Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
AA in Culinary Arts	16	36	57	77	92	97	118	103

on College Assessment (CCA) required only one SLO per course to be assessed. The significant increase in assessing course SLOs have more than doubled compared to AY2011-2012 due to authors aggressively meeting the assessment deadlines. Furthermore, course assessment for associate degrees, certificate, secondary and adult education program course SLOs have completed at least three cycles since fall 2008 and have begun work on a fourth cycle.

<sup>9</sup> 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.

Associate of Arts Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
AA in Education	47	87	92	116	127	143	155	198
AA in Interdisciplinary Arts & Sciences <sup>10</sup>	42	76	107	137	148	182	194	206
Associate of Arts Grand Total	105	199	256	330	367	422	467	507

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
AS in Accounting	54	79	66	86	99	114	106	127
AS in Automotive Service Technology	11	21	31	56	72	86	80	93
AS in Automotive Tech <sup>11</sup>	26	16	11	3	1	-	-	-
AS in Civil Engineering Technology <sup>12</sup>	-	-	-	-	-	-	0	0
AS in Computer Networking	8	15	21	33	40	55	56	61
AS in Computer Science	78	71	80	92	96	110	92	92
AS in Criminal Justice	55	68	86	143	169	237	223	225
AS in Early Childhood Education	57	79	99	112	119	127	110	116
AS in Electronics Networking <sup>13</sup>	4	4	1	-	-	-	-	-
AS in Emergency Management <sup>14</sup>	-	0	0	2	5	9	9	7
AS in Food & Beverage Management <sup>15</sup>	-	-	-	-	14	13	12	10
AS in Hospitality Industry Management <sup>16</sup>	51	53	59	60	-	-	-	-
AS in Hotel Operations & Management <sup>17</sup>	-	-	-	-	14	16	26	36
AS in Marketing	22	25	24	25	28	32	59	50
AS in Medical Assisting	94	113	113	102	97	101	98	236
AS in Office Technology	23	31	23	30	33	29	19	30
AS in Pre-Architectural Drafting <sup>18</sup>	-	-	-	-	7	15	23	31
AS in Sign Language Interpreting <sup>19</sup>	1	0	-	-	-	-	-	-
AS in Supervision & Management	27	43	43	59	76	84	81	75
AS in Surveying Technology <sup>20</sup>	-	-	-	-	3	4	3	2

<sup>10</sup> Program changed from Liberal Arts to Liberal Studies in March of 2011 and from Liberal Studies to Interdisciplinary Arts & Sciences in February of 2013.

<sup>11</sup> Program replaced with AS in Automotive Service Technology in Fall of 2006.

<sup>12</sup> Program was reinstituted in November of 2011.

<sup>13</sup> Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

<sup>14</sup> Program was adopted in April of 2007 and began in Fall of 2007.

<sup>15</sup> From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.

<sup>16</sup> Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.

<sup>17</sup> From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

<sup>18</sup> Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.

<sup>19</sup> Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

<sup>20</sup> Program adopted in April of 2009.

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
AS in Tourism & Travel Management <sup>21</sup>	-	-	-	-	58	62	60	73
AS in Visual Communications	19	26	43	48	48	61	68	93
Associate of Science Grand Total	530	644	700	851	979	1155	1125	1357

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
CERT in Accounting <sup>22</sup>	9	4	2	2	1	-	-	-
CERT in Automotive Service Technology	2	11	11	15	20	24	20	6
CERT in Automotive Tech <sup>23</sup>	21	13	5	2	1	1	-	-
CERT in Computer Aided Design & Drafting <sup>24</sup>	-	-	-	-	2	2	1	2
CERT in Computer Science	11	6	5	9	4	8	2	3
CERT in Construction Technology	0	1	0	5	18	25	26	28
CERT in Cosmetology <sup>25</sup>	20	19	17	33	40	35	15	3
CERT in Criminal Justice	3	21	46	15	17	24	17	17
CERT in Early Childhood Education	5	4	4	9	21	9	9	4
CERT in Education	4	5	8	3	5	2	7	2
CERT in Emergency Management <sup>26</sup>	-	0	0	0	2	1	1	0
CERT in Family Services	-	-	-	-	-	-	-	5
CERT in Fire Science	1	0	0	1	27	4	0	4
CERT in Medical Assisting	17	21	24	34	30	21	18	31
CERT in Medium/Heavy Truck Diesel Technology <sup>27</sup>	-	-	-	0	0	0	0	0
CERT in Office Technology	5	4	4	3	2	0	4	2
CERT in Practical Nursing	27	24	36	42	37	23	21	22
CERT in Pre-Nursing	0	0	1	84	148	183	196	44
CERT in Sign Language Interpreting <sup>28</sup>	0	1	3	1	1	-	-	-
CERT in Supervision & Management	1	3	7	7	2	2	4	6
CERT in Surveying Technology <sup>29</sup>	-	-	-	0	0	1	0	0
CERT in Systems Technology <sup>30</sup>	2	10	6	3	-	-	-	-
Certificate Grand Total	128	147	179	268	378	365	341	179

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7, & 8.

<sup>21</sup> From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

<sup>22</sup> Program archived in May of 2006; however, one student remains continuously enrolled.

<sup>23</sup> Program replaced with CERT in Automotive Service Technology in Fall of 2006; however one student remains continuously enrolled.

<sup>24</sup> Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.

<sup>25</sup> Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.

<sup>26</sup> Program adopted in April of 2007 and began in Fall of 2007.

<sup>27</sup> Program adopted in July of 2009.

<sup>28</sup> Program archived in September of 2008; however, one student remains continuously enrolled.

<sup>29</sup> Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.

<sup>30</sup> Program archived in April of 2009.

As reflected in Table 7, there were fourteen associate degree programs continuously offered since fall 2006 (AA in Culinary Arts, AA in Education, AA in Interdisciplinary Arts & Sciences (Liberal Arts/Liberal Studies), 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, five (5) experienced continuous growth over the past eight (8) years (AA in Culinary Arts, AA in Education, AA in Interdisciplinary Arts & Sciences (Liberal Arts/Liberal Studies), AS in Computer Networking, and AS in Visual Communications).

Of the twelve (12) certificate programs that have been continuously offered since fall 2006, which include Automotive Service Technology, Computer Science, Construction Technology, Criminal Justice, Early Childhood Education, Education, Fire Science, Medical Assisting, Office Technology, Practical Nursing, Pre-Nursing, and Supervision and Management, the number of students declared in these programs has fluctuated through the years. Ten (10) certificate programs are also offered at the associate degree level (Automotive Service Technology, Computer Science, Criminal Justice, Early Childhood Education, Education, Emergency Management, Medical Assisting, Office Technology, Supervision and Management, and Surveying Technology). 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. Enrollment in the Practical Nursing and Medical Assisting programs are expected to steadily increase over the next several years. Additionally, a maximum of 40 students are accepted each year into the Practical Nursing program, limiting enrollment growth, which is a direct result of the Guam Board of Nursing Examiners mandate for quality training in Guam nursing programs.

Faculty involvement in program recruitment and retention efforts are very important. As mentioned in prior Student Ratings of Instruction Survey Reports, 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. Departments should also 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.

The following section shows program completion rates over the course of eight academic years starting from AY05-06 to AY12-13. Completion rates also demonstrate program success and student success.

### Program Completions

Program completion is another essential element of program review. Table 8 below provides information on the number of postsecondary program completers for the past eight (8) years.

Table 8: Completers by Program- Eight-Year Trend  
(AY05-06, AY06-07, AY07-08, AY08-09, AY09-10, AY10-11, AY11-12, AY12-13)

Associate of Arts Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
AA in Culinary Arts	1	1	0	2	9	6	9	10	38
AA in Education	3	0	6	7	20	16	14	15	81
AA in Liberal Arts	3	6	4	1	5	5	8	9	41
Associate of Arts Grand Total	7	7	10	10	34	27	31	34	160

Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
AS in Accounting	7	4	11	7	9	8	5	10	61
AS in Automotive Service Technology	0	0	0	0	3	3	4	3	13
AS in Automotive Tech <sup>31</sup>	3	1	1	1	2	0	-	-	8
AS in Computer Networking	0	0	1	3	1	3	7	3	18
AS in Computer Science	11	8	6	6	8	8	6	4	57
AS in Criminal Justice	4	5	14	14	11	21	12	11	92
AS in Early Childhood Education	12	9	6	10	17	20	13	15	102
AS in Electronics Networking <sup>32</sup>	0	0	1	-	-	-	-	-	1
AS in Emergency Management <sup>33</sup>	-	-	0	0	1	0	0	1	2
AS in Food & Beverage Management <sup>34</sup>	-	-	-	-	-	0	6	1	7
AS in Hospitality Industry Management <sup>35</sup>	2	1	5	2	3	4	-	-	17
AS in Hotel Operations & Management <sup>36</sup>	-	-	-	-	0	0	1	0	1
AS in Marketing	4	3	0	2	2	2	1	6	20
AS in Medical Assisting	15	9	11	5	12	13	9	24	98
AS in Office Technology	4	0	1	3	3	3	1	2	17
AS in Pre-Architectural Drafting <sup>37</sup>	-	-	-	-	0	0	0	0	0

<sup>31</sup> Program replaced with AS in Automotive Service Technology in Fall of 2006.

<sup>32</sup> Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

<sup>33</sup> Program was adopted in April of 2007 and began in Fall of 2007.

<sup>34</sup> From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.

<sup>35</sup> Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.

<sup>36</sup> From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

<sup>37</sup> Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.

Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
AS in Sign Language Interpreting <sup>38</sup>	1	0	0	-	-	-	-	-	1
AS in Supervision & Management	6	6	11	0	5	8	4	8	48
AS in Surveying Technology <sup>39</sup>	-	-	-	0	0	0	0	0	0
AS in Tourism & Travel Management <sup>40</sup>	-	-	-	-	3	0	2	1	6
AS in Visual Communications	0	7	0	2	3	6	6	6	30
Associate of Science Grand Total	69	53	68	55	83	99	77	95	599

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
CERT in Accounting <sup>41</sup>	0	0	6	0	1	0	-	-	7
CERT in Automotive Service Technology	-	0	0	0	1	1	1	1	4
CERT in Automotive Tech <sup>42</sup>	3	2	1	0	0	0	0	-	6
CERT in Computer Aided Design & Drafting <sup>43</sup>	-	-	-	-	0	0	0	0	0
CERT in Computer Science	3	3	2	1	0	1	0	0	10
CERT in Construction Technology	0	1	0	0	0	0	0	0	1
CERT in Cosmetology <sup>44</sup>	1	0	0	1	0	0	0	1	3
CERT in Criminal Justice	21	2	11	35	11	7	9	4	100
CERT in Early Childhood Education	4	3	2	3	3	27	1	1	44
CERT in Education	0	0	2	8	2	1	1	1	15
CERT in Emergency Management <sup>45</sup>	-	-	0	0	0	0	0	0	0
CERT in Fire Science	0	0	0	0	0	26	0	0	26
CERT in Medical Assisting	16	10	14	6	9	13	8	1	77
CERT in Medium/Heavy Truck Diesel Technology <sup>46</sup>	-	-	-	0	0	0	0	0	0
CERT in Office Technology	3	0	0	0	0	1	0	0	4
CERT in Practical Nursing	14	0	14	19	32	34	20	18	151
CERT in Pre-Nursing	0	0	0	0	0	0	3	10	13
CERT in Sign Language Interpreting <sup>47</sup>	0	0	0	0	0	1	-	-	1
CERT in Supervision & Management	0	0	1	0	0	0	0	0	1
CERT in Surveying Technology <sup>48</sup>	-	-	-	0	0	0	0	0	0
CERT in Systems Technology <sup>49</sup>	0	0	0	0	-	-	0	-	0
Certificate Grand Total	65	21	53	73	59	112	43	37	463

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7, & 8.

<sup>38</sup> Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

<sup>39</sup> Program adopted in April of 2009.

<sup>40</sup> From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

<sup>41</sup> Program archived in May of 2006; however, one student remains continuously enrolled.

<sup>42</sup> Program replaced with CERT in Automotive Service Technology in Fall of 2006; however, one student remains continuously enrolled.

<sup>43</sup> Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.

<sup>44</sup> Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.

<sup>45</sup> Program adopted in April of 2007 and began in Fall of 2007.

<sup>46</sup> Program adopted in July of 2009.

<sup>47</sup> Program archived in September of 2008; however, one student remains continuously enrolled.

<sup>48</sup> Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.

<sup>49</sup> Program archived in April of 2009.



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 eight-year period are AS in Early Childhood (102), AS in Medical Assisting (98), AS in Criminal Justice (92), AA in Education (81), and AS in Computer Science (57). 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 Technology<sup>50</sup> (13), AS in Office Technology (17), AS in Computer Networking (18), AS in Marketing (20), and AS in Visual Communications (30). 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 twelve (12) certificate programs that have been continuously offered by the College, the five (5) with the greatest number of completers are Practical Nursing (151), Criminal Justice (100), Medical Assisting (77), Early Childhood Education (44), and Fire Science<sup>51</sup> (26). Of the twelve (12) certificate programs continuously offered by the College, the five (5) with the least number of completers are Supervision and Management (1), Construction Technology (1), Office Technology (4), Automotive Service Technology (4), and Computer Science (10). Enrollment in the Certificate in Supervision and Management, Construction Technology, Office Technology, Automotive Service Technology, and Computer Science programs has been relatively low over the past eight (8) years. Completions are consequently affected by this trend. In the case of the Automotive Service Technology program, the low number of completers may be due to additional requirements resulting from substantive program changes that were implemented in fall 2006. The Certificate in Cosmetology curriculum had been revamped and the implementation of the Cosmetology Industry Certification became effective in the spring of 2013. 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 Committees serve as an important link to industry as a valuable feedback tool for improving courses and programs in line with industry standards and requirements. The following section presents statistics on department meetings with industry partners through these

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<sup>50</sup> AS in Automotive Technology replaced AS in Automotive Service Technology in fall of 2006.

<sup>51</sup> The 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.

advisory committees in an effort to improve programs and keep them current with the changing times.

### 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. In fall 2013, of the eight (8) departments required to submit advisory committee meeting minutes to AIER, two (2) submitted minutes (25%) and one (1) had submitted documentation (13%) indicating that the meeting was held via email correspondence. In spring 2014, eight (8) departments did not submit any meeting minutes or documentation of any efforts to hold a meeting. Departments should commit to the importance of industry feedback through advisory committee meetings each semester and minutes should be documented and posted online on MyGCC. The tables on the next page reflect the compliance of various departments with this requirement.

Table 9: Advisory Committee Meetings by Program (AY2013-2014)  
Meeting Minutes Matrix

Fall 2013 (Aug. 2013 – Dec. 2013)		
Department/Program	School	Program Meeting/Minutes Dated
1. Adult Basic Education Department <ul style="list-style-type: none"> <li>• Adult Education Program (Adult High School Diploma)</li> <li>• Adult Education Program (Basic Skills)</li> <li>• Adult Education Program (English as a Second Language)</li> <li>• GED®</li> </ul>	TPS (4)	Not required to provide Advisory Committee minutes (not included in the compliance report)
2. Nursing and Allied Health Department <ul style="list-style-type: none"> <li>• Health Careers and Science (formerly Introduction to Health Occupations) Secondary Program</li> <li>• Medical Assisting Certificate Program</li> <li>• Medical Assisting AS</li> <li>• Practical Nursing Certificate Program</li> <li>• Pre-Nursing Certificate Program</li> </ul>	TPS (5)	No meeting held.
3. Construction Trades Department <ul style="list-style-type: none"> <li>• Civil Engineering Technology AS</li> <li>• Computer Aided Design &amp; Drafting Certificate</li> <li>• Construction Technology Certificate</li> <li>• Construction Trades Secondary</li> <li>• Pre-Architectural Drafting AS</li> <li>• Surveying Technology Certificate</li> <li>• Surveying Technology AS</li> </ul>	TPS (7)	No meeting held.

Fall 2013 (Aug. 2013 – Dec. 2013)		
4. Social Science/Criminal Justice Department <ul style="list-style-type: none"> <li>• Criminal Justice Certificate</li> <li>• Criminal Justice AS</li> <li>• Emergency Management Certificate</li> <li>• Emergency Management AS</li> <li>• Fire Science Technology Certificate</li> </ul>	TPS (5)	No meeting held.
5. Education Department <ul style="list-style-type: none"> <li>• Early Childhood Education Certificate</li> <li>• Early Childhood Education AS</li> <li>• Early Childhood Education Secondary</li> <li>• Education Certificate</li> <li>• Education AA</li> <li>• Family Services Certificate</li> </ul>	TPS (6)	<ul style="list-style-type: none"> <li>• Cosmetology Department (11/18/2013)</li> <li>• Early Childhood Education AS (11/8/2013)</li> <li>• Early Childhood Education Secondary (No meeting held.)</li> <li>• Early Childhood Education Certificate (11/8/2013)</li> <li>• Education AA (11/8/2013)</li> <li>• Education Certificate (11/8/2013)</li> <li>• Family Services Certificate (No meeting held.)</li> </ul>
6. Business Department <ul style="list-style-type: none"> <li>• Accounting AS</li> <li>• Marketing AS</li> <li>• Marketing Education Secondary</li> <li>• Supervision &amp; Management Certificate</li> <li>• Supervision &amp; Management AS</li> <li>• Visual Communications AS</li> <li>• Visual Communications Secondary</li> </ul>	TPS (7)	<ul style="list-style-type: none"> <li>• Accounting AS (No meeting held.)</li> <li>• Marketing AS (No meeting held.)</li> <li>• Marketing Education Secondary (No meeting held.)</li> <li>• Supervision &amp; Management Certificate (No meeting held.)</li> <li>• Supervision &amp; Management AS (No meeting held.)</li> <li>• Visual Communications AS (12/6/2013)</li> <li>• Visual Communications Secondary (12/6/2013)</li> </ul>
7. Technology Department <ul style="list-style-type: none"> <li>• Computer Networking AS Program</li> <li>• Computer Science Certificate</li> <li>• Computer Science AS</li> <li>• Electronics &amp; Computer Networking Secondary</li> <li>• Office Technology Certificate</li> <li>• Office Technology AS</li> </ul>	TSS (6)	<ul style="list-style-type: none"> <li>• Computer Networking AS Program (11/12/2013)</li> <li>• Computer Science Certificate (No meeting held.)</li> <li>• Computer Science AS (No meeting held.)</li> <li>• Electronics &amp; Computer Networking Secondary (11/12/2013)</li> <li>• Office Technology Certificate (11/26/2013)</li> <li>• Office Technology AS (11/26/2013)</li> </ul>

Fall 2013 (Aug. 2013 – Dec. 2013)		
8. Tourism & Hospitality Department <ul style="list-style-type: none"> <li>• Culinary AA</li> <li>• Food &amp; Beverage Management AS</li> <li>• Hotel Operations &amp; Management AS</li> <li>• Lodging Management Secondary</li> <li>• ProStart Secondary Program</li> <li>• Tourism &amp; Travel Management AS</li> </ul>	TPS (6)	No meeting held.
9. Transportation Department <ul style="list-style-type: none"> <li>• Automotive (Collision Repair &amp; Refinishing Technology Secondary)</li> <li>• Automotive Services Technology Certificate</li> <li>• Automotive Services Technology AS</li> <li>• Automotive Services Technology Secondary</li> <li>• Medium/Heavy Truck Diesel Technology Certificate</li> </ul>	TPS (5)	No meeting held.
Number of TPS programs	7/45	16%
Number of TSS programs	4/6	67%

Spring 2014 (Jan 2014 – May 2014)		
Department/Program	School	Program Meeting/Minutes Dated
1. Adult Basic Education Department <ul style="list-style-type: none"> <li>• Adult Education Program (Adult High School Diploma)</li> <li>• Adult Education Program (Basic Skills)</li> <li>• Adult Education Program (English as a Second Language)</li> <li>• GED®</li> </ul>	TPS (4)	Not required to provide Advisory Committee Minutes (not included in the compliance report)
2. Nursing and Allied Health Department <ul style="list-style-type: none"> <li>• Health Careers and Science (formerly Introduction to Health Occupations) Secondary Program</li> <li>• Medical Assisting Certificate Program</li> <li>• Medical Assisting AS</li> <li>• Practical Nursing Certificate Program</li> <li>• Pre-Nursing Certificate Program</li> </ul>	TPS (5)	No meeting held.
3. Construction Trades Department <ul style="list-style-type: none"> <li>• Civil Engineering Technology AS</li> <li>• Computer Aided Design &amp; Drafting Certificate Program</li> <li>• Construction Technology Certificate Program</li> </ul>	TPS (7)	No meeting held.

Spring 2014 (Jan 2014 – May 2014)		
<ul style="list-style-type: none"> <li>• Construction Trades Secondary Program</li> <li>• Pre-Architectural Drafting AS Program</li> <li>• Surveying Technology Certificate Program</li> <li>• Surveying Technology AS &amp; Certificate Programs</li> </ul>		
4. Social Science/Criminal Justice Department <ul style="list-style-type: none"> <li>• Criminal Justice Certificate</li> <li>• Criminal Justice AS</li> <li>• Emergency Management Certificate</li> <li>• Emergency Management AS</li> <li>• Fire Science Technology Certificate</li> </ul>	TPS (5)	No meeting held.
5. Education Department <ul style="list-style-type: none"> <li>• Early Childhood Education Certificate</li> <li>• Early Childhood Education AS</li> <li>• Early Childhood Education Secondary Program</li> <li>• Education Certificate</li> <li>• Education AA</li> <li>• Family Services Certificate</li> </ul>	TPS (6)	No meeting held.
6. Business Department <ul style="list-style-type: none"> <li>• Accounting AS</li> <li>• Marketing AS</li> <li>• Marketing Secondary</li> <li>• Supervision &amp; Management Certificate</li> <li>• Supervision &amp; Management AS</li> <li>• Visual Communications AS</li> <li>• Visual Communications Secondary</li> </ul>	TPS (7)	No meeting held.
7. Technology Department <ul style="list-style-type: none"> <li>• Computer Networking AS Program</li> <li>• Computer Science Certificate</li> <li>• Computer Science AS-</li> <li>• Electronics &amp; Computer Networking Secondary</li> <li>• Office Technology Certificate</li> <li>• Office Technology AS</li> </ul>	TSS (6)	No meeting held.
8. Tourism & Hospitality Department <ul style="list-style-type: none"> <li>• Culinary AA</li> <li>• Food &amp; Beverage Management AS</li> <li>• Hotel Operations &amp; Management AS</li> <li>• Lodging Management Secondary</li> <li>• ProStart Secondary Program</li> <li>• Tourism &amp; Travel Management AS</li> </ul>	TPS (6)	No meeting held.

Spring 2014 (Jan 2014 – May 2014)		
9. Transportation Department <ul style="list-style-type: none"> <li>• Auto Body Secondary Program</li> <li>• Automotive Services Technology Certificate</li> <li>• Automotive Service Technology AS</li> <li>• Automotive Services Technology Secondary</li> <li>• Medium/Heavy Truck Diesel AS</li> </ul>	TPS (5)	No meeting held.
Number of TPS programs	0/45	0%
Number of TSS programs	0/6	0%

Updated curriculum is an important factor in ensuring that programs are current and meets the ever changing demands of industry to prepare students for the workforce. The following section provides information on the currency of technical, related technical, related general education and technical elective course requirements.

#### 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. The Summary of Program and Course Review Audit by Department for Academic Year 2013-2014 table, found on Appendix C, contains an audit of courses for academic year 2013-2014. The table provides information on the currency of technical, related technical, related general education and technical electives and departmental course curriculum based on the College's requirement that all course guides be reviewed every five years to be current with industry and national standards for the various programs offered by the College.

The summary table reveals that out of the twenty-one (21) associate programs offered by the College in academic year 2013-2014, ten programs (48%) have program guides with dates over five (5) years old. It also reveals that out of the seventeen (17) certificate programs offered by the College in the same timeframe, nine programs (53%) have program guides with dates over five (5) years old. As for the GCC Career and Technical Education Secondary Programs, the summary table reveals that out of the ten (10) secondary CTE programs, four secondary programs (40%) have course guides with dates beyond the College's five (5) year rule.

The summary table reveals that out of the seventeen (17) certificate programs offered by the College and the twenty-one (21) associate degree programs in academic year 2013-2014, all thirty-eight programs had courses that were five (5) years old and older.

Of the ten (10) secondary CTE programs offered by GCC, four (4) programs (40%) do not have any course that is five (5) years old and older. These programs are: Early Childhood Education

Secondary, Marketing Secondary, Lodging Management Program Secondary, and ProStart Secondary.

As for the Continuing Education and Workforce Development (CEWD) offered courses, the summary table reveals that out of the one hundred and fifty-eight (158) CEWD-offered courses, twenty-four courses (15%) have course guides with dates beyond the College's five (5) year rule.

For a program to be current, the general education requirements, technical requirements, and related general and technical requirements must all 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.

Based on GCC's two-year assessment schedule, for AY 2013-2014, Group A programs (Associate Degree) were required to enter their program-level and course-level assessment reports and implementation status to close the loop in Fall 2013 thru Spring 2014 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 B programs (Certificate) were required to enter their program and course-level data collection statuses and assessment reports. Group C programs (Administrative and Student Services) were required to input their new unit assessment plans to start their new Fall 2013 through Spring 2015 assessment cycle. Administrative and Student Services Units also had to enter their unit data collection statuses into TracDat. Group D (Special Programs) was required to enter their program and course-level implementation status to close the loop on the Spring 2012 through Fall 2013 assessment cycle and input a new assessment plan to start their new Spring 2014 through Fall 2015 assessment cycle. The *closing the loop* information for AY2013-2014 is demonstrated by the results of assessments completed by Group A and Group D as summarized below.

The results of assessment show how individual departments and programs closed the loop during academic year 2013-2014. They include programs that were *out of sync*, but were able to *close the loop* during the academic year.

Of the twenty (20) assessment units under Group A, 80% or sixteen (16) units completed their program-level and course-level assessment cycles and closed the assessment loop. The sixteen

(16) assessment units include: Accounting AS, Automotive Service Technology AS & Certificate, Civil Engineering Technology AS, Computer Networking AS, Computer Science AS & Certificate, Criminal Justice AS & Certificate, Early Childhood Education AS & Certificate, Education AA & Certificate, Interdisciplinary Arts and Sciences AA, Marketing AS, Medical Assisting AS & Certificate, Office Technology AS & Certificate, Pre-Architectural Drafting AS, Supervision & Management AS & Certificate, Surveying Technology AS & Certificate, and Visual Communications AS.

Of the twenty-five (25) assessment units under Group D, twenty-two (22) were required to complete their assessment cycle and close the loop. Of the twenty-two (22) Group D units, 100% (22) completed their assessment cycle and closed the loop. The twenty-two (22) assessment units include: Allied Health (Health Careers and Science) (Secondary), Automotive (Automotive Service Technology) (Secondary), Automotive (Collision Repair & Refinishing Technology) (Secondary), Business Department Courses (AC, MK, SM, VC), Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW), Construction Trades (Carpentry & AutoCAD) (Secondary), Early Childhood Education (Secondary), Education/Cosmetology Department Courses (ASL, CD, ED, CM), Electronics-Computer Networking (Secondary), English Department Courses (EN, TH), General Educational Development Test Program (GED<sup>®</sup>), Marketing (Secondary), Math & Science Department Courses (MA, SI), Nursing & Allied Health Department Courses (EMS, HL, MS, NU), Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY, SO, SS), Technology Department Courses (CS, EE, OA, PV, RE), Tourism (Lodging Management Program) (Secondary), Tourism (ProStart) (Secondary), Tourism & Hospitality Department Courses (CH, CI, HS, JA, KE), Transportation Department Courses (AST, ME, MHT), Visual Communications (Secondary), and Work Experience (Secondary).

Of these programs that closed the loop, improvements reported include a refinement in business processes, use of results to refine the assessment method or to implement new assessment methods, to increase the number of full time faculty, to establish further articulation agreements, to hire more tutors, to utilize computer software to enhance course delivery, to draft legislative proposals, and to implement changes in course guides. 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.

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



## **Part V. Actionable Plans for Improvement**

The following recommendations are made based on a review of assessment and program review activities reported for academic year 2013-2014 and include similar recommendations from the 13<sup>th</sup> AIAR:

- The Committee on College Assessment and the Office of Assessment, Institutional Effectiveness & Research should hold intense one-on-one or dedicated workshops to focus on improving the assessment rates of CEWD-offered courses.
- The Learning Outcomes Committee should work directly with the Committee on College Assessment to ensure curriculum currency with the five year curriculum year and semester-specific assessment requirements for all instructional programs of the College.
- Departments/units chairs/assessment authors should hold regular meetings with their respective faculty/staff to discuss assessment plans and reports in order to increase “buy in” of assessment processes.
- Departments/units assessment authors should mentor individuals who are new to the assessment process.
- Department chairs should work collaboratively with advisory committees to identify ways to improve programs and ensure that advisory committee meetings are held each semester. They should also document meeting minutes and post it online on MyGCC.
- Deans/Academic department chairs, along with counselors, should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.
- Department chairs need to review and update their curriculum documents to ensure the currency of their courses and programs.
- Department chairs 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 all program- required courses. Include this dialogue as part of the curriculum review process.

# **Appendix A**

## **Assessment Taxonomy for (AY 2013-2014)**

## **GCC ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2013-2014**

### **GROUP A Associate Degree Programs**

Accounting AS	Hotel Operations & Management AS
Automotive Service Technology AS & Certificate	Interdisciplinary Arts and Sciences AA
Civil Engineering Technology AS	Marketing AS
Computer Networking AS	Medical Assisting AS & Certificate
Computer Science AS & Certificate	Office Technology AS & Certificate
Criminal Justice AS & Certificate	Pre-Architectural Drafting AS
Culinary Arts AA	Supervision & Management AS & Certificate
Early Childhood Education AS & Certificate	Surveying Technology AS & Certificate
Education AA & Certificate	Tourism & Travel Management AS
Food & Beverage Management AS	Visual Communications AS

### **GROUP B Certificate Programs**

Computer Aided Design & Drafting Certificate	Practical Nursing Certificate
Construction Technology Certificate	Pre-Nursing Certificate
Family Services Certificate	
Fire Science Technology Certificate	
Medium/Heavy Truck Diesel Technology Certificate	

### **GROUP C Administrative & Student Services Units**

Academic Technologies*	Facilities
Accommodative Services	Foundation Board +
Admissions & Registration Office	Health Services Center
Apprenticeship Training Program	Human Resources Office*
Assessment & Counseling	Learning Resources Center
Board of Trustees +	Management Information Systems Office*
Business Office*	Materials Management*
Center for Civic Engagement	Office of the President +
Center for Student Involvement	Planning & Development Office
College Access Challenge Grant Program	Project AIM/TRiO
Communications & Promotions Office	Student Financial Aid*
Continuing Education & Workforce Development	Student Support Services
Development & Alumni Relations	
Environmental Health & Safety*	

\*Units under Finance & Administration are due November 5<sup>th</sup> and April 1<sup>st</sup> of every year.

+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 courses, career & technical education secondary programs, and Related Technical Requirements/Electives)

Adult High School Diploma Program (AHS)	Technology Department Courses (CS, EE, OA, PV, RE)
Adult Basic Education (ABE)	Tourism (Lodging Management Program) (Secondary)
Allied Health (Introduction to Health Occupations) (Secondary)	Tourism & Hospitality Department Courses ( <i>CH, CI, HS, JA, KE</i> )
Automotive (Automotive Service Technology) (Secondary)	Transportation Department Courses (AST, ME, MHT)
Automotive (Collision Repair & Refinishing Technology) (Secondary)	Visual Communications (Secondary)
Business Department Courses (AC, MK, SM, VC)	Work Experience (Secondary)
Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)	Tourism (ProStart) (Secondary)
Construction Trades (Carpentry & AutoCAD) (Secondary)	
Early Childhood Education (Secondary)	
Education/Cosmetology Department Courses (ASL, CD, ED, CM)	
Electronics-Computer Networking (Secondary)	
English Department (EN,TH) Courses	
General Education Development Test Program (GED)	
Health Careers & Science (Secondary)	
Marketing (Secondary)	
Math & Science Department Courses (MA, SI)	
Nursing & Allied Health Department Courses (EMS, HL, MS, NU)	
Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY SO, SS)	

# **Appendix B**

**GCC's Two-Year Assessment Cycle Schedule**

**Effective Fall 2013**



# **GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE**

## **EFFECTIVE FALL 2013**

	<b>GROUP A</b> Associate Degree	<b>GROUP B</b> Certificate Programs	<b>GROUP C</b> Administrative & Student Services Units	<b>GROUP D</b> Special Programs
<b>FALL 2013</b>	<b>Program &amp; Course SLO Assessment Report</b>  Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 14, 2013	<b>Program &amp; Course SLO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 14, 2013	<b>Admin/Student Services Unit AUO/SSUO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle  <b>DEADLINE:</b> October 14, 2013	<b>Program &amp; Course SLO Implementation Status</b>  Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 14, 2013
<b>SPRING 2014</b>	<b>Program &amp; Course SLO Implementation Status</b>  Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 10, 2014	<b>Program &amp; Course SLO Assessment Report</b>  Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 10, 2014	<b>Admin/Student Services Unit AUO/SSUO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 10, 2014	<b>Program &amp; Course SLO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle  <b>DEADLINE:</b> March 10, 2014
<b>FALL 2014</b>	<b>Program &amp; Course SLO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle  <b>DEADLINE:</b> October 13, 2014	<b>Program &amp; Course SLO Implementation Status</b>  Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 13, 2014	<b>Admin/Student Services Unit AUO/SSUO Assessment Report</b>  Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab  <b>DEADLINE:</b> October 13, 2014	<b>Program &amp; Course SLO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 13, 2014
<b>SPRING 2015</b>	<b>Program &amp; Course SLO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 9, 2015	<b>Program &amp; Course SLO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle  <b>DEADLINE:</b> March 9, 2015	<b>Admin/Student Services Unit AUO/SSUO Implementation Status</b>  Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 9, 2015	<b>Program &amp; Course SLO Assessment Report</b>  Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 9, 2015

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

# **GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE**

## **EFFECTIVE FALL 2015**

	<b>GROUP A</b> Associate Degree	<b>GROUP B</b> Certificate Programs	<b>GROUP C</b> Administrative & Student Services Units	<b>GROUP D</b> Special Programs
<b>FALL 2015</b>	<b>Program &amp; Course SLO Assessment Report</b>  Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-Tabs  <b>DEADLINE:</b> October 12, 2015	<b>Program &amp; Course SLO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-Tabs  <b>DEADLINE:</b> October 12, 2015	<b>Admin/Student Services Unit AUO/SSUO Assessment Plan</b>  Go to Program/Unit-Level and Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle  <b>DEADLINE:</b> October 12, 2015	<b>Program &amp; Course SLO Implementation Status</b>  Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 12, 2015
<b>SPRING 2016</b>	<b>Program &amp; Course SLO Implementation Status</b>  Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 14, 2016	<b>Program &amp; Course SLO Assessment Report</b>  Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 14, 2016	<b>Admin/Student Services Unit AUO/SSUO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 14, 2016	<b>Program &amp; Course SLO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle  <b>DEADLINE:</b> March 14, 2016
<b>FALL 2016</b>	<b>Program &amp; Course SLO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle  <b>DEADLINE:</b> October 10, 2016	<b>Program &amp; Course SLO Implementation Status</b>  Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 10, 2016	<b>Admin/Student Services Units AUO/SSUO Assessment Report</b>  Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab  <b>DEADLINE:</b> October 10, 2016	<b>Program &amp; Course SLO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 10, 2016
<b>SPRING 2017</b>	<b>Program &amp; Course SLO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-Tabs  <b>DEADLINE:</b> March 13, 2017	<b>Program &amp; Course SLO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field box for the new cycle  <b>DEADLINE:</b> March 13, 2017	<b>Admin/Student Services Unit AUO/SSUO Implementation Status</b>  Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 13, 2017	<b>Program &amp; Course SLO Assessment Report</b>  Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 13, 2017

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



Office of Assessment, Institutional Effectiveness  
& Research



# **Appendix C**

**Summary of Program and Course Review Audit**

**By Department**

**(AY 2013-2014)**

Department	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 <sup>1</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Adult Education	Adult High School Diploma (AHS)	4/15/2013	15 <sup>2</sup>	3	20%
	Adult Basic Education (ABE)	Course-specific	CEWD <sup>3</sup>		
	English-as-a-Second Language (ESL)	Course-specific	CEWD <sup>4</sup>		
	General Educational Development Testing Program (GED®)	Course-specific	CEWD <sup>5</sup>		

*\*In a memo transmitted to the Committee on College Assessment (CCA) dated February 17, 2014, the Program Specialist assigned to the Adult Education Office indicated that the Adult High School Diploma Program, the Adult Basic Education, and the English as a Second Language programs were undergoing program and course revisions to incorporate College & Career Readiness Standards and Common Core State Standards. The CCA approved the request to extend assessment requirements for these programs to the official curriculum revisions approval dates due to the extensive changes proposed for these programs.*

<sup>1</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

<sup>2</sup> The courses required for the Adult High School Diploma Program are maintained by other departments of the College and are included under each department's course statistics found within this appendix.

<sup>3</sup> Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

<sup>4</sup> Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

<sup>5</sup> Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

Department	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 <sup>6</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Business	Business Department Courses (AC, MK, SM, VC)	Course-specific	11	8	73%
	Accounting AS	3/27/2007	7	4	57%
	Marketing AS	3/27/2007	7	7	100%
	Marketing Secondary	4/21/2010	4	0	0%
	Supervision & Management AS	4/20/2007	9	8	89%
	Supervision & Management Certificate	5/19/2004	7	6	86%
	Visual Communications AS	3/5/2007	10	10	100%
	Visual Communications Secondary	9/25/2006	4	2	50%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				38	73%
Total Department-owned Courses				52	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				6	86%
Total Department-owned Programs				7	

<sup>6</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	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 <sup>7</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Construction Trades	Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)	Course-specific	20	11	55%
	Civil Engineering Technology AS	1/3/2012	7	2	29%
	Computer Aided Design & Drafting Certificate	5/3/2010	6	5	83%
	Construction Technology Certificate	3/18/2009	19	19	100%
	Construction Trades (Carpentry & AutoCAD) Secondary	4/29/2010	4	4	100%
	Pre-Architectural Drafting AS	5/7/2010	7	5	71%
	Surveying Technology AS	4/1/2009	11	10	91%
	Surveying Technology Certificate	3/31/2009	7	6	86%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				50	77%
Total Department-owned Courses				65	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				3	43%
Total Department-owned Programs				7	

<sup>7</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

<b>Department</b>	<b>Programs</b>	<b>Program's Last Date of Approval by AVP as Reflected in TracDat</b>	<b>Number of Technical course requirements for the program as reflected in the Catalog</b>	<b>Number of courses 5yrs old and above</b>	<b>Percentage of courses 5yrs old and above</b>
<b>Continuing Education &amp; Workforce Development</b>	CEWD Department Courses <sup>8</sup>	Course- specific	158	115	73%

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<sup>8</sup> Effective Spring 2014, the Office of Continuing Education and Workforce Development incorporated the assessment of all courses offered through the CEWD office. In partnership with the Office of Assessment, Institutional Effectiveness & Research, CEWD-offered courses and workshops have been created in the College's TracDat assessment management system and the regular monitoring of assessment compliance now includes these courses.

Department	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 <sup>9</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Education/ Cosmetology	Education/Cosmetology Department Courses (ASL, CD, ED, CM)	Course-specific	20	12	60%
	Early Childhood Education AS	4/15/2013	9	1	11%
	Early Childhood Education Certificate	1/03/2012	9	1	11%
	Early Childhood Education Secondary	4/15/2013	5	0	0%
	Education AA	12/5/2011	7	2	29%
	Education Certificate	12/05/2011	7	2	29%
	Family Services Certificate	2/28/2013	5	1	20%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				14	34%
Total Department-owned Courses				41	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				0	Compliant
Total Department-owned Programs				6	

<sup>9</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	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 <sup>10</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
<b>English</b>	English Department Courses	Course-specific	9	0	0%
	Interdisciplinary Arts & Sciences, A.A.	2/4/2013	19	8	42%

#### CURRICULUM SUMMARY

Total Department-owned Courses exceeding the 5-year Curriculum Rule	0	Compliant
Total Department-owned Courses	13	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	0	Compliant
Total Department-owned Programs	1	

Department	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 <sup>11</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
<b>Math and Science</b>	Math and Science Department Courses (MA, SI)	Course-specific	28	2	7%
<b>CURRICULUM SUMMARY</b>					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				2	<b>7%</b>
Total Department-owned Courses				28	

<sup>10</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

<sup>11</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	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 <sup>12</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Nursing and Allied Health	Nursing & Allied Health Department Courses (EMS, HL, MS, NU)	Course-specific	14	11	79%
	Health Careers and Science (formerly Introduction to Health Occupations) Secondary	4/15/2013	3	3	100%
	Medical Assisting AS	9/20/2005	13	13	100%
	Medical Assisting Certificate	9/20/2005	10	10	100%
	Practical Nursing Certificate	3/17/2012	8	6	75%
	Pre-Nursing Certificate	(4/10/2014)	0	0	0%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				35	88%
Total Department-owned Courses				40	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				2	40%
Total Department-owned Programs				5	

<sup>12</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.



Department	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 <sup>13</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Social Science/Criminal Justice	Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY, SO, SS)	Course-specific	23	14	61%
	Criminal Justice AS	12/24/2009	14	5	36%
	Criminal Justice Certificate	3/13/2013	10	5	50%
	Emergency Management AS <sup>14</sup>	4/25/2007	27	0	0%
	Emergency Management Certificate <sup>15</sup>	4/19/2007	27	0	0%
	Fire Science Technology Certificate	9/07/2010	6	3	50%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				30	55%
Total Department-owned Courses				55	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				1	33%
Total Department-owned Programs				3	

<sup>13</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

<sup>14</sup> Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

<sup>15</sup> Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

Department	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 <sup>16</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Technology	Technology Department Courses (CS, EE, OA, PV, RE)	Course-specific	12	2	17%
	Computer Networking AS	5/11/2011	12	9	75% %
	Computer Science AS	3/23/2011	17	6	35%
	Computer Science Certificate	3/03/2003	6	3	50%
	Electronics & Computer Networking Secondary	9/29/2008	6	2	33%
	Office Technology AS	4/30/2004	10	5	50%
	Office Technology Certificate	12/12/1996	8	4	50%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				24	41%
Total Department-owned Courses				58	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				4	67%
Total Department-owned Programs				6	

<sup>16</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	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 <sup>17</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Tourism & Hospitality	Tourism and Hospitality Department Courses (CH, CI, HS, JA, KE)	Course-specific	12	6	50%
	Culinary Arts AA	4/15/2013	9	1	11%
	Food & Beverage Management AS	5/13/2013	7	1	14%
	Hotel Operations & Management AS	5/10/2010	7	5	71%
	Lodging Management Secondary	1/24/2006	3	0	0%
	ProStart Secondary Program	5/28/2012	3	0	0%
	Tourism & Travel Management AS	3/29/2010	8	7	88%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				22	46%
Total Department-owned Courses				48	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				1	17%
Total Department-owned Programs				6	

<sup>17</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	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 <sup>18</sup>	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Transportation	Transportation Department Courses (AST, ME, MHT)	Course-specific	4	4	100%
	Automotive Service Technology Secondary (Collision Repair & Refinishing Technology)	2/17/2011	4	4	100%
	Automotive Services Technology AS	4/6/2006	18	18	100%
	Automotive Service Technology Certificate	4/6/2006	18	18	100%
	Automotive Services Technology Secondary	3/10/2009	6	6	100%
	Medium/Heavy Truck Diesel Technology Certificate	7/19/2009	12	2	17%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				34	77%
Total Department-owned Courses				44	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				4	80%
Total Department-owned Programs				5	

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<sup>18</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

