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17th Annual
Institutional
Assessment
(AIAR) REPORT

AY2021 – 2022

Annual Institutional Assessment Report

Office of Assessment, Institutional Effectiveness and Research

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 Misión (Chamorro translation)

Guiya i Kulehon Kumunidât Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikât na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' para Maikronesiha.

AY2021-2022 Annual Institutional Assessment Report (AIAR)
Committee on College Assessment
Guam Community College

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 2021-2022 annual institutional assessment report is the seventeenth 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. GCC is committed to student success at all levels as demonstrated in the ongoing and continuous assessment conversations throughout campus.

GCC has done this by incorporating SLOs across all courses and programs since 2008. This report examines the progress made on the assessment of these SLOs over the 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 online Google Form Publisher approval system and the Nuventive Improve assessment management system serve as instrumental tools to support this key institutional initiative. A detailed discussion is found under the Curriculum Revision Activities section of this report.

The assessment evidence that guides improvements at the course, program, and institutional levels continues to grow 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.

The College's Assessment, Institutional Effectiveness, and Research (AIER) Office continues to publish various assessment reports, such as *the Fact Book (Volume 16)*, *the 2020-2026 Institutional Strategic Master Plan* and *the Graduate Employment Report for the Class of 2017 to 2021*.

The Committee on College Assessment (CCA) has organized college assessment units into five (5) groups (Appendix A): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), Group D (Special Programs¹) and Group E (Bachelor Degree). Additionally, the one-year assessment cycle schedule (Appendix B) published annually serves as a guide for each group and details the semester activities and requirements as each group plans and implements improvements based on the data and recommendations resulting from the assessment of each learning outcome. Assessment is a shared responsibility at GCC, which is integrated into each and every aspect and level of the institution.

¹ 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 could not be accomplished without the hard work and commitment of the College's administrators, faculty, staff, students, and the governing board. The level of effort and dedication exhibited by the CCA members, Nuventive Improve users, and assessment authors continues to represent the college community's overall commitment to quality demonstrated through the regular and systematic cycle of assessment.

This AY2021-2022 AIAR provides a summary of the course, program, and institutional improvements resulting from assessment activities during the one-year assessment cycle ending in AY2021-2022. Also included is an update of annual assessment commitment rates² and Student Learning Outcomes (SLOs) assessment. Additionally, this report highlights college-wide assessment activities through several program review components for AY2021-2022. These components include program enrollment, program completions, 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 2021-2022 academic year, including data on assessment commitment rates and key program review elements, such as student learning outcomes (SLOs) commitment rates, goal-linking, program enrollment, program completion, and curriculum review.

Assessment Structure

As in the previous AIAR reports, the College continues to assess its assessment initiative in particular, its implementation, training needs and the understanding of assessment amongst the assessment authors and Nuventive Improve (formerly Tracdat) users.

The AIER Office created the 2021-2023 Assessment Handbook (Appendix A) for Nuventive Improve Navigation and Input for each of the five groups of assessment units onto the College's website. The Nuventive Improve training by department during the Fall and Spring semester was provided whenever needed. Additionally, the 2021-2023 Assessment Handbook serves as a reference for the campus community to easily access the history, best practices, and expectations of assessment at GCC. The handbook is available online.

Assessment Commitment

Table 1. Assessment Commitment Rate at the Divisional Level

Programs/Units on Track	AY 21-22	
	Total # of Programs/Units	%
Academic Affairs Division	29/55	53%
Finance & Administration Division	6/6	100%
President/ CEO ³	5/5	100%
Board of Trustees & Foundation Board ⁴	2/2	100%

² Beginning with the AIAR 16th report, "commitment rate" will replace the phrase "compliance rate" which was used in previous reports. The college has reached a level of assessment maturity after more than a decade of assessment practice, hence this change in terminology.

³ 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.

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

The Finance and Administration Division and the President/CEO's Office continue to achieve a 100% commitment rate with assessment requirements. The CCA has pledged to help the campus sustain assessment commitment for years to come through the regular assessment of the effectiveness of the assessment process and documented in these annual assessment reports. 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.

Student Learning Outcomes (SLOs)

As illustrated in the SLO tables on the next 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 achieved a one hundred percent (100%) course-level SLO completion rate in its postsecondary courses. Additionally, during this reporting period and also reiterated under the curriculum revisions section of this report, the College adopted the Annual Curriculum Review Cycle Schedule based on the findings and recommendations in the Annual Assessment Reports. As guided by the College's 5-year curriculum age rule and the College's 1-year assessment cycle schedule, through the joint efforts of the Curriculum Review Committee (CRC) and the Committee on College Assessment (CCA), an Annual Curriculum Review Cycle schedule has been developed to formalize the link between curriculum and the one-year cycle of assessment. As reflected in the following table, this systematic cycle of review of the curriculum will ensure that the results of assessment are based on relevant and current curriculum. The additional element of curriculum review has been incorporated into the annual reporting of student learning outcomes assessment to accurately reflect the full extent of the ongoing improvement efforts taking place at the College.

Table 2. Student Learning Outcomes (SLOs)

Postsecondary AY2021-2022			
Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2021 Catalog	436	436	100.00%

During this reporting period, the Office of Continuing Education and Workforce Development (CEWD) in partnership with the Office of Assessment, Institutional Effectiveness and Research continued to incorporate the assessment of all CEWD-offered courses (both credit and non-credit bearing) as part of the College's regular and systematic cycle of assessment. Table 3 below shows that of the total one hundred and thirty-four (134) courses listed in the 2017-2019 CEWD catalog, one hundred and thirty-three (133) or ninety-nine percent (99%) had course-level SLOs.

Table 3. Student Learning Outcomes (SLOs)
Continuing Education and Workforce Development-AY2021-2022

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
2017-2019 Catalog	133	134	99.25%

The linking of program and course-level SLOs to related goals in Improve (formerly TracDat) is a key feature of the Improve 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 Improve

Linking program and course-level SLOs to institutional related goals is a key element in developing assessment plans and reports in Improve. How have program and course-level SLOs been linked to institutional goals such as Institutional Learning Outcomes (ILOs)⁵, 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 4 below reports the number of course-level SLOs linked to each goal type listed in Improve. Of the thirteen related goal types identified in Table 4, the most frequently linked goal in Improve is program review (64)⁶ which incorporates budget-related goals and objectives. This is followed by ILOs (37), division level goals (15), and the four Accreditation Standards (20). Linking program and course-level goals to the related goals in Improve is important because it shows how the efforts of these Improve reporting units support the College's overall mission. This also allows Improve users to see their connectedness to the broader goals of the institution.

Table 4. Linking Course SLOs to Related Goals in Improve
(n=436 postsecondary courses listed in the College catalog as of June 2021)

Related Goal Type	Count of Related Goal Type
Course Level	0
Division Level	15
Governing Board Level	0
Institution Level	0
Institutional Learning Outcome (ILO)	37
Institutional Strategic Master Plan (ISMP)	0
Program Review (Budget Related Goals & Objectives)	64
Program/Unit Level	0
School Level	0

⁵ 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.

⁶ SLOs are linked to planning and budgeting in Nuventive. Budget goals/objectives, performance indicators, and anticipated outcomes were submitted to the Business Office in fall 2014 and subsequently entered into TracDat. This information will be entered into TracDat annually.

Related Goal Type	Count of Related Goal Type
STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	10
STANDARD II: Student Learning Programs and Support Services	8
STANDARD III: Resources	2
STANDARD IV: Leadership and Governance	0
Grand Total	136

Source: Ad Hoc Improve Report ran on July 4, 2023⁷

Table 5 below illustrates the number of program/unit outcomes linked to each goal type listed in Improve. Of the thirteen related goal types identified in Table 5, the most frequently linked goal in Improve to program/unit outcomes is budget goals (23), followed by institutional learning outcomes (7), and the four Accreditation Standards (14).

Table 5. Linking Program/Unit Outcomes to Related Goals in Improve
(n=80 program/units listed in the AY2021-2022 Taxonomy)

Related Goal Type	Count of Related Goal Type
Course Level	0
Division Level	0
Governing Board Level	0
Institution Level	0
Institutional Learning Outcome (ILO)	7
Institutional Strategic Master Plan (ISMP)	0
Program Review (Budget Related Goals & Objectives)	23
Program/Unit Level	1
School Level	0
STANDARD I: Institutional Mission and Effectiveness	4
STANDARD II: Student Learning Programs and Support Services	4
STANDARD III: Resources	4
STANDARD IV: Leadership and Governance	2
Grand Total	45

The assessment plans and reports found in the Improve assessment system provide important evidence to the College and all stakeholders of how assessment is linked to the WASC/ACCJC Accreditation Standards. The following section provides an update of the progress the College has made in improving institutional performance and supporting student success found in the 2022 Midterm Report.

⁷ Data was extracted from the Ad Hoc TracDat Report (run date July 4, 2023) which includes postsecondary and secondary courses. Furthermore, courses may have been archived prior to running the Ad Hoc report.

Midterm Report

Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year cycle. It is also expected that the changes and improvements noted in the Midterm Report are sustained so that it may be verified at the time of the next regularly scheduled visit. The College submitted its Midterm Report on March 14, 2022. The report reflected on improving institutional performance for student learning outcomes and provided updates on Student-Centered Initiatives such as CLYMER, DCAPS, and Chalani 365.

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

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

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

The CLYMER initiative, or Classroom Learning Yields Math and English Readiness, allows eligible students to forego the GCC mathematics and English placement test (Accuplacer), enrolling directly into credit-bearing mathematics and English classes. Immediate enrollment in English and mathematics classes allows students to move more quickly into courses for which mathematics and English courses are prerequisites, saving them time in school, and saving them money. During this reporting period, a review of the course success data for students availing of the CLYMER program revealed a largely successful result. The Gateways to GCC Report indicates a ninety-one percent (91%) or greater success rate of CLYMER applicants passing college-level English courses and an eighty-one percent (81%) or greater success rate of CLYMER applicants passing college-level Math courses. The Gateways to GCC Report provides further detail on CLYMER applicants such as the high school these students graduated from so that the data may inform the planning and resources allocation process for successful programs such as the CLYMER program.

The DCAPS initiative, or Dual Credit Articulated Programs of Study, is an initiative that allows students in GCC secondary CTE programs who complete the Certificate of Mastery in a specific program, to receive credit for postsecondary courses with the same Student Learning Outcomes (SLOs). DCAPS students come to GCC having received as many as nineteen (19) college credits, allowing them to complete their programs of study more quickly, and at less cost. Their completion of college classes while in high school also allows for a more seamless transition to their postsecondary studies. For the fall semester of 2021, the College awarded seven (7) students college credits through the DCAPS program. The Gateways to GCC Report revealed that the College is exploring course-to-course articulations between the secondary courses in Guam's public and private high schools with the College's postsecondary courses so that students may have a better opportunity to earn college credit for high school courses that articulate to the College.

Chalani 365 is an innovative year-round registration program GCC launched in 2017 in order to improve students' opportunities to stay in school and graduate in the timely manner. This registration process allows students to register one time for an entire academic year. They can register for classes for the upcoming semester, and for two terms ahead. One of the goals of the program was to instill the planning component in everything students do, particularly in planning their class schedules. During this reporting period, the College discontinued the Chalani 365 program. The Chalani 365 program was not feasible for the College and the students served due to the challenges presented by the coronavirus pandemic, including the financial and transportation limitations for our students. Additionally, database system challenges related to course registration across multiple semesters prevented full implementation of Chalani 365.

Student Orientation

The College's Center for Student Involvement leads the New Student Orientations at the beginning of each semester. In the fall of 2021 and spring of 2022 orientations, there were a total of three hundred thirty-nine (339) attendees. Of the attendees, a total of one hundred seventy-nine (179) responded to the New Student Orientation Survey with a 53% response rate. The table below summarizes the responses from the survey.

Table 6. Student Orientation Program
(Fall 2021 and Spring 2022)

		Fall 2021	Spring 2022
Gender:	Male	41	37
	Female	64	36
	Other	0	1
Total		105	74
Age:	16-20	70	40
	21-25	19	19
	26-31	9	3
	32-41	4	9
	42-54	1	3
	55 or older	2	0
Attending GCC for:	Adult Education - Adult Basic Education (ABE)	0	0
	Adult Education - Adult High School Diploma	2	3

	Adult Education - English as a Second Language (ESL)	0	0
	Adult Education - GED	0	1
	Apprenticeship Program/ Journeyworker Certificate	1	1
	Associate Degree Program	80	47
	Bachelor Degree Program	10	0
	Certificate Program	14	18
	College Credits for Transfer	11	7
	Total	118	77

Based on each section presentation, my impression of how the orientation provided useful information.						
Fall 2021						
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total
Accommodative Services	66	38	0	1	0	105
Admissions & Registration	37	38	0	0	0	75
Assessment & Counseling	62	43	0	0	0	105
Center for Student Involvement	63	41	0	1	0	105
Environmental Health & Safety	35	39	0	1	0	75
Financial Aid	69	36	0	0	0	105
GCC Student Handbook	61	44	0	0	0	105
Health Service Center	68	36	0	1	0	105
Learning Resource Center	69	36	0	0	0	105
Online Learning /Moodle	66	39	0	0	0	105
Reach for College	63	41	0	1	0	105
Student Support Services	68	37	0	0	0	105
Title IX	62	43	0	0	0	105

Spring 2022						
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total
Accommodative Services	39	30	3	0	0	72
Admissions & Registration	40	31	3	0	0	74
Assessment & Counseling	39	33	2	0	0	74
Center for Student Involvement	41	26	4	0	0	71
Environmental Health & Safety	45	23	5	0	0	73
Financial Aid	39	30	4	0	0	73
GCC Student Handbook	40	29	5	0	0	74
Health Service Center	42	29	2	0	0	73
Learning Resource Center	42	29	2	0	0	73
Online Learning /Moodle	42	27	4	0	0	73
Reach for College	29	2	0	0	29	60
Student Support Services	40	31	2	0	0	73
Title IX	43	23	3	0	0	69

Please indicate your impression of the following statements.						
Fall 2021						
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total
I was able to register for my courses before Orientation without difficulty.	42	58	0	5	0	105
I was able to apply for financial aid before Orientation without difficulty.	42	42	0	9	2	95
I know where and how to get the support needed to succeed academically at GCC.	46	57	0	2	0	105
Orientation helped me feel better prepared to start my semester at GCC.	51	53	0	1	0	105
Spring 2022						
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total
I was able to register for my courses before Orientation without difficulty.	38	28	5	2	0	73
I was able to apply for financial aid before Orientation without difficulty.	30	22	14	6	0	72
I know where and how to get the support needed to succeed academically at GCC.	41	26	6	0	0	73
Orientation helped me feel better prepared to start my semester at GCC.	45	23	3	1	1	73

The following section shows enrollment trends in the different programs from Fall 2012 to Fall 2021.

Program Enrollment

Program enrollment is an essential element of program review. It is an important data element to track course, program demands and the overall health of the program over time. Table 7 below provides unduplicated Fall enrollment numbers for postsecondary programs offered by GCC for the past ten (10) years.

Table 7. Postsecondary Unduplicated Fall Enrollment by Program
Ten-Year Trend (Fall 2012-Fall 2021)

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Bachelor of Science in										
• Career and Technical Education	-	-	-	-	-	-	-	-	22	10
Subtotal	-	-	-	-	-	-	-	-	22	10
Associate of Arts in										
• Culinary Arts	118	103	107	94	90	102	88	61	83	83
• Education	155	198	222	199	162	124	101	88	70	75
• Liberal Studies ⁸	194	206	198	173	158	168	142	105	61	66
Subtotal	467	507	527	466	410	394	331	254	214	224
Associate of Science in										
• Accounting	106	127	113	112	107	100	90	59	65	71

⁸ Formerly AA in Liberal Arts (prior to March 2011) and AA in Interdisciplinary Arts & Studies (prior to February 2013).

• Automotive Service Technology (AST) ⁹	80	93	75	-	-	-	-	-	-	-
• AST – General Service Technician ¹⁰	-	-	-	70	87	61	61	49	33	28
• AST – Master Service Technician ¹¹	-	-	-	3	2	8	8	22	23	19
• Automotive Technology ¹²	-	-	-	-	-	-	-	-	-	-
• Civil Engineering Technology ¹³	0	0	6	16	26	18	17	6	18	9
• Computer Networking	56	61	60	70	70	75	66	67	62	59
• Computer Science	92	92	77	76	69	74	62	62	84	116
• Criminal Justice	223	225	230	168	170	159	147	137	110	111
• Early Childhood Education	110	116	125	109	117	116	124	74	68	51
• Electronics Networking ¹⁴	-	-	-	-	-	-	-	-	-	-
• Emergency Management ¹⁵	9	7	4	2	5	2	1	0	1	4
• Food & Beverage Management ¹⁶	12	10	5	8	8	6	-	-	1	0
• Foodservice Management ¹⁷	-	-	-	-	-	-	10	10	9	1
• Hospitality Industry Management ¹⁸	-	-	-	-	-	-	8	-	-	-
• Hotel Operations & Management ¹⁹	26	36	27	42	29	28	10	-	-	-
• Human Services ²⁰	-	-	0	22	45	46	38	41	43	46
• International Hotel Management ²¹	-	-	-	-	-	-	-	16	13	14
• Marketing	59	50	60	53	69	77	74	68	55	62
• Medical Assisting	98	236	232	215	198	203	158	8	14	54
• Office Technology	19	30	25	25	23	11	13	16	16	15
• Practical Nursing ²²	-	-	-	-	-	-	-	59	122	120
• Pre-Architectural Drafting ²³	23	31	26	20	13	14	13	11	9	15
• Supervision & Management	81	75	82	62	52	56	46	43	40	34
• Surveying Technology ²⁴	3	2	6	2	-	1	1	2	0	1

⁹ Program changed to Automotive Service Technology – General Service Technician and Automotive Service Technology – Master Service Technician in Fall 2015.

¹⁰ Prior to Fall 2015, the General Service Technician emphasis was under Automotive Service Technology.

¹¹ Prior to Fall 2015, the Master Service Technician emphasis was under Automotive Service Technology.

¹² Program replaced with AS in Automotive Service Technology in Fall 2006.

¹³ Program reinstituted in November 2011.

¹⁴ Program changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

¹⁵ Program was adopted in April of 2007 and began in Fall of 2007.

¹⁶ From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.

¹⁷ Program formerly Restaurant and Foodservice Management was changed to Foodservice Management in Fall of 2019.

¹⁸ Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism and Travel Management in Fall of 2010.

¹⁹ From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

²⁰ Program adopted in June of 2014.

²¹ Program was approved March 2018 and implemented Fall 2018.

²² Program was approved December 2018 and implemented Fall 2019.

²³ Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting (previously titled: Architectural Engineering Technology in the 2002-2003 catalog).

²⁴ Program adopted in April of 2009.

• Tourism & Travel Management ²⁵	60	73	66	57	79	74	85	108	88	56
• Visual Communications	68	93	96	68	61	57	68	84	78	70
Subtotal	1125	1357	1315	1200	1230	1186	1100	942	952	956

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Certificate in										
• Accounting ²⁶	-	-	-	-	-	-	-	-	-	-
• Automotive Service Technology	20	6	9	13	10	12	11	8	12	13
• Automotive Tech ²⁷	-	-	-	-	-	-	-	-	-	-
• Computer Aided Design & Drafting ²⁸	1	2	0	1	2	6	6	3	2	1
• Computer Science	2	3	3	3	5	5	2	12	8	2
• Construction Technology	26	28	37	41	32	40	41	46	29	39
• Cosmetology ²⁹	15	3	2	0	0	-	-	-	-	-
• Criminal Justice	17	17	15	15	19	25	23	46	42	27
• Early Childhood Education	9	4	4	6	7	3	3	33	27	15
• Education	7	2	5	3	5	2	3	10	16	4
• Emergency Management ³⁰	1	0	2	0	0	0	4	1	1	0
• Environmental Technician	-	-	-	-	1	1	3	2	1	3
• Family Services ³¹	-	5	10	2	4	3	5	6	7	7
• Fire Science	0	4	5	1	0	1	0	0	0	0
• Medical Assisting	18	31	28	12	19	13	8	115	90	29
• Medium/Heavy Truck Diesel Tech ³²	0	0	1	1	0	0	0	0	1	0
• Office Technology	4	2	5	2	5	4	2	9	4	7
• Practical Nursing ³³	21	22	24	24	12	18	0	-	-	-
• Pre-Nursing ³⁴	196	44	13	4	3	1	1	0	0	0
• Sign Language Interpreting ³⁵	-	-	-	-	0	0	2	19	9	6
• Supervision & Management	4	6	5	3	0	1	0	6	5	1
• Surveying Technology ³⁶	0	0	0	0	0	0	0	2	1	1
• Systems Technology ³⁷	-	-	-	-	-	-	-	-	-	-
Subtotal	341	179	168	131	124	135	114	318	255	155
Other										

²⁵ From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

²⁶ Program archived in May of 2006; however, one student remains continuously enrolled.

²⁷ Program replaced with CERT in Automotive Service Technology in Fall of 2006; however, one student remains continuously enrolled.

²⁸ Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.

²⁹ Program under curriculum review.

³⁰ Program adopted in April of 2007 and began in Fall of 2007.

³¹ Program reinstituted in February of 2013.

³² Program adopted in July of 2009.

³³ Program was instituted in Fall 2018.

³⁴ Program archived in March of 2014.

³⁵ Program archived in September of 2008; however, one student remains continuously enrolled.

³⁶ Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.

³⁷ Program archived in April of 2009.

Industry Certification Cosmetology ³⁸	0	12	16	9	1	0	18	14	18	19
Industry Certificate in Criminal Justice	1	2	2	1	0	0	0	0	0	0
Certified Nursing Assistant (CNA)	0	2	0	1	0	0	1	13	3	1
Adult High School Diploma ³⁹	81	95	114	135	163	94	122	121	93	85
Enrichment	0	0	0	0	0	0	0	0	2	4
Journeyworker Certificate	113	139	104	124	104	79	109	136	120	121
Undeclared	447	434	316	343	396	330	283	181	117	115
Subtotal	642	684	552	613	664	503	533	465	353	345
Grand Total	2,575	2,727	2,562	2,410	2,428	2,218	2,078	1,979	1,796	1,690

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1-16.

As reflected in Table 7, there were eighteen associate degree programs continuously offered since fall 2012 (AA in Culinary Arts, AA in Education, AA in Liberal Studies, AS in Accounting, AS in Civil Engineering Technology, AS in Computer Networking, AS in Computer Science, AS in Criminal Justice, AS in Early Childhood Education, AS in Emergency Management, AS in Marketing, AS in Medical Assisting, AS in Office Technology, AS in Pre-Architectural Drafting, AS in Supervision and Management, AS in Surveying Technology, AS in Tourism & Travel Management, and AS in Visual Communications). Of these eighteen associate degree programs, three (3) experienced continuous growth over the past three (3) years (AA in Culinary Arts, AS in Accounting, and AS in Computer Science). Unfortunately, overall enrollment has been on a downward trend during this 10-year period.

Of the fourteen (14) certificate programs that have been continuously offered since fall 2012, which include Automotive Service Technology, Computer Aided Design & Drafting, Computer Science, Construction Technology, Criminal Justice, Early Childhood Education, Education, Emergency Management, Fire Science, Medical Assisting, Medium/Heavy Truck Diesel Tech, Office Technology, Supervision and Management and Surveying Technology, the number of students declared in these programs has fluctuated through the years. Nine (9) certificate programs are also offered at the associate degree level (Computer Science, Criminal Justice, Early Childhood Education, Education, Emergency Management, Medical Assisting, Office Technology, Supervision & Management, and Surveying Technology).

Faculty involvement in program recruitment and retention efforts are very important. When asked about the frequency of instructors who encourage student-faculty interaction outside of class (office visit, phone calls, e-mail, etc) during the Fall 2021 IDEA Student Ratings of Instruction Survey (Appendix C), students rate faculty an average of 3.95 out of 5. 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 workforce advisory committees to identify ways to improve programs, particularly in the areas of recruitment and retention.

³⁸ Program under curriculum review as of Fall 2016.

³⁹ Program count includes GED®.

The following section shows program completion rates over the course of ten (10) years starting from 2012 to 2021. 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 ten (10) years.

Table 8: Completers by Program

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total
Associate of Arts <i>in</i>											
• Culinary Arts	9	10	7	24	10	9	15	16	14	19	133
• Education	14	15	17	23	51	37	36	30	26	10	259
• Liberal Studies ⁴⁰	8	9	20	17	37	22	29	16	9	7	174
Subtotal	31	34	44	64	98	68	80	62	49	36	566
Associate of Science <i>in</i>											
• Accounting	5	10	7	15	14	11	18	11	10	4	105
• Automotive Service Technology (AST) ⁴¹	4	3	6	3	1	1	5	11	0	0	34
• AST – General Service Technician ⁴²	-	-	-	-	2	7	0	0	4	3	16
• AST – Master Service Technician ⁴³	-	-	-	-	0	2	0	0	3	4	9
• Automotive Technology ⁴⁴	-	-	-	-	-	-	-	-	-	-	0
• Civil Engineering Technology ⁴⁵	0	0	0	0	0	3	1	0	2	0	6
• Computer Networking	7	3	4	6	10	13	14	5	10	14	86
• Computer Science	6	4	8	7	4	8	12	14	13	7	83
• Criminal Justice	12	11	18	31	23	19	24	28	30	31	227
• Early Childhood Education	13	15	22	27	29	21	37	25	29	30	248
• Electronics Networking ⁴⁶	-	-	-	-	-	0	0	0	0	0	0
• Emergency Management ⁴⁷	0	1	1	3	0	1	0	0	0	0	6
• Food & Beverage Management ⁴⁸	6	1	0	2	1	7	3	0	1	0	21
• Foodservice Management	-	-	-	-	-	-	-	-	-	7	7
• Hospitality Industry Management ⁴⁹	-	-	-	-	0	0	6	1	1	1	9
• Hotel Operations & Management ⁵⁰	1	0	4	4	9	7	4	1	0	0	30
• Human Services ⁵¹	-	-	0	0	0	6	10	9	7	6	38
• International Hotel Management	-	-	-	-	-	-	-	2	6	2	10

⁴⁰ Formerly AA in Liberal Arts and AA in Interdisciplinary Arts & Studies.

⁴¹ Program changed to Automotive Service Technology – General Service Technician and Automotive Service Technology – Master Service Technician in Fall 2015.

⁴² Prior to Fall 2015, the General Service Technician emphasis was under Automotive Service Technology.

⁴³ Prior to Fall 2015, the Master Service Technician emphasis was under Automotive Service Technology.

⁴⁴ Program replaced with AS in Automotive Service Technology in Fall 2006.

⁴⁵ Program reinstituted in November 2011.

⁴⁶ Program changed to AS in Computer Networking in Summer 2005. One student remained enrolled; received an AS in Electronics Networking.

⁴⁷ Program was adopted in April of 2007 and began in Fall of 2007.

⁴⁸ Program emphasis was under the AS in Hospitality Industry Management program from Fall 2003 through Spring 2010.

⁴⁹ Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism and Travel Management in Fall 2010.

⁵⁰ Program emphasis was under the AS in Hospitality Industry Management program from Fall 2003 through Spring 2010.

⁵¹ Program adopted in June 2014.

• Marketing	1	6	3	6	14	6	16	7	14	15	88
• Medical Assisting	9	24	20	21	16	19	12	20	18	19	178
• Office Technology	1	2	3	0	2	3	3	1	4	3	22
• Practical Nursing	-	-	-	-	-	-	-	-	0	19	19
• Pre-Architectural Drafting ⁵²	0	0	2	0	5	2	2	5	3	0	19
• Supervision & Management	4	8	5	10	13	9	11	9	14	3	86
• Surveying Technology ⁵³	0	0	0	1	1	0	0	1	0	0	3
• Tourism & Travel Management ⁵⁴	2	1	1	5	11	13	18	6	15	17	89
• Visual Communications	6	6	7	12	14	13	18	15	5	19	115
Subtotal	77	95	111	153	169	171	214	171	189	204	1554

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total
Certificate in											
• Accounting ⁵⁵	-	-	-	-	-	-	-	-	-	-	0
• Automotive Service Technology	1	1	1	0	0	0	1	1	9	4	18
• Automotive Tech ⁵⁶	-	-	-	-	-	-	-	-	-	-	0
• Computer Aided Design & Drafting ⁵⁷	0	0	0	1	3	2	1	4	3	0	14
• Computer Science	0	0	3	0	1	0	1	0	2	0	7
• Construction Technology	0	0	0	1	2	1	4	6	6	0	20
• Cosmetology ⁵⁸	0	1	-	-	-	-	-	-	-	-	1
• Criminal Justice	9	4	9	8	14	20	25	8	9	15	121
• Early Childhood Education	1	1	4	2	0	2	18	21	21	16	86
• Education	1	1	2	0	2	1	1	0	2	0	10
• Emergency Management ⁵⁹	0	0	0	0	0	0	0	0	0	0	0
• Environmental Technician	-	-	-	-	0	0	0	1	1	0	2
• Family Services ⁶⁰	-	0	1	1	1	0	3	2	1	5	14
• Fire Science	0	0	0	0	0	0	0	0	0	0	0
• Medical Assisting	8	1	21	21	16	22	13	21	19	20	162
• Medium/Heavy Truck Diesel Technology ⁶¹	0	0	0	0	0	0	0	0	0	0	0
• Office Technology	0	0	1	0	0	0	0	0	5	2	8
• Practical Nursing	20	18	17	21	22	18	17	-	-	0	133
• Pre-Nursing ⁶²	3	10	14	11	12	6	-	-	-	-	56
• Sign Language Interpreting ⁶³	-	-	-	-	-	-	-	10	6	1	17

⁵² Program reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title: Architectural Engineering Technology.

⁵³ Program adopted in April of 2009.

⁵⁴ Program emphasis was under the AS in Hospitality Industry Management program from Fall 2003 through Spring 2010.

⁵⁵ Program archived in May of 2007; however, one student remained enrolled until AY 2011.

⁵⁶ Program replaced with Certificate in Automotive Service Technology in Fall of 2006; one student remained enrolled until AY 2008.

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

⁵⁸ Program under curriculum review.

⁵⁹ Program adopted in April of 2007 and began in Fall of 2007.

⁶⁰ Program reinstituted in February of 2013.

⁶¹ Program adopted in July of 2009.

⁶² Program archived in January of 2015.

⁶³ Program archived in September of 2008; however, one student remained enrolled until AY 2011.

• Supervision & Management	0	0	2	0	0	0	2	2	0	0	6
• Surveying Technology ⁶⁴	0	0	0	0	0	0	0	0	0	0	0
• Systems Technology ⁶⁵	0	-	-	-	-	-	-	-	-	0	0
Subtotal	43	37	75	66	73	72	86	76	84	63	675
Other											
• Adult High School Diploma	20	19	18	1	45	72	38	22	52	30	317
• Criminal Justice Certificate	0	0	0	0	0	2	2	0	0	0	4
• High School Equivalency ⁶⁶	127	166	113	14	38	28	38	17	8	0	549
• Industry Certificate in Cosmetology ⁶⁷	0	0	0	41	0	1	0	0	0	0	42
• Industry Certification	0	0	0	0	0	0	0	0	0	0	0
• Journeyworker Certificate	51	54	6	81	72	52	20	26	27	4	393
• Nursing Assistant Industry Certification	0	0	0	0	0	0	4	0	7	0	11
Subtotal	198	239	137	137	155	155	102	65	94	34	1316
Grand Total	349	405	367	420	495	466	482	374	416	337	4111

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1-16.

Career Pathways

As required by Guam Public Law 32-181, also known as the Fiscal Year 2015 Budget Act, GCC is required to report graduate employment statistics to the Guam Legislature by June 30th of each year. The Graduate Employment Report for the Class of 2021 (Appendix D) includes the following data tables for the 2017-2021 graduates: Total Graduates by Degree Program, Graduate Career Pathways, Graduate Salary Ranges, and Graduate Employment Status.

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 eighteen (18) associate degree programs continuously offered by the College, the five (5) programs with the greatest number of completers over the ten-year period are AA in Education (259), AS in Early Childhood Education (248), AS in Criminal Justice (227), AS in Medical Assisting (178), and AA in Liberal Studies (174). Of the eighteen (18) associate degree programs continuously offered by the College, the five (5) with the least number of completers are AS in Surveying Technology (3), AS in Emergency Management (6), AS in Civil Engineering Technology (6), AS in Pre-Architectural Drafting (19), and AS in Office Technology (22). 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 the Admissions and Registration Office. The College revised its process over the past couple of years to allow only department chairpersons to override a course prerequisite.

As for certificate programs, of the fourteen (14) certificate programs that have been continuously offered by the College, the five (5) with the greatest number of completers are Medical Assisting (162), Criminal

⁶⁴ Program reinstituted in April of 2009. Previous program title: Certificate in Basic Surveying.

⁶⁵ Program archived in April of 2009

⁶⁶ Program count includes both GED® and HS Equivalency Tests completers. Note: Cost of GED® test increased from \$90 to \$125 in January 2014.

⁶⁷ Program under curriculum review as of Fall 2016.

Justice (121), Early Childhood Education (86), Construction Technology (20), and Automotive Survey Technology (18). The five (5) with the least number of completers are Supervision & Management (6), Computer Science (7), Office Technology (8), Education (10), and Computer Aided Design & Drafting (14). The other four (4) certificate programs that have been continuously offered by the College: Surveying Technology, Medium/Heavy truck Diesel, Fire Science, and Emergency Management have had no completers in the ten-year period. Enrollment in these programs has been relatively low over the past ten (10) years. Completions are consequently affected by this trend. Academic departments should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.

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 workforce advisory committees helps to guide curriculum revisions at both the program and course level.

The College's Curriculum Manual provides additional details on curriculum processes and procedures. Additionally, the College adopted the Annual Curriculum Review Cycle Schedule based on the findings and recommendations found in the Annual Assessment Reports. Specifically, the recommendation in the 14th AIAR stated, "The Learning Outcomes Committee (now Curriculum Review Committee) should work directly with the Committee on College Assessment to ensure curriculum currency with the five year curriculum rule and align those updates with the semester-specific assessment requirements for all instructional programs of the College."

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.

The Curriculum Review Committee (CRC) sent out a memorandum (Appendix F) providing an update on June 2, 2022 regarding curriculum revision activities. It stated that the CRC received approximately 23 program and 139 course curriculum documents for review and recommendation. The committee, consisting of 4 members, held online meetings with each curriculum author with a scheduled meeting in order to review, update, and recommend curriculum revisions for review and approval through the College's curriculum review process. With the receipt of 162 documents for review, the CRC still has 18 documents pending review. These will be prioritized and scheduled during the first meetings of the CRC in the upcoming Fall 2022 semester.

Institutional Assessment Reports

The Fall 2021 IDEA Student Ratings of Instruction Survey Report (Appendix C) provides several recommendations, namely: (1) In an effort to enhance improvements in teaching methods, styles, and student learning, instructors should inspire students to set and achieve goals which really challenge them; (2) In an effort to enhance reflective and integrative learning, faculty should create more opportunities for students to apply course content outside the classroom; (3) In an effort to encourage active learning, faculty should involve students in hands-on projects such as research, case studies, or real life activities;

(4) In an effort to encourage collaborative learning, faculty should use non-traditional methods of instruction such as forming teams or groups to facilitate learning; and, (5) Ask students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own.

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.

The Committee on College Assessment (CCA) provided a Year-End Report for AY21-22. The report stated that during AY21-22 all instructional programs, student services, administrative units at the Guam Community College (GCC) are reviewed to ensure that Student Learning Outcomes (SLO) are clear and measurable by documenting and demonstrating that student learning has occurred. The committee, through its rating of academic programs and courses, student service units, and administrative units are reminded of the importance of effective and measurable learning outcomes and provide feedback to the authors with recommendations to include SLO clarity and measurability.

For academic year 2021-2022, seven (7) committee members rated a total of fifty-one (51) assessment submissions with nineteen (19) approved, two (2) approved with minor changes, twenty-one (21) resubmits, and nine (9) incompletes. The committee also verified, and assisted two-hundred sixty-two (262) programs and courses to properly input their status in Nuventive Improve as under curriculum review.

Based on the Memorandums sent by the CCA (Appendix H), for Fall 2021 thru Spring 2022, Group A (AA/AS-Certificate Program Unit) were under curriculum review if their program unit was on track. Groups B (Certificate Program Unit), D (Special Program Unit), and E (Baccalaureate Program) were required to enter their course-level assessment and data collection if their program units were on track. If groups A, B, and D were not on track, they were to follow the sequence: Curriculum Review→Program Assessment→Course Assessment→Curriculum Review. Lastly, Group C (Administrative and Student Service Units) were required to enter their unit assessment plan and data collection.

The results of assessment show how individual departments and programs closed the loop during the academic year 2021-2022. Examples on closing the loop for several assessment units under Group C can be found in Appendix I. These assessment units include: Accommodative Services & Title IX, Assessment and Counseling, Health Services Center, and Student Support Services.

Of these assessment units that closed the loop, recommendations for improvement based on assessment results include (1) add more security personnel for better coverage, (2) provide alternative platforms to promote student outreach, (3) additional experienced/support staff, (4) develop training for students and faculty, and (5) increase in ASL interpreter services and the purchase of specialized Assistive Technology.

The effectiveness in implementation of the improvements based on assessment is integrated into the unit assessment cycle through the linking of prior assessment results into current assessment results. Assessment authors are required to input a historical assessment perspective narrative into the next assessment plan and

link assessment plans with prior assessment results and recommendations. The Improve data management tool provides assessment authors with this capability.

All the assessment information reported in this report was harvested from Improve. For an assessment data management tool, it does have 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 2021-2022:

- Deans/Academic department chairs, along with counselors, should continue to review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements. Department chairs should continue to review and update their curriculum documents to ensure the currency of their courses and programs.
- Department chairs should continue to work collaboratively with workforce advisory committees to identify ways to improve programs and ensure that workforce advisory committee meetings are held each semester. They should also document meeting minutes and post it online on MyGCC.
- Update the BOT Policy 306-Comprehensive Assessment of Instructional Programs, Student Service, Administrative Units and the Board of Trustees to change “two-year cycle” to “one-year cycle”
- Encourage the GCC community to seek training with the Committee on College Assessment (CCA) to meet assessment deadlines, especially this coming fall, as this may be their first time in years.

Appendix A
Assessment Handbook for
(AY 2021-2023)



Assessment Handbook 2021-2023



Office of Assessment, Institutional
Effectiveness & Research (AIER)

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.

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Assessment, Institutional Effectiveness, and Research

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

1. To develop and sustain assessment momentum at the College through capacity building efforts that will empower constituents to use assessment results for accountability and improvement;
2. To systematize assessment protocols, processes and policies both in hardcopy and online environments and thereby allow the College to meet its WASC ACCJC accreditation requirements; and
3. To exert and affirm community college assessment leadership regionally and nationally.

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

The Office of Assessment, Institutional Effectiveness, and Research (AIER) is located on the 2nd floor of the Student Services & Administration Building, Suites 2226 and 2227 with telephone number (671)7355520.

A Historical Perspective

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

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

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

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

2000 Accreditation Evaluation Report

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

Major Recommendations:

1. In view of the absence of a response to the previous teams' recommendations and the importance of establishing a systematic assessment procedure for educational programs, student services, financial programs and physical facilities, the team recommends that such a comprehensive system be developed and implemented over the next year. The educational program review should identify educational quality through the identification of learner outcomes. (Standard One, 1, 2, 3, & 4; Standard Two, 8 & 9; Standard Three, A1, 2, 3 & 4; Standard Four, A.1, C.3, 4, D.1, 2, 3, 5, & 6; Standard Five, 3 & 4; Standard Eight, 4 & 5; Standard Nine, A1, 2 & 4; C.4).
2. In light of the persisting difficulty with systematic assessments and evaluations of programs, services, and personnel, the team recommends that staff development be provided for the college community to clarify the importance of regular reviews as a process for continuing improvement and the necessity for the Board of Trustees, administration, and faculty to be appropriately involved in these processes. (Standard Three, B.1 & 3, C.3; Standard Five, 6, 7, & 8; Standard Seven, B.1, 2, 3; C.2)
3. In exercising its oversight responsibility, the team recommends that the Board enforce its policies concerning program review and develop or strengthen policies related to assessing the Board's as well as the college's effectiveness (Standard Ten, A.2).

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

2006 Accreditation Evaluation Report

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

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

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

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

2012 Accreditation Evaluation Report

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

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

2018 Accreditation Evaluation Report

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

Where Are We Now? Twenty Plus (20+) Years Later

(Extracted from the GCC Accreditation Midterm Report, 2022)

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

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

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

Student Learning Outcomes (SLOs)

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

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

Institutional Learning Outcomes (ILOs)

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

indirectly (non-academic) involved with students. Every employee and office at the College exists to support students and help them excel; this includes the administration, student support services, faculty, maintenance, procurement, etc.

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

Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community.

Students will demonstrate:

Use of acquired skills in effective communication, and quantitative analysis with proper application of technology

Ability to access, assimilate and use information ethically and legally

Mastery of critical thinking and problem-solving techniques

Collaborative skills that develop professionalism, integrity, respect, and fairness

Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

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

Who Does Assessment? A Shared Commitment

Building an institutional assessment culture requires a massive effort of mobilizing campus resources and energy. At the core of this effort lies the firm commitment to student learning and its continuous improvement. The necessity of creating an institutional infrastructure to support the components of the institution's assessment system is vital and must be given utmost priority. The developed infrastructural components of protocols, templates, and timelines provide the necessary guideline and tools needed to

achieve the desired goal of effectively integrating assessment into all aspects of the College's educational and workforce development programs to accomplish its mission.

Assessment is a shared responsibility at GCC. A policy document passed by the Board of Trustees (BOT 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units, and the Board of Trustees) provides the institutional mandate that drives all campus-wide assessment activities. The success and high level of efficiency of GCC's institutional assessment processes are accomplished through the hard work and commitment of the College's administrators, faculty, staff, students and the Board. Throughout the fall and spring semesters, academic programs, administrative units, and student services units are engaged in assessment activities. These units are delineated into five (5) groups (Appendix A): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), Group D (Special Programs¹), and Group E (Bachelor Degree). To come up with an established timeframe for assessing educational courses, programs and services, the Committee on College Assessment (CCA) created an annual assessment cycle based on these five (5) groups, which also identifies the assessment requirements for each group.

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

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

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

Assessment Taxonomy

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

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

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

Assessment Cycle:

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

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

For example, from the Assessment Taxonomy, Group A (Associate Degree), Group B (Certificate Programs), and Group D (Special Programs²) assessment units with current curriculum, began program assessment plans and data collections in Fall 2019 and submitted program assessment reports and implementation statuses in the Spring of 2020. Those same assessment units then began course assessment plans and data collections in Fall 2020 and submitted course assessment reports and implementation statuses in the Spring of 2021. Finally, those same assessment units then began program and course curriculum reviews and revisions and met with the Curriculum Review Committee (CRC) in Fall 2021 and/or in Spring 2022 to review and forward updated curricula through the curriculum review and approval process so that the latest revisions would become effective in Academic Year 2022-2023.

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

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

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

² Group D includes all federally funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.

Assessment Guide with Examples

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

The first step requires the selection and input of an assessment plan, methods of assessment, assessment tools, and the criterion the assessment unit will use to measure as evidence of the achievement of the student learning outcome, goals, or objectives. The assessment plan also requires the linking of SLOs, goals, or objectives to institutional and ACCJC Accreditation Standards through the Nuventive Improve's mapping feature.

Minimum Assessment Requirements for Units and Program Level Assessment Plans:

Programs-Post Secondary:	Programs-Secondary:	Administrative Units and Student
One: Program SLO One: ISMP Goal One: IDEA Objective	One: Program SLO One: ISMP Goal One: Secondary Title VB Goal/ Objective	Service Units: One: Budget Goal One: ISMP Goal

- ISMP will always be labeled as SLO#2 or AUO#2
- IDEA will always be labeled as SLO#3

Minimum Assessment Requirements for Course Level Assessment Plans:

<u>Courses-Post Secondary:</u>	<u>Courses-Secondary:</u>
One: Course SLO/per course (All courses must be assessed.)	One: Course SLO/per course (All courses must be assessed.)

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

Student Learning Outcome (SLO) names must be five (5) words or less and must begin with an identifier and academic terms.

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

- SLO #5 FA2021-SP2022-Accounting Using A Computer Program.
- SLO #2 FA2021-SP2022 ISMP-Advancing Workforce Development and Training
- SLO #3 FA2021-SP2022 IDEA-Learning Fundamental Principles, Generalizations, Theories

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

- SLO #2 FA2021-SP2022- Integrate the Latest Technology
- SLO #2 FA2021-SP2022 ISMP- Fostering 100% Student Centered Success
- SLO #3 FA2021-SP2022 Secondary Title VB- Implement Career & Technical Education Curriculum

Example: Administrative and/or Student Service Units (AUO or SLO)

- AUO #2 or SLO #1 FA2021-SP2022 Budget Goal- Increase Technological Capabilities
- AUO #2 or SLO #2 FA2021-SP2022 ISMP- Optimizing Resources

The program level SLO description must begin by numbering each SLO and the prefix of when assessment will begin. Example: SLO #1 FA2021-SP2022. Then the program level SLO description should follow (Refer to the most recently approved program curriculum guide and/or College Catalog). It is recommended that whenever possible, use higher level verbs (Bloom's Taxonomy or Webb's Depth of Knowledge) to describe the SLO.

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

- A. SLO #5 FA2021-SP2022-Upon successful completion of the AS in Accounting program, students will be able to describe the steps of the accounting cycle using a computer-based program.
- B. SLO #2 FA2021-SP2022 ISMP-Goal 1: Advancing Workforce Development and Training Objective 1.2 Cultivate meaningful partnerships.
- C. SLO #3 FA2021-SP2022 IDEA-Learning fundamental principles, generalizations, or theories

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

- A. SLO #2 FA2021-SP2022- Upon successful completion of the secondary marketing program, the students will be able to integrate the latest technology effectively in business and marketing communications.
- B. SLO #2 FA2021-SP2022 ISMP- GOAL 2: Fostering 100% Student Centered Success Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs.
- C. SLO #3 FA2021-SP2022 SECONDARY TITLE VB- To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

Example: Administrative Units and/or Student Service Units: (AUO or SLO)

- A. AUO#4 or SLO #4 FA2021-SP2022 Budget Goal- Increase technological capabilities of the program by increasing access to computer technology.
- B. AUO #2 or SLO #2 FA2021-SP2022 ISMP- GOAL 4: Optimizing Resources Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO).

ISMP Goals and Objectives for Assessment

Goal 1: Advancing Workforce Development and Training

- Objective 1.1 Respond to local and regional occupational needs
- Objective 1.2 Cultivate meaningful partnerships

GOAL 2: Fostering 100% Student-Centered Success

- Objective 2.1 Enhance the professional development process for all employees
- Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs
- Objective 2.3 Integrate and enhance wraparound services

GOAL 3: Leveraging Transformational Engagement and Governance

- Objective 3.1 Strengthen stakeholder opportunities to engage in the transformational process, governance and institutional decision making
- Objective 3.2 Foster an organizational culture that empowers and facilitates transformational engagement and rewards collaboration

GOAL 4: Optimizing Resources

- Objective 4.1 Diversify revenue streams
- Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO)
- Objective 4.3 Provide employee professional development

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

GOAL 5: Modernizing and Expanding Infrastructure and Technology

Objective 5.1 Expand educational footprint
Objective 5.2 Ensure robust technology
Objective 5.3 Provide access to sustainable facilities

IDEA Student Ratings of Instruction Survey Objectives

SLO #3 FA2021-SP2022 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2021-SP2022 IDEA-Learning fundamental principles, generalizations, or theories

SLO #3 FA2021-SP2022 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

SLO #3 FA2021-SP2022 IDEA-Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

SLO #3 FA2021-SP2022 IDEA-Acquiring skills in working with others as a member of a team

SLO #3 FA2021-SP2022 IDEA-Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2021-SP2022 IDEA-Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2021-SP2022 IDEA-Developing skill in expressing oneself orally or in writing

SLO #3 FA2021-SP2022 IDEA-Learning how to find and use resources for answering questions or solving problems

SLO #3 FA2021-SP2022 IDEA-Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2021-SP2022 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2021-SP2022 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

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

Program Planning Menu Option

- Committee Feedback
- Author Responses

In the Nuventive Improve assessment management system, when entering the assessment plan, in the field for Historical Assessment Perspective, include details on whether prior activities have been conducted/assessed as it relates to ISMP Goals and Objectives. If the current activity is a “step” or “phase” towards a much larger project/activity/initiative/etc. as it relates to the ISMP Goal and Objective explain it here on how it will lead to the much “bigger” goal. Note that this is a YEARLY assessment cycle so it may take several years to meet or reach an overall goal.

2/7/2021

Program Plan v5.8.32624

Item1

?

i

Medical Assisting AS & Certificate > Program Planning > Program Plan
> Add Student Learning Outcome (SLO)

Home (/tracdat/fac...

Save

Return

Information

Program Planning

Committee Feedback (/tracdat/faces/assess...

Author Response (/tracdat/faces/assess...

Program Plan

Data Collection Status/Summary of Results (N=?) (/tracdat/faces/assess...

Course Planning

Mapping

Reports

Documents

* Student Learning Outcome (SLO) Name

Student Learning Outcome (SLO) Name, Block ?

* Student Learning Outcome (SLO)

Student Learning Outcome (SLO) Block ?

SLO Status

?

Planned Assessment Cycles

?

Start Date

?

End Date

?

* Program Level SLO Industry National Certification

?

Type of Industry National Certification

?

* Historical Assessment Perspective

?

* Required field

https://guamcc.improve.nuventive.com/tracdat/faces/assessment/unit_planning/assessment_plan/editObjective.xhtml

1/1

2/7/2021

Course Plan v5.8.32624

Item 2

?

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T

Home (/tracdat/fac...

Information

Program Planning

Course Planning

Course Plan

Data Collection

Status/Summary of Results (N=?)

(/tracdat/faces/assess...

Mapping

Reports

Documents

Medical Assisting AS & Certificate > Course Planning > Course Plan

Add Course SLO Description

Save

Return

MS101 - Introduction to Medical Assisting

* Course SLO Name

Student Learning Outcome (SLO) Name, Block

?

* Course SLO Description

Student Learning Outcome (SLO) Block

?

Course Outcome Status

?

Course Planned Assessment Cycles

?

Start Date

?

End Date

?

* Capstone Course/CTE Related Course

?

Type of Industry National Certification

?

* Course-level SLO Plan reflects/incorporates

?

* Historical Assessment Perspective

?

* SLO Domain Types

https://guamcc.improve.nuventive.com/tracdat/faces/assessment/course_planning/course_assessment_plan/editObjective.xhtml

1/2

For course assessment plans, the CCA requires that the SLO Domain Type be identified, whether cognitive, affective, or behavioral. You may see a description of each type in this document under the heading Student Learning Outcomes (SLOs).

Nuventive. Improve Medical Assisting AS & Certificate

Medical Assisting AS & Certificate > Program Planning > Program Plan > Add Artifact/Instrument/Rubric/Method/Tool Description

Save Return

SLO#2 Navigate EHR and PM software. SLO #2 FA2019-SP2020- Upon successful completion of the Certificate in Medical Assisting program, students will be able to navigate electronic health records systems and practice management software.

Active ☒ ?

Type of ?

Artifact/Instrument/Rubric/Method/Tool ?

Description ?

Criterion (Written in %) ?

Activity Schedule ?

* Required field

As assessment authors enter the required information, such as SLO title, SLO description, assessment cycle, SLO status, assessment cycle and dates, and the historical assessment perspective, the Nuventive Improve assessment management system will activate the next option for authors to input called Add Artifact/Instrument/Rubric/Method/Tool Description. Assessment authors activate and upload the assessment tool and input the Type, Description, the Criterion written in %, and the Activity Schedule. Once the entries have been Saved, the system will activate the next option for authors to input.

Nuventive. Improve Medical Assisting AS & Certificate

Medical Assisting AS & Certificate > Program Planning > Program Plan

Student Learning Outcomes (SLOs)

SLO#2 Navigate EHR and PM software.
 SLO #2 FA2019-SP2020- Upon successful completion of the Certificate in Medical Assisting program, students will be able to navigate electronic health records systems and practice management software.
 SLO Status: Completed the Assessment Cycle
 Planned Assessment Cycles: Fall 2019 - Spring 2020
 Start Date: 10/14/2019
 End Date: 03/09/2020

Artifact/Instrument/Rubric/Method/Tool Description

Rubric
 The student will perform the task of navigating the EHR and PM with a competency of 80% to pass. The highest possible score is a 12 points. (Active)
 Criterion (Written in %): Students performing the task of navigation through the EHR and PM software will have an overall score of 80% or higher to pass, with 100 being the highest achievable score.
 Activity Schedule: The rubric will be used during the spring semester after navigation of EHR training. The lead instructor for MS 141 is responsible for data collection of this tool.
 Date Added: 10/14/2019
 Active: Yes

Related Documents

Student Learning Outcome.pdf

Assignment

Related Items

ACCJC/WASC
 STANDARD III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.
 Institutional Goals
 Institutional Learning Outcome (ILO) - ILO#1 (Institutional Learning Outcome)
 Students will demonstrate use of acquired skills in effective communication, and quantitative analysis with proper application of technology.

Authors must link their SLO/AUO to institutional level goals and ACCJC/WASC Accreditation Standards in the system field Related Items. At least one mapping to each category of institutional goals and Accreditation Standards must be identified.

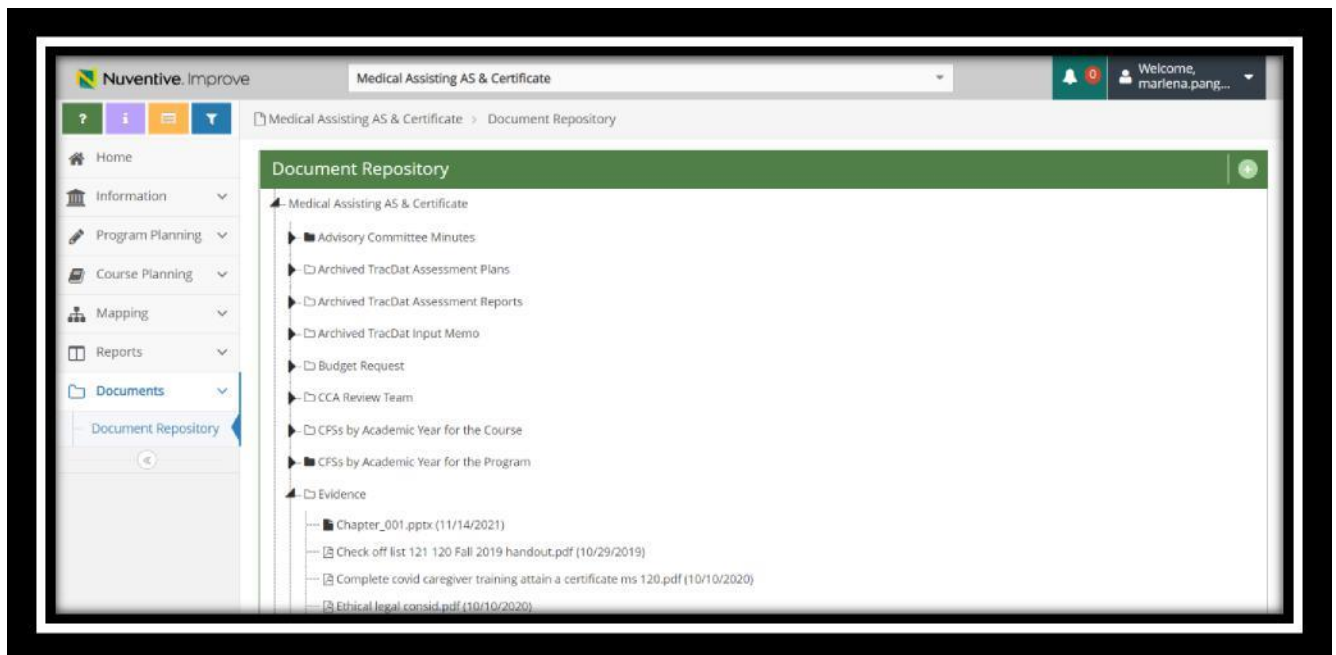
Student Learning Outcome- Navigate HER and PM Software

Electronic health records (HER) contain patient health information: Administrative and billing data

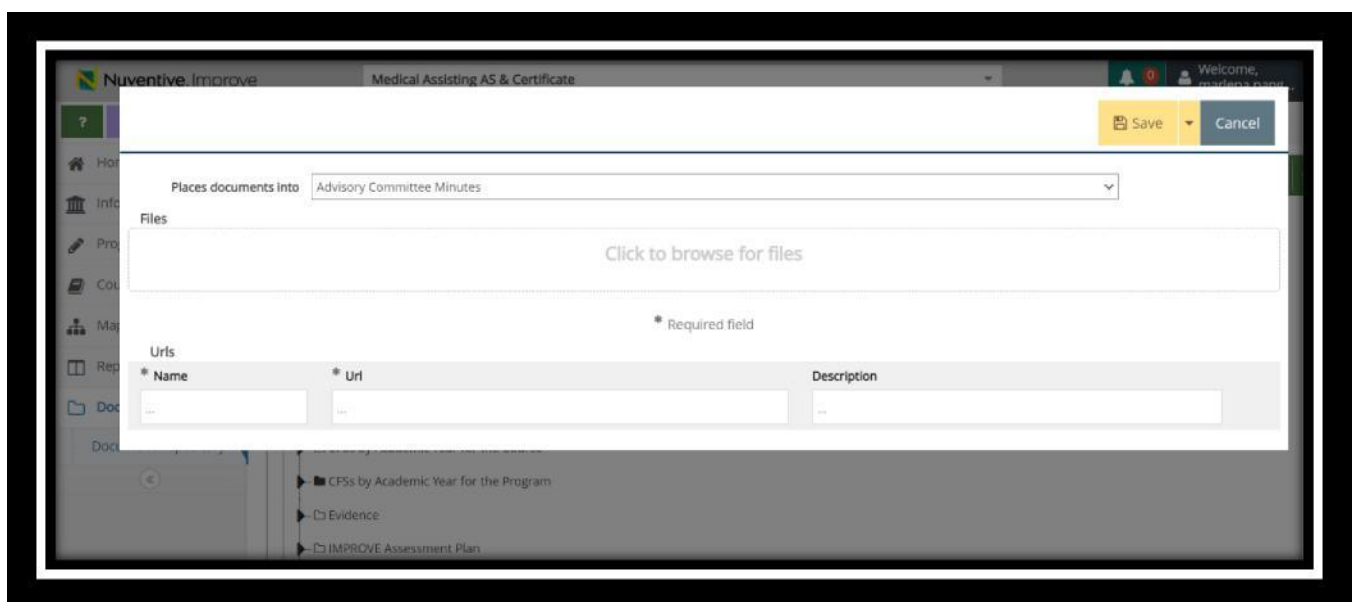
- ☐ Patient demographics
- ☐ Progress notes
- ☐ Vital signs
- ☐ Medical histories
- ☐ Diagnoses
- ☐ Medications
- ☐ Immunization records

Task	3	2	1	0
Search data base for established patient. Pt: DOB:	Student was able to search data base - no prompting	Student was able to search data base but needed prompting	Student was only able to verbalize searching the data base	Student was not successful in searching data base
Student to locate demographics and update information New phone number:	Student was able to locate patient demographic page and make changes	Student was able to locate patient demographic but needed prompting	Student was only able to verbalize changing information on demographic page	Student was not successful in changing information on demographic page
Student to locate medication history and allergy alert	Student was able to locate medication history and allergies - no prompting	Student was able to locate medication history and allergies but needed prompting	Student was only able to verbalize locating medication history and allergies	Student was not successful in locating medication history and allergies
Student to locate and print immunization record of patient	Student was able to locate and print immunization record- no prompting	Student was able to locate and print immunization record but needed prompting	Student was only able to verbalize locating and printing immunization record	Student was not successful in locating and printing immunization record

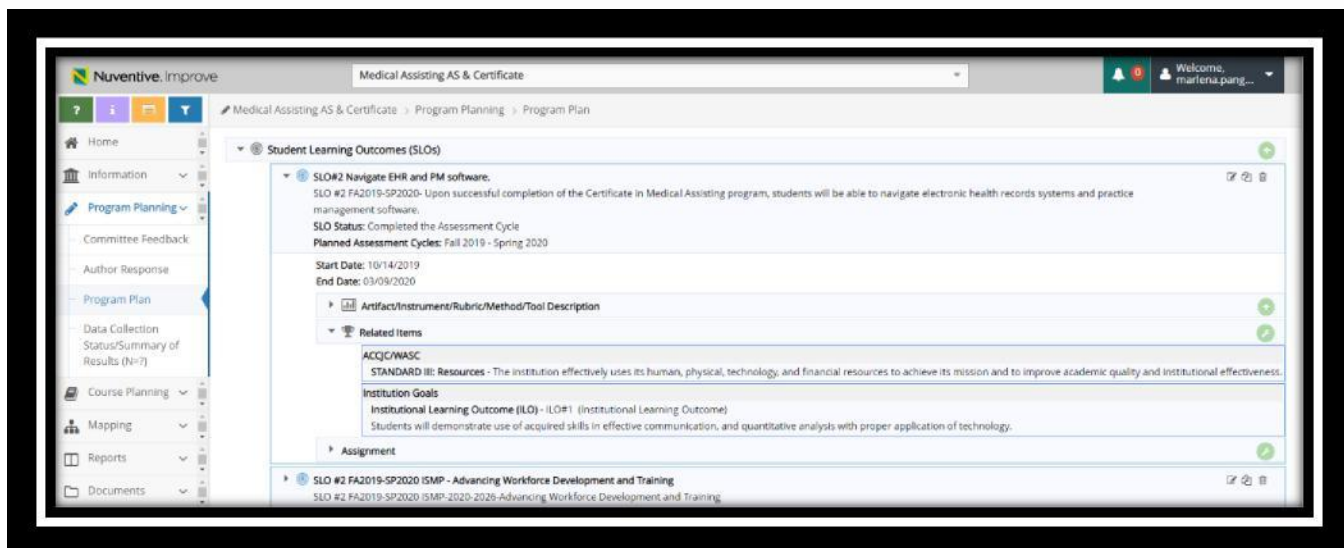
Sample Assessment Rubric



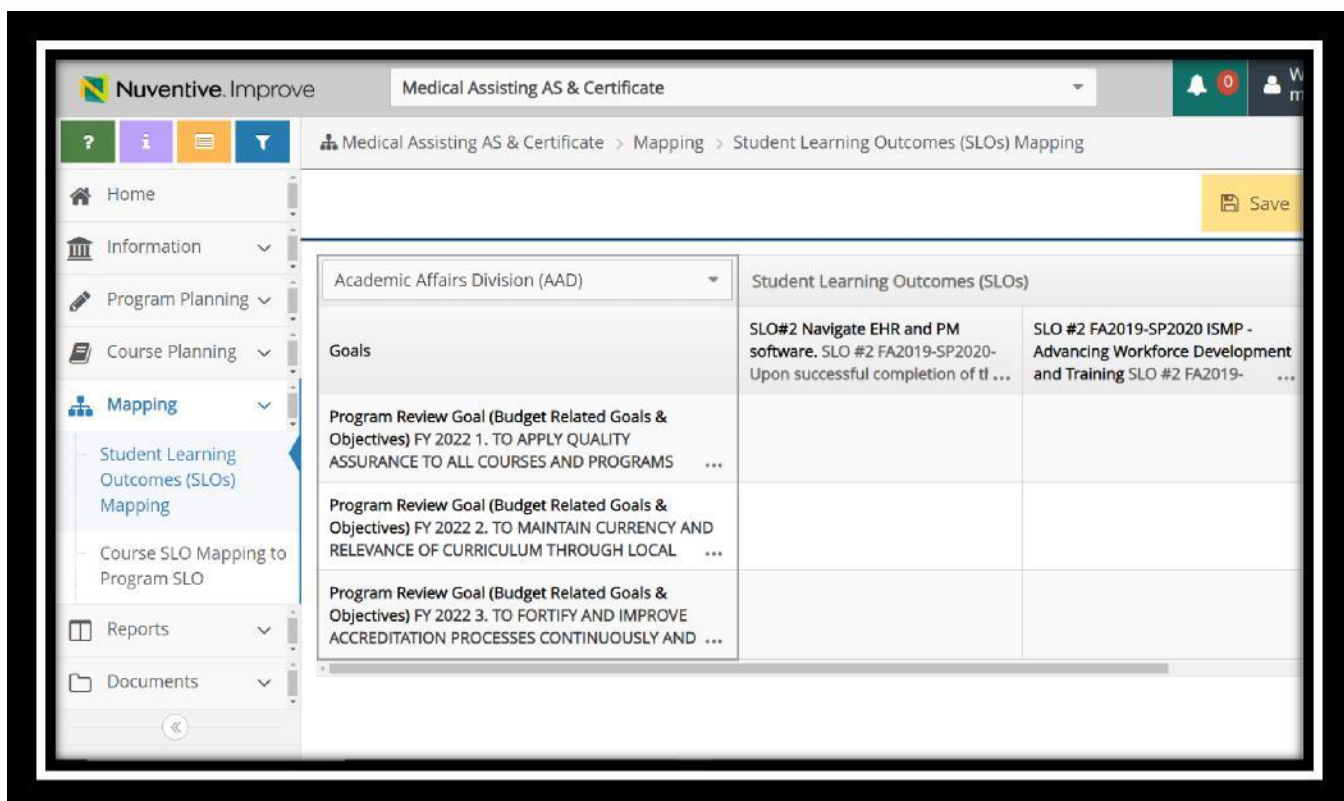
Assessment instruments, tools, or artifacts are uploaded into the Nuventive Improve assessment management system menu Documents and Document Repository. Various institutional folders have already been generated by past assessment authors and the Office of Assessment, Institutional Effectiveness and Research (AIER).



Assessment authors have the ability to organize all assessment documents and files into an organized and systematic set of folders on the system.



For the mapping and linking requirement, assessment authors access the Related Items option within the SLO/AUO assessment plan.



At least one link to the Academic Affairs Division Program Review Goal (Budget Related Goals and Objectives) must be mapped to the SLO for academic assessment units. For non-academic administrative assessment units, at least one line to the Finance and Administration Division Program Review Goal (Budget Related Goals and Objectives) or to the President's Office Program Review Goal (Budget Related Goals and Objectives) must be mapped to the Administrative Unit Outcome (AUO).

At least one link to the Board of Trustees Program Review Goal (Budget Related Goals and Objectives) must be mapped to the SLO for academic assessment units and student service units, and to the AUC for non-academic assessment units.

The screenshot shows the Nuventive Improve interface for the 'Medical Assisting AS & Certificate' program. The left sidebar contains navigation options: Home, Information, Program Planning, Course Planning, Mapping (selected), Student Learning Outcomes (SLOs) Mapping, Course SLO Mapping to Program SLO, Reports, and Documents. The main area displays a table for 'Student Learning Outcomes (SLOs) Mapping'.

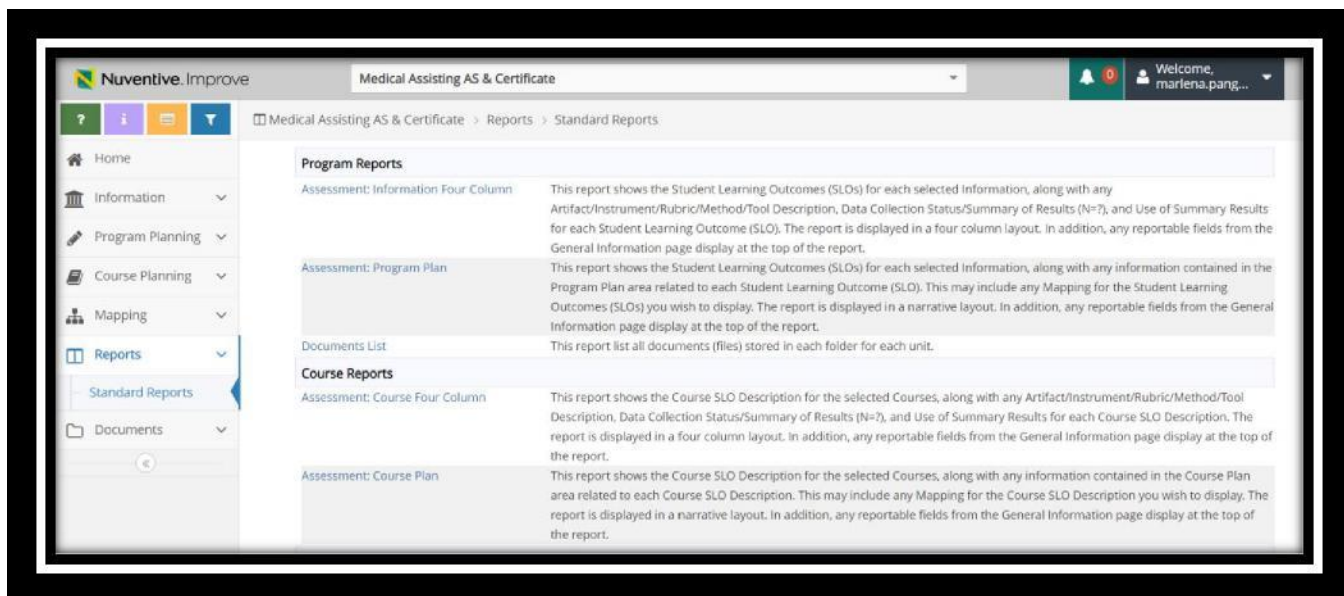
Institution Goals	Student Learning Outcomes (SLOs)	
Goals	SLO#2 Navigate EHR and PM software. SLO #2 FA2019-SP2020- Upon successful completion of tl ...	SLO #2 FA2019-SP2020 ISMP - Advancing Workforce Development and Training SLO #2 FA2019- ...
Institutional Learning Outcome (ILO) ILO#1 (Institutional Learning Outcome) Students will demonstrate use of acquired skills in effective ...	✓	
Institutional Learning Outcome (ILO) ILO#2 (Institutional Learning Outcome) Students will demonstrate ability to access, assimilate and use ...		
Institutional Learning Outcome (ILO) ILO#3 (Institutional Learning Outcome) Students will demonstrate mastery of critical thinking and ...		
Institutional Learning Outcome (ILO) ILO#4 (Institutional Learning Outcome) Students will demonstrate collaborative skills that develop ...		
Institutional Learning Outcome (ILO) ILO#5 (Institutional Learning Outcome) Students will demonstrate civic responsibility that fosters respect ...		✓

At least one link to the Institutional Learning Outcomes must be mapped to the SLO for academic assessment units, student service units, and to the AUC for non-academic assessment units.

The screenshot shows the Nuventive Improve interface for the 'School of Trades & Professional Services (TP...)' program. The left sidebar is identical to the previous screenshot. The main area displays a table for 'Student Learning Outcomes (SLOs) Mapping'.

School of Trades & Professional Services (TP...)	Student Learning Outcomes (SLOs)	
Goals	SLO#2 Navigate EHR and PM software. SLO #2 FA2019-SP2020- Upon successful completion of tl ...	SLO #2 FA2019-SP2020 ISMP - Advancing Workforce Development and Training SLO #2 FA2019- ...
Program Review Goal (Budget Related Goals & Objectives) FY 2022 1. TO PROVIDE APPROPRIATE AND TECHNOLOGICAL ASSISTANCE TO FACULTY AN ...		
Program Review Goal (Budget Related Goals & Objectives) FY 2022 2. TO PROVIDE ADEQUATE ASSISTANCE TO SUPPORT PROGRAM GROWTH VIA ...		
Program Review Goal (Budget Related Goals & Objectives) FY 2022 3. TO THOROUGHLY REVIEW AND TIMELY RESPOND TO DOCUMENTS SUBMITTED TO ...		

At least one link to the Schools' or to the Program's Program Review Goal (Budget Related Goals and Objectives) must be mapped to the SLO for academic assessment units and student service units, and to the AUO for non-academic assessment units.



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

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

Assessment: Program Plan

Medical Assisting AS & Certificate

Student Learning Outcome (SLO): SLO#2 Navigate EHR and PM software.

SLO R2 FA2019-5P2020- upon successful completion of the Certificate in medical Assisting program, students will be able to navigate electronic health records systems and practice management software.

540 Status: Completed the Assessment Cycle

Planned Assessment Cycle: Fall 2019 - Spring 2020

Start Date: 10/14/2019

End Date: 03/09/2020

Program Level SLO Industry National Certification: Yes

Type of industry National Certification: American Medical Technologists (AMT), Registered Medical Assistant(RMA) certification.

Historical Assessment Perspective: The Medical Assistant program curriculum has been updated to meet Accrediting Bureau of Health Education Schools (ASHES) accreditation guidelines.

Artifact/Instrument/Rubric/Method/Tool Description

Rubric - The student will perform the task of navigating the EHR and Pm with a competency of 80% to pass. The highest possible score is a 12 points. (Active)

Criterion (Written in %): Students performing the task of navigation through the EHR and Pm software will have an overall score of 80% or higher to pass, with 100 being the highest achievable score.

Activity Schedule: The rubric will be used during the spring semester after navigation of EHR training. The lead instructor for MS 141 is responsible for data collection of this tool.

Related Documents:

[student tea mi neOut come pdf](#)

Related Items

ACCJC/WASC

STANDARD **III: Resources**-The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Institution Goals

Institutional Learning Outcome (ILO) - ILO1 (institutional Learning Outcome)

Students will demonstrate use of acquired skills in effective communication, and quantitative analysis with proper application of technology.

The assessment should be completed within the same semester. For example, if the plan states that students will complete a specific project, the project should be collected no later than the end of the semester. The assessment author should collect the projects and potentially apply the identified rubric against the project and summarize the overall project results compared to the assessment criterion entered in the assessment plan.

Assessment Report and Implementation: During the second semester of the assessment cycle, the assessment results are entered into the Nuventive Improve assessment management system, including the upload of two samples of student work, preferably one excellent sample and one sample that reflects improvements needed. All information entered or uploaded into the Nuventive Improve assessment management system must be anonymized with no names or personally identifiable information. Assessments are not about the persons assessed or assessing. Assessment is about measuring the student learning outcomes and administrative unit outcomes the College has set forth for students to achieve during their educational journey with GCC and identifying areas for improvements.

The screenshot shows the Nuventive Improve assessment management system interface. The top navigation bar includes the Nuventive Improve logo and a dropdown menu for 'Medical Assisting AS & Certificate'. The left sidebar contains navigation options: Home, Information, Program Planning, Course Planning, Mapping, Reports, and Documents. The main content area displays the 'Data Collection Status/Summary of Results (N=?)' form. The form includes a 'Planned Assessment Cycles' section with 'Start Date: 10/14/2019' and 'End Date: 03/09/2020'. Below this is a 'Rubric' section with a description of the task and a 'Criterion (Written in %)' section. The form also includes a 'Submission Date' field (06/25/2022), a 'Reporting Period' dropdown, a 'Conclusion' dropdown, a 'Growth Budget Implications/Effect' dropdown, and a 'Growth Budget Justification' text area. At the bottom, there is a 'Use of Summary Results' section and a 'Related Documents' section.

Assessment results are entered into the Nuventive Improve assessment management system under the menu option Data Collection Status/Summary of Results (N=?). N=? should be the total number of the population in which the assessment method was administered. The CCA also requires that a percentage (%) of the total be provided to represent the number who achieved the criterion identified in the assessment plan.

Assessment authors also indicate in the Conclusion field if the criterion was met or not. Additionally, the resource allocation piece of the assessment process is captured in the Growth Budget Implications/Effect and Growth Budget Justification fields in the Nuventive Improve assessment management system. Authors can provide a budget amount needed in addition to the already provided baseline budgets that would assist the department or program in helping students to achieve the SLOs successfully. For example, if an identified software upgrade or system upgrade would contribute to the achievement of the SLOs, the amount would be identified and an explanation or justification for the increased budget amount would be provided. The College could then utilize the data in the assessment system to identify assessment units requesting for additional funding or those identifying the need for software or hardware.

Nuventive.improve

Medical Assisting AS & Certificate

Medical Assisting AS & Certificate > Program Planning > Data Collection Status/Summary of Results (N=7) > Add Use of Summary Result

Save Return

SLO#2 Navigate EHR and PM software. SLO #2 FA2019-SP2020- Upon successful completion of the Certificate in Medical Assisting program, students will be able to navigate electronic health records systems and practice management software.

Rubric The student will perform the task of navigating the EHR and PM with a competency of 80% to pass. The highest possible score is a 12 points.

Criterion (Written in %) Students performing the task of navigation through the EHR and PM software will have an overall score of 80% or higher to pass, with 100 being the highest achievable score.

Activity Schedule The rubric will be used during the spring semester after navigation of EHR training. The lead instructor for MS 141 is responsible for data collection of this tool.

Fall 2020 - Spring 2021 Criterion Met 09/12/2021

N=22, 22 of 22 (100%) of students were able to pass with a score of 80% or higher.

* Action Date 06/25/2022

* Use of Summary Result

* Required field

Use of Summary Result: Overall, how did the data inform your teaching practice? For example, what went well or not and what will you do differently next time? Discuss the assessment tool's effectiveness in providing evidence whether students achieved the SLO/AUO.

Nuventive.improve

Medical Assisting AS & Certificate

Medical Assisting AS & Certificate > Program Planning > Data Collection Status/Summary of Results (N=7) > Add Implementation Status

Save Return

SLO#2 Navigate EHR and PM software. SLO #2 FA2019-SP2020- Upon successful completion of the Certificate in Medical Assisting program, students will be able to navigate electronic health records systems and practice management software.

Rubric The student will perform the task of navigating the EHR and PM with a competency of 80% to pass. The highest possible score is a 12 points.

Criterion (Written in %) Students performing the task of navigation through the EHR and PM software will have an overall score of 80% or higher to pass, with 100 being the highest achievable score.

Activity Schedule The rubric will be used during the spring semester after navigation of EHR training. The lead instructor for MS 141 is responsible for data collection of this tool.

Fall 2020 - Spring 2021 Criterion Met 09/12/2021

N=22, 22 of 22 (100%) of students were able to pass with a score of 80% or higher.

Use of Summary Result: The students will be able to use the computer and software multiple times during class to improve proficiency. (09/12/2021)

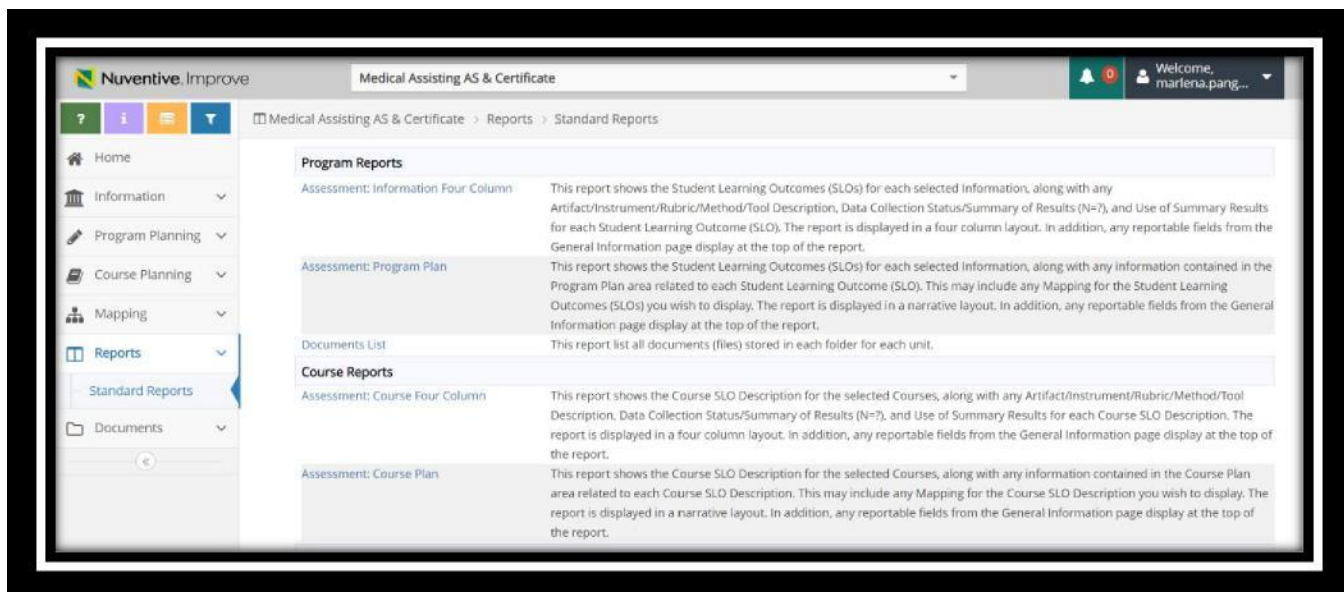
* Implementation Status Date 08/25/2022

* Implementation Status

* Required field

Implementation Status: Based on the results of the assessment, what will be done to make improvements? Discuss how the results will be used to improve student learning and what changes will be made to improve student attainment of the SLO. To the extent possible, in the following semesters, implement changes to teaching, curriculum, course delivery, etc. utilizing the plan for improvement. Discuss the timing of implementation.

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



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

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

Assessment: Program Plan

Medical Assisting AS & Certificate

Committee Feedback

Fall 2020 - Spring 2021 Course Feedback

Assessment Plan and Data Collection Feedback

Committee Meeting Date to Review Assessment Plan and Data Collection: 04/21/2021

Assessment Plan and Data Collection Rating: Resubmit

Committee Recommendations for Assessment Plan and Data Collection: **For** all courses not approved:

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

Assessments not assigned.

Reminder: you must address the SW.

M5101 - introduction to Medical Assisting - Approve

M5120- **arnica!** Medical Assisting: Theory- Approve

M5121 - **arnica!** Medical Assisting **II** - Approve

M5125 - **anica!** Medical Assisting: Clinical-Resubmit **for plan**

Please follow CCA **memo** for Course SLO Description: (Student Learning Outcome (SW) Name, Block)

Please follow CCA **memo** for Course SLO Description: (Student Learning Outcome (SW) Block)

Under **Artifaa**/Mstrument/Rubric/Method/Tool Description-Please clarify the Lab/Skills Test and correct verbiage/grammar.

Under **Criterion** (Written in %): **Please** fix verbiage/grammar. Now does this determine **if** a student is able to correctly perform a blood pressure reading? **if** the student misses itema6 and 7, **they** will as per criterion meet **the** 10 out of 12 (PO%) requirement. but that would also mean **the** student did not successfully read the **blood** pressure (this needs to be clarified).

Related Documents: Blood Pressure SkillsTwelve steps **for** performing a manual blood pressure. No active link.

Activity Schedule: should be Fall 2020

Related **Items**: none/ please select appropriate related items.

M5140 - Administrative Medical Assisting: Theory Resubmit for plan

Please follow CCA memo for Course SLO Description: (Student Learning Outcome (SW) Name, Block)

Please follow CCA memo for Course SLO Description: (Student Learning Outcome (510) Block)

Under **Artifact**/instrument/Rubric/Method/Tool Description:

Criterion written in %): How **will** you measure 95% accuracy, looking at the related documents **it is difficult to** deternone. Hoy, many students will achieve 95% accuracy?

Activity Schedule: should be Fall 2020

Under related Documents; Business letter professional correspondence related **to** medical **field**, no document uploaded.

The professional business letter.pdf uploaded **is** not a letter. The documents date is 2017 is this **current**?

Related items: none/ please select appropriate related **items**.

M5141 - Administrative Medical Assisting: Laboratory Resubmit for plan

Please follow CCA **memo** for Course SLO Description: (Student Learning Outcome (SW) Name, Block)

Please follow CCA **memo** for Course SLO Description: (Student Learning Outcome (SLO) Block)

under **Artifact**/instrument/Rubric/Method/Tool Description: what **is** meant by competency related scheduling in the clinical setting? Please clarify tool description. **How** does **the** tool relate to SLO?

Criterion (written in %): How many students will pass with 95% or higher, and how do they pass the competency? The criterion

Assessment' Information Four Column

Medical Assisting AS & Certificate

<i>Student Learning Outcomes (SLOB)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
<p>SLOff 2 Navigate EHR and PM software. - Si.0 ;2 Ea2019-5P2020. upon successful completion of the a</p> <p>Certificate in Medical Assisting program, students will be able to navigate electronic health records systems and practice management success.</p> <p>software•</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Olamed Assessment Cycle: fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/0/2020</p> <p>Program Level SLO industry</p> <p>National Certification: yes</p> <p>Type of industry national</p> <p>medical Assistant(RMA) certification. Plistocial ^{Assess} assent Perspective: The medical Assistant program curriculum has been qudated to meet Acaedting Bureau of health Education Schools (ASHES) accreditation guidelines.</p> <p>SLO V2 FA2019-SP2020 ISM V - Advancing workforce Development <i>the method field/box</i> • The Medical and trailing- SLO 82 FA2019-SP2020 Assistant Program will prepare and Evaluation</p>	<p>Rubric - The student will perform the task of navigating the EHR and PM with a competency of 80% to pass.</p> <p>The highest possible score is a 12 pouts.</p> <p>Criterion (Written in %): Students performing the task of navigation through the EHR and PM software will have an overall gore of 80% or higher to pass, with 100 being the highest achievable ewe,</p> <p>Activity Schedule: the rubric will be used during the spring semester after navigation of EHR training. The lead instructor for MS 141 is responsible for data collection of this tool.</p> <p>Reporting Period: fall 2020- Spring 2021</p> <p>Conclusion: Cr tenon Met</p> <p>ri:22, 22 of 22 (100%) of students were able to pass with score of 80% or higher. (09/12/2021)</p> <p>Growth Budget implications/effect: Over \$500</p> <p>Growth Budget RISTifiCatiOn: The use of computers, the internet, and software are essential for student</p> <p>Related DocumentS: ctruipracamplei</p> <p>Other (indicate the specific tool in the method field/box) • The Medical Conclusion: Criterion Not Met</p> <p>N=0.S, or So% of the Medical Assistant Self</p>	<p>Use of Summary Result: The students will be able to use the computer and software multiple times during dass to improve proficiency. (09//2/2021)</p> <p>implementation status: Continue to allow students lab time to improve their confidence in navigating the software system. 09/12/2021)</p> <p>use of Summary Result: The program Ad romp lete the SER</p>

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Sample Report: Program Assessment Report Four Column

Closing the Loop

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

1. Student Learning Outcomes

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

2. Assessment tool

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

3. Data collection procedures

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

4. Changes in the academic program

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

5. Mapping outcomes to the curriculum

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

6. Examining concept reinforcement

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

7. Examining course sequencing

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

8. Consider resources

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

9. Taking Action

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

Principles of Good Practice for Assessing Student Learning

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

- 1** **The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what 's easy, rather than a process of improving what we really care about.
- 2** **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
- 3** **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations – those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
- 4** **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we needed to know about student experience along the way – about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
- 5** **Assessment works best when it is ongoing, not episodic.** Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6

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

7

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

8

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

9

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

Authors: Alexander W. Astin, Trudy W. Banta, K. Patricia Cross, Elaine El-Khawas, Peter T. Ewell, Pat Hutchings, Theodore J. Marchese, Kay M. McClenney, Marcia Mentkowski, Margaret A. Miller, E. Thomas Moran, and Barbara D. Wright

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Appendix B

GCC's Assessment (CCA) and Curriculum (CRC) Cycle Schedule

2019 – 2025



Guam Community College

Assessment (CCA) and Curriculum (CRC) Cycle Schedule

2019 – 2025

Academic Year		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Semester		Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Due Date		October 14, 2019	March 09, 2020	October 12, 2020	March 08, 2021	October 11, 2021	March 14, 2022	October 10, 2022	March 13, 2023	October 09, 2023	March 11, 2024	October 14, 2024	March 10, 2025
Group A Associate/Associate -Certificate Program Unit Group B Certificate Program Unit Group D Special Program Unit Group E Bachelor of Science Program Unit	Curriculum not expired	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Plan & Data Collection	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation	CURRICULUM REVIEW	CURRICULUM REVIEW	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Plan & Data Collection	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation	CURRICULUM REVIEW	CURRICULUM REVIEW
	Curriculum Expired/ Expiring	CURRICULUM REVIEW	CURRICULUM REVIEW	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation	CURRICULUM REVIEW	CURRICULUM REVIEW	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation
Group C Administrative and Student Service Units		STUDENT SERVICES UNIT Assessment Plan & Data Collection	STUDENT SERVICES UNIT Assessment Report & Implementation	ADMINISTRATIVE UNIT Assessment Plan & Data Collection	ADMINISTRATIVE UNIT Assessment Report & Implementation	STUDENT SERVICES UNIT Assessment Plan & Data Collection	STUDENT SERVICES UNIT Assessment Report & Implementation	ADMINISTRATIVE UNIT Assessment Plan & Data Collection	ADMINISTRATIVE UNIT Assessment Report & Implementation	STUDENT SERVICES UNIT Assessment Plan & Data Collection	STUDENT SERVICES UNIT Assessment Report & Implementation	ADMINISTRATIVE UNIT Assessment Plan & Data Collection	ADMINISTRATIVE UNIT Assessment Report & Implementation

Appendix C

2021 IDEA Student Ratings of Instructions Survey Report (Generated)

Question Mean Analysis

Role: AIER_Report_Administrator, Assessment

Evaluation: IDEA Diagnostic Feedback (2016)

Term: Fall 2021

Organization Unit: **Assessment**

Listed By Question Set

IDEA Diagnostic Feedback (2016)

Evaluation Questions	Mean	Standard Deviation	# of Classes
Describe the frequency of your instructor's teaching procedures. The Instructor: - Found ways to help students answer their own questions Question Mean Details	4.38	0.84	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) Question Mean Details	4.21	1.03	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Encouraged students to reflect on and evaluate what they have learned Question Mean Details	4.42	0.82	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Demonstrated the importance and significance of the subject matter Question Mean Details	4.52	0.74	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Formed teams or groups to facilitate learning Question Mean Details	3.66	1.41	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Made it clear how each topic fit into the course Question Mean Details	4.5	0.77	332

Evaluation Questions	Mean	Standard Deviation	# of Classes
Describe the frequency of your instructor's teaching procedures. The Instructor: - Provided meaningful feedback on students' academic performance Question Mean Details	4.17	1.04	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Stimulated students to intellectual effort beyond that required by most courses Question Mean Details	4.2	0.95	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding Question Mean Details	4.27	0.98	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Explained course material clearly and concisely Question Mean Details	4.48	0.8	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Related course material to real life situations Question Mean Details	4.45	0.84	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Created opportunities for students to apply course content outside the classroom Question Mean Details	4.1	1.1	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Introduced stimulating ideas about the subject Question Mean Details	4.32	0.89	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Involved students in hands-on projects such as research, case studies, or real life activities Question Mean Details	3.95	1.25	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Inspired students to set and achieve goals which really challenged them Question Mean Details	4.15	1.05	332

Evaluation Questions	Mean	Standard Deviation	# of Classes
Describe the frequency of your instructor's teaching procedures. The Instructor: - Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own Question Mean Details	4.05	1.18	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Asked students to help each other understand ideas or concepts Question Mean Details	4.14	1.08	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Gave projects, tests, or assignments that required original or creative thinking Question Mean Details	4.19	1.03	332
Describe the frequency of your instructor's teaching procedures. The Instructor: - Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email) Question Mean Details	3.95	1.19	332
Describe your progress on: - Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) Question Mean Details	4.1	0.86	332
Describe your progress on: - Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures Question Mean Details	3.88	1.06	332
Describe your progress on: - Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) Question Mean Details	4.1	0.9	332
Describe your progress on: - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course Question Mean Details	4.03	0.94	332
Describe your progress on: - Acquiring skills in working with others as a member of a team Question Mean Details	3.81	1.14	332
Describe your progress on: - Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) Question Mean Details	3.71	1.19	332
Describe your progress on: - Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) Question Mean Details	3.77	1.14	332

Evaluation Questions	Mean	Standard Deviation	# of Classes
Describe your progress on: - Developing skill in expressing myself orally or in writing Question Mean Details	3.8	1.14	332
Describe your progress on: - Learning how to find, evaluate, and use resources to explore a topic in depth Question Mean Details	4	0.96	332
Describe your progress on: - Developing ethical reasoning and/or ethical decision making Question Mean Details	3.91	1.03	332
Describe your progress on: - Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view Question Mean Details	3.92	1.03	332
Describe your progress on: - Learning to apply knowledge and skills to benefit others or serve the public good Question Mean Details	3.96	1.03	332
Describe your progress on: - Learning appropriate methods for collecting, analyzing, and interpreting numerical information Question Mean Details	3.9	1.06	332
The Course: On the next two items, compare this course with others you have taken at this institution. - Amount of coursework Question Mean Details	3.19	0.72	332
The Course: On the next two items, compare this course with others you have taken at this institution. - Difficulty of subject matter Question Mean Details	3.14	0.78	332
For the following items, choose the option that best corresponds to your judgment. - As a rule, I put forth more effort than other students on academic work. Question Mean Details	3.35	0.88	332
For the following items, choose the option that best corresponds to your judgment. - I really wanted to take this course regardless of who taught it. Question Mean Details	3.88	1.1	332
For the following items, choose the option that best corresponds to your judgment. - When this course began I believed I could master its content. Question Mean Details	3.59	0.98	332
For the following items, choose the option that best corresponds to your judgment. - My background prepared me well for this course's requirements. Question Mean Details	3.4	1.07	332

Evaluation Questions	Mean	Standard Deviation	# of Classes
For the following items, choose the option that best corresponds to your judgment. - Overall, I rate this instructor an excellent teacher. Question Mean Details	4.57	0.75	332
For the following items, choose the option that best corresponds to your judgment. - Overall, I rate this course as excellent. Question Mean Details	4.49	0.78	332

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Unit Summary Report

Role: Course Evaluation Administrator, Guam Community College

Term: Fall 2021

Data Version: IDEA 2016

Organization Unit: **Guam Community College**

Learning Objectives

Average number of Objectives selected as Important or Essential in this unit: **6.9**

Relevant Course Objectives

Faculty Selection of Objectives	Sections Selecting Objective as Relevant	IDEA Courses Selecting Objective as Relevant
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	87%	85%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	47%	49%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	81%	79%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	74%	66%
Obj. 5: Acquiring skills in working with others as a member of a team	48%	50%
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	35%	42%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	35%	44%
Obj. 8: Developing skill in expressing oneself orally or in writing	56%	59%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	45%	51%
Obj. 10: Developing ethical reasoning and/or ethical decision making	42%	44%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	48%	60%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	49%	47%

Faculty Selection of Objectives	Sections Selecting Objective as Relevant	IDEA Courses Selecting Objective as Relevant
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	42%	43%

Student Ratings of Progress on Relevant Objectives

Relevant Objectives (Important or Essential)	# of Sections	Unit Average (1-5)	IDEA Average
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	290	4.1	4.2
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	159	4	3.9
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	272	4.1	4.1
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	247	4.1	4.1
Obj. 5: Acquiring skills in working with others as a member of a team	162	4	3.9
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	117	3.9	3.8
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	118	3.9	3.9
Obj. 8: Developing skill in expressing oneself orally or in writing	188	3.9	3.9
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	150	4.1	4
Obj. 10: Developing ethical reasoning and/or ethical decision making	143	4	3.9
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	160	4	4
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	166	4.1	4
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	142	4	3.9

% of Classes where Raw Average was at least 3.5

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	290	92%	89%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	159	79%	78%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	272	93%	86%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	247	90%	87%
Obj. 5: Acquiring skills in working with others as a member of a team	162	74%	73%
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	117	70%	70%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	118	74%	74%
Obj. 8: Developing skill in expressing oneself orally or in writing	188	75%	78%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	150	88%	81%
Obj. 10: Developing ethical reasoning and/or ethical decision making	143	84%	76%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	160	85%	82%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	166	84%	80%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	142	83%	73%

**Information in the USR is derived from the Diagnostic Feedback and Learning Essentials Course Reports*

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Unit Summary Report

Role: Course Evaluation Administrator, Guam Community College

Term: Fall 2021

Data Version: IDEA 2016

Organization Unit: **Guam Community College**

Teaching Methods and Styles

High Priorities

These teaching methods are correlated with student achievement of learning objectives that were selected by more than two-thirds of course sections in this group as Important or Essential. However, these teaching methods are used infrequently by more than 30% of the courses in this group compared to the IDEA database. Increasing use of these teaching methods is recommended.

Reflective and Integrative Learning	# of Sections	Average (1-5)
Created opportunities for students to apply course content outside the classroom	328	4.13

Low Priorities

These teaching methods are either used frequently or are correlated with student achievement of learning objectives that were selected as relevant by less than one-third of course sections in this group.

Teaching Essentials	# of Sections	Average (1-5)
Found ways to help students answer their own questions	142	4.41
Demonstrated the importance and significance of the subject matter	307	4.52
Made it clear how each topic fit into the course	323	4.5
Explained course material clearly and concisely	290	4.47
Introduced stimulating ideas about the subject	313	4.32
Inspired students to set and achieve goals which really challenged them	330	4.17
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	142	3.99

Reflective and Integrative Learning	# of Sections	Average (1-5)
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	272	4.3

Reflective and Integrative Learning	# of Sections	Average (1-5)
Encouraged students to reflect on and evaluate what they have learned	329	4.43
Provided meaningful feedback on students' academic performance	210	4.22
Stimulated students to intellectual effort beyond that required by most courses	334	4.23
Related course material to real life situations	292	4.45

Collaborative Learning	# of Sections	Average (1-5)
Formed teams or groups to facilitate learning	162	3.88
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	159	4.14
Asked students to help each other understand ideas or concepts	247	4.09

Active Learning	# of Sections	Average (1-5)
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	210	4.33
Involved students in hands-on projects such as research, case studies, or real life activities	270	4.05
Gave projects, tests, or assignments that required original or creative thinking	214	4.24

**Information in the USR is derived from the Diagnostic Feedback and Learning Essentials Course Reports*

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Unit Summary Report

Role: Course Evaluation Administrator, Guam Community College

Term: Fall 2021

Data Version: IDEA 2016

Organization Unit: **Guam Community College**

Learning Objectives

Average number of Objectives selected as Important or Essential in this unit: **6.9**

Relevant Course Objectives

Faculty Selection of Objectives	Sections Selecting Objective as Relevant	IDEA Courses Selecting Objective as Relevant
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	87%	85%
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Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	74%	66%
Obj. 5: Acquiring skills in working with others as a member of a team	48%	50%
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	35%	42%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	35%	44%
Obj. 8: Developing skill in expressing oneself orally or in writing	56%	59%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	45%	51%
Obj. 10: Developing ethical reasoning and/or ethical decision making	42%	44%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	48%	60%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	49%	47%

Faculty Selection of Objectives	Sections Selecting Objective as Relevant	IDEA Courses Selecting Objective as Relevant
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	42%	43%

Student Ratings of Progress on Relevant Objectives

Relevant Objectives (Important or Essential)	# of Sections	Unit Average (1-5)	IDEA Average
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	290	4.1	4.2
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Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	166	4.1	4
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	142	4	3.9

% of Classes where Raw Average was at least 3.5

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	290	92%	89%
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Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	272	93%	86%
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Obj. 5: Acquiring skills in working with others as a member of a team	162	74%	73%
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	117	70%	70%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	118	74%	74%
Obj. 8: Developing skill in expressing oneself orally or in writing	188	75%	78%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	150	88%	81%
Obj. 10: Developing ethical reasoning and/or ethical decision making	143	84%	76%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	160	85%	82%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	166	84%	80%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	142	83%	73%

**Information in the USR is derived from the Diagnostic Feedback and Learning Essentials Course Reports*

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Unit Summary Report

Role: Course Evaluation Administrator, Guam Community College
Term: Fall 2021

Data Version: IDEA 2016

Organization Unit: **Guam Community College**

Overall Outcomes

Converted scores compare your ratings with those of all classes in the IDEA database. They express your ratings relative to a mean of 50 and a standard deviation of 10. So, a converted score of 50 is "average", a score of 63 is in the upper 10% of all classes, while a score of 37 is in the lowest 10%. Converted scores are not percentiles.

Converted Scores

Overall Outcomes	Unit Score	IDEA Score
Progress on Relevant Objectives	51	49
Excellence of Teacher	54	50
Excellence of Course	56	51
Summary Evaluation	53	50

Distribution of Converted Scores

Overall Outcomes	Much Lower (37 or lower)	Lower (38-44)	Similar (45-55)	Higher (56-62)	Much Higher (63 or higher)
Expected Distributions	10%	20%	40%	20%	10%
Progress on Relevant Objectives	5%	15%	52%	20%	8%
Excellence of Teacher	5%	3%	44%	48%	0%
Excellence of Course	2%	5%	37%	37%	20%

Overall Outcomes	Much Lower (37 or lower)	Lower (38-44)	Similar (45-55)	Higher (56-62)	Much Higher (63 or higher)
Summary Evaluation	3%	7%	49%	35%	6%

5-Point Scale

Overall Outcomes	Unit Average	IDEA Average
Progress on Relevant Objectives	4	4.1
Excellence of Teacher	4.6	4.3
Excellence of Course	4.5	4.2
Summary Evaluation	4.3	4.2

Student Self-Ratings and Course Characteristics

Average Ratings

Course Characteristics	Unit Average	IDEA Average
Amount of coursework	3.2	3.4
Difficulty of subject matter	3.2	3.4

This section describes student characteristics (such as motivation, work habits and background preparation), all of which affect student learning. The tables gives averages for this Unit and the IDEA database. Although the information is largely descriptive it can be used to answer the following questions:

1. Based on the results, is there a need to make a special effort to improve student motivation and preparation?
2. Are the results consistent with expectations?
3. Does the percent of classes below 3.0 raise concerns? Does the percent of classes above 4.0 suggest strengths?

Student Self-Ratings	Unit Average	IDEA Average
As a rule, I put forth more effort than other students on academic work.	3.4	3.9

Student Self-Ratings	Unit Average	IDEA Average
I really wanted to take this course regardless of who taught it.	3.9	3.8
When this course began I believed I could master its content.	3.6	4
My background prepared me well for this course's requirements.	3.4	3.8

% of Sections 4.0 or Above

Course Characteristics	Unit Average	IDEA Average
Amount of coursework	6%	16%
Difficulty of subject matter	8%	18%

Student Self-Ratings	Unit Average	IDEA Average
As a rule, I put forth more effort than other students on academic work.	9%	49%
I really wanted to take this course regardless of who taught it.	47%	42%
When this course began I believed I could master its content.	23%	56%
My background prepared me well for this course's requirements.	20%	45%

% of Sections 3.0 or Below

Course Characteristics	Unit Average	IDEA Average
Amount of coursework	22%	17%
Difficulty of subject matter	23%	18%

Student Self-Ratings	Unit Average	IDEA Average
As a rule, I put forth more effort than other students on academic work.	8%	1%
I really wanted to take this course regardless of who taught it.	2%	9%

Student Self-Ratings	Unit Average	IDEA Average
When this course began I believed I could master its content.	5%	2%
My background prepared me well for this course's requirements.	16%	6%

**Information in the USR is derived from the Diagnostic Feedback and Learning Essentials Course Reports*

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Appendix D

Graduate Employment Report 2017-2021

GRADUATE EMPLOYMENT REPORT FOR THE CLASSES OF 2017-2021

*Submitted by Guam
Community College
Mary A.Y. Okada, Ed.D.
President*

A report in compliance with Public Law 32-181, also known as
the Fiscal Year 2015 Budget Act.

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Table 1. Total Graduates by Degree Program

Associate Degree Programs	2017	2018	2019	2020	2021
Culinary Arts	9	15	16	14	19
Education	37	36	30	26	10
Liberal Studies	22	29	16	9	7
Accounting	11	18	11	10	4
Automotive Service Technology (AST)	1	5	11	—	—
AST – General Service Technician	7	0	0	4	3
AST – Master Service Technician	2	0	0	3	4
Civil Engineering Technology	3	1	0	2	0
Computer Networking	13	14	5	10	14
Computer Science	8	12	14	13	7
Criminal Justice	19	24	28	30	31
Early Childhood Education	21	37	25	29	30
Emergency Management	1	0	0	0	0
Food & Beverage Management	7	3	0	1	0
Foodservice Management	—	—	—	—	7
Hospitality Industry Management	0	6	1	1	1
Hotel Operations & Management	7	4	1	0	0
Human Services	6	10	9	7	6
International Hotel Management	—	—	2	6	2
Marketing	6	16	7	14	15
Medical Assisting	19	12	20	18	19
Office Technology	3	3	1	4	3
Practical Nursing	—	—	—	0	19
Pre-Architectural Drafting	2	2	5	3	0
Supervision & Management	9	11	9	14	3
Surveying Technology	0	0	1	0	0
Tourism & Travel Management	13	18	6	15	17
Visual Communication	13	18	15	5	19
Subtotal	239	294	233	238	240

Certificate Degree Programs	2017	2018	2019	2020	2021
Automotive Service Technology (AST)	0	1	1	9	4
Computer Aided Design & Drafting	2	1	4	3	0
Computer Science	0	1	0	2	0
Construction Technology	1	4	6	6	0
Criminal Justice	20	25	8	9	15
Early Childhood Education	2	18	21	21	16
Education	1	1	0	2	0
Environmental Technician	0	0	1	1	0
Family Services	0	3	2	1	5
Medical Assisting	22	13	21	19	20
Office Technology	0	0	0	5	2
Practical Nursing	18	17	—	—	—
Pre-Nursing	6	—	—	—	—
Sign Language Interpreting	—	—	10	6	1
Supervision & Management	0	2	2	0	0
Subtotal	72	86	76	84	63
TOTAL	311	380	309	322	303

Source: Guam Community College Banner Student Information System, Annual GCC Graduate Employment Surveys, and phone surveys of GCC graduates. Dashes (—) indicate years when the respective program was not offered.

Table 2. Graduate Career Pathway Category

Graduate Career Pathways*	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Architecture and Construction	3	6	4	0	13
Arts, Audiovisual Technology, and Communications	9	5	1	0	15
Business, Management and Administration	4	6	11	1	22
Education and Training	15	28	18	4	65
Finance	8	8	3	0	19
Health Services	7	8	11	3	29
Hospitality and Tourism	10	6	16	3	35
Human Services	2	1	2	0	5
Information Technology	2	7	6	0	15
Law, Public Safety and Security	9	10	8	0	27
Marketing	1	6	3	2	12
Science, Technology, Engineering and Math	0	5	10	2	17
Transportation	0	1	5	0	6
Other: Seeking additional education	10	6	24	4	44
Grand Total	80	103	122	19	324

Source: Guam Community College Banner Student Information System, Annual GCC Graduate Employment Surveys, and phone surveys of GCC graduates.

* Career pathways are defined by the U.S. Department of Education as a series of connected support services, education, and training programs that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.

Table 3. Graduate Salary Ranges

What is your gross annual income?	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Less than \$20,000	27	30	59	8	124
\$20,000 to \$24,999	17	27	18	4	66
\$25,000 to \$29,999	11	6	8	0	25
\$30,000 to \$34,999	4	19	5	2	30
\$35,000 to \$39,999	6	6	2	1	15
\$40,000 or more	9	7	5	1	22
Not Reported	6	8	25	3	42
Grand Total	80	103	122	19	324

Source: Guam Community College Banner Student Information System, Annual GCC Graduate Employment Surveys, and phone surveys of GCC graduates.

Table 4. Graduate Employment Status

Graduate Employment Status	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Employed full time (40 or more hours per week)	53	64	47	10	174
Employed part time (less than 40 hours per week)	14	19	34	4	71
Not employed and not seeking employment	2	2	6	2	12
Unemployed and seeking employment	7	10	28	1	46
Student	4	8	7	2	21
Grand Total	80	103	122	19	324

Source: Guam Community College Banner Student Information System, Annual GCC Graduate Employment Surveys, and phone surveys of GCC graduates.

Table 5. Graduate Employment Before or After Graduation

Graduate Employment Before or After Graduation	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
After	39	38	25	1	103
Before	36	63	75	16	190
Not Reported	5	2	22	2	31
Grand Total	80	103	122	19	324

Source: Guam Community College Banner Student Information System, Annual GCC Graduate Employment Surveys, and phone surveys of GCC graduates.

Table 6. Graduate Employment with Same Employer

If employed before graduation, with the same employer	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
No	35	38	36	4	113
Yes	23	42	59	13	137
Not Reported	22	23	27	2	74
Grand Total	80	103	122	19	324

Source: Guam Community College Banner Student Information System, Annual GCC Graduate Employment Surveys, and phone surveys of GCC graduates.

Appendix E

GCC Board Policy 306

**GUAM COMMUNITY COLLEGE
Board of Trustees**

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

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

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

Assess program quality, productivity, need and demand;

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

Ensure appropriate allocation of resources;

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

WHEREAS, Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards requires a comprehensive assessment process for all instructional programs, student services and administrative units on campus; and

WHEREAS, assessment of student learning outcomes must be the cornerstone of all assessment activities, as indicated in the accreditation standards; and

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

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

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

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

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

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

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

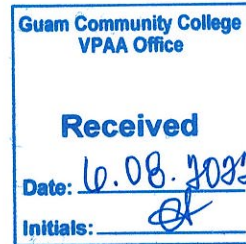
Amended & Adopted: December 11, 2014
Resolution 46-2014

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

Adopted: September 4, 2002
Resolution 13-2002

Appendix F

Memorandum: CRC Update



Memorandum

TO: Dr. Virginia C. Tudela, Vice President for Academic Affairs

FROM: Christine Matson, Curriculum Committee Chairperson
Marlena Pangelinan, Curriculum Committee Co-chairperson

SUBJECT: CRC Update

DATE: June 2, 2022

It is with great pride to report that the CRC received approximately 23 program and 139 course curriculum documents for review and recommendation. The committee, consisting of 4 members, held online meetings with each curriculum author with a scheduled meeting in order to review, update, and recommend curriculum revisions for review and approval through GCC's curriculum review process.

Along with the review of curriculum, the CRC has identified several means for closing some of the gaps in the current process in order to improve for the upcoming academic year. With the receipt of the 162 documents for review, the CRC still has 18 documents pending for review. Given this, the 18 pending documents will be prioritized and scheduled during the first several meetings the CRC will hold in the upcoming fall semester. The CRC was also meeting several times a week in the last few months of the academic year in order to review and address the documents received during those times. With the influx of documents received towards the end of the semester, the CRC will now establish a strict meeting schedule and strict deadlines so that documents received will all be reviewed and processed prior to the end of the semester. This will also assist with the processing of the academic catalog and the degree works updates for the next academic year. Another area for improvement is the need for additional members, preferably faculty. Finally, as we finalize the updates to the curriculum manual, the CRC will update the review process so that the Registrar may review curriculum revisions ahead of the CRC review and meeting with authors in order to identify any potential program and Banner issues ahead of the CRC's review.

Thank you for your time and support as we work to improve and support student centered success.

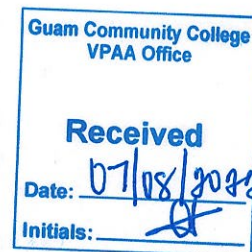
Appendix G

Memorandum: CCA-Year End Report

AY 2021-2022





Guam Community College
P.O. Box 23069, Barrigada, Guam 96921
www.guamcc.edu



MEMORANDUM

TO: Dr. Virginia C Tudela, Vice President Academic Affairs

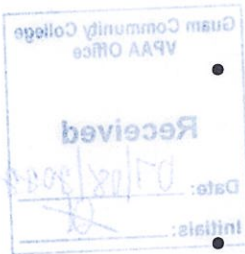
FROM: Katsuyoshi Uchima, CCA Chair Committee on College Assessment (CCA) 
Marlena O.P. Montague, CCA Co-chair Committee on College Assessment (CCA) 

DATE: May 18, 2022

SUBJECT: Committee on College Assessment (CCA)-Year End Report for AY 2021-2022

COMMITTEE REPROT

- During AY 2021-2022 all instructional programs, student services, administrative units at the Guam Community College (GCC) are reviewed for Student Learning Outcomes (SLO) that are clear and measureable by documenting and demonstrating that student learning has occurred. The committee, through its rating of academic programs and courses, student service units, and administrative units are reminded of the importance of effective and measurable learning outcomes and provide feedback to the authors with recommendations to include SLO clarity and measurability.
- The BOT Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees is conveyed in committee meetings with the minor change that it is no longer a two-year assessment cycle but now one-year assessment cycle. The committee, members, and the college community are reminded of the one-year assessment cycle with semiannual memorandums posted by the committee with new information and a reminder of the assessment deadlines.
- The committee, with the assistance of AIER is monitoring the assessment and curriculum cycle schedules by rating each instructional programs, student services, and administrative units. During the start of the Fall semester, the committee utilizes the team approach to identify the instructional programs, student services, administrative units under each members charge. This provides all members with the information to determine if the instructional programs, student services, administrative units are due for assessment, or have outdated curriculum as related to our one-year cycle, or currently due for assessment.



- The committee continues to leads the campus in the utilization of Nuventive Improve as the committee has provided more than 24 training sessions for AY 2021-2022 with each session ranging from 1.5-3.0 hours in length.
- CCA has had 18 official meetings with six training meetings, during this academic year the committee had to adjust its long-standing Friday meeting dates to Mondays as some of the committee members had other institutional commitments during the previous meeting dates.
- The committee validates the accuracy of the assessments through its rating process that requires the committee's majority approval to confirm accuracy and validity of the assessment submission to the committee.
- The committee has posted reminders that the assessment due dates and reminders, usually within 4 or 6 weeks of the assessment deadlines. The committee also uploads the CCA assessment memorandum 2 to 3 weeks before the deadline that contains updated assessment information and clarification and instruction related to the correct verbiage and formation of information inputted in to Nuventive Improve. The committee with the assistance of AIER also posts the memorandum on MyGCC's Governance tab under Institutional Information that provides the college community with accessible and biannually updated information.
- For academic year 2021-2022 seven committee members rated a total of 51 assessment submission with 19 approved, 2 approved with minor changes, 21 resubmits, and 9 incompletes. The committee also verified, and assisted 262 programs and courses to properly input there status in Nuventive Improve as under curriculum review.
- What barriers did the committee face?
 - Continued misunderstanding with the process required to complete assessment.
 - Confusion with the curriculum review process and Nuventive Improve documentation and relationship to evaluations.
 - Continued confusion related to what must be assessed for each instructional programs, student services, and administrative units.
 - Continued confusion related to what is considered acceptable evidence.
 - Lack of committee membership continues to be an issue.
- How might the committee improve its effectiveness?
 - Active membership continues to be the key to effectively accomplishing the initiatives for the upcoming academic year. The effective and timely completion of assessment reviews are challenging and slow with membership consisting of

only 5 to 6 members and two being faculty members especially; considering the number of curriculum documents that have been approved and will be assessed for AY 2022-2023 assessment cycle.

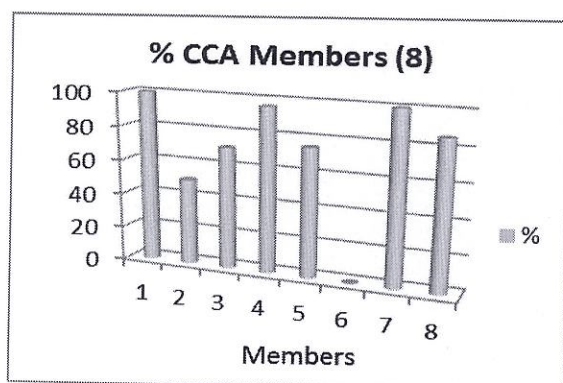
Recommendations

- Increase the number of active committee members.

For academic year 2022-2023, the committee has the following goals:

- Recommend updating the BOT Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees to change “two-year cycle” to “one-year cycle”.
- Assist the college community as they start the new assessment cycle and process.
- Encourage the GCC community to seek training with the committee to meet assessment deadlines, especially this coming fall, as this may be their first time in two years.
- Continue Nuventive Improve changes or bug fixes as they are identified.
- Train all new committee members in the use of Nuventive Improve so that members will be prepared to train the college community.
- Clarify the use of ISMP as an assessment outcome (goal or objective).
- Train and assist the college community for the 2022-2023 assessment cycle.

Committee Meeting Attendance (does not reflect the time required to train authors):



Appendix H

CCA Memorandums

Fall 2021 and Spring 2022

SEP 29 2021

Academic Affairs Division
Vice President's Office**Memorandum**

TO: GCC Campus Community

VIA: Dr. Virginia C Tudela, Vice President Academic Affairs

FROM: Katsuyoshi Uchima, CCA Chair
Marlena O.P. Montague, CCA Co-chair
CCA Members: Joachim Pete Roberto, Ana Mari Atoigue, Atsue Crane,
Johanna Camacho, Marivic Schrage, and Francisco Palacios

SUBJECT: Committee on College Assessment (CCA) Fall 2021 Memorandum.

DATE: September 27, 2021

The Committee on College Assessment (CCA) welcomes you to our FA2021-SP2022 academic year. The assessment deadline for Fall is October 11th, 2021, and for Spring March 14th, 2022.

The Assessment (CCA) and Curriculum (CRC) Cycle for FA2021-SP2022 academic year if your program unit is on track is:

Group A-Associate/Associate-Certificate Program Unit	Curriculum Review
Group B- Certificate Program Unit	Course Assessment & Data Collection
Group C- Administrative and Student Service Units	Assessment plan & Data Collection
Group D- Special Program Unit	Course Assessment & Data Collection
Group E- Baccalaureate Program	Course Assessment & Data Collection

If you are not on track please follow the following sequence for groups A, B, and D:
Curriculum review → Program Assessment → Course Assessment → Curriculum Review

AUO and SSUO please follow the following sequence for group C:

Administrative Unit Assessment cycle:

For academic year 2021/2022 - Administrative Unit (No Assessment Required) → academic year 2022/2023 - Administrative Unit (Assessment required), Assessment will be required every other academic year.

Student Services Unit Assessment cycle:

For academic year 2021/2022 - Student Services Unit (Assessment Required) → academic year 2022/2023- Student Services Unit (No Assessment Required), Assessment will be required every other academic year.

Please refer to Assessment (CCA) and Curriculum (CRC) cycle Schedule memo dated September 9, 2019 to view your assessment cycle.

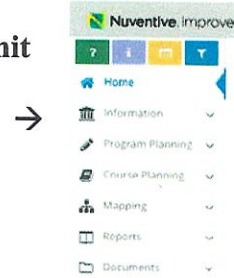
The assessment guidelines are located under the Governance tab in MyGCC, under Institutional Information and titled "Assessment Process and Guidelines", these guidelines are periodically updated so please review before completing or starting your assessment cycle.

If your program or course is currently in **CURRICULUM REVIEW**, please ensure that you have put your program into curriculum review status by creating an SLO and selecting curriculum review under **Course Outcome Status** dropdown menu in Nuventive Improve.

After the assessment deadline, (for both program and course) please periodically check the Improve assessment management system for CCA committee feedback and rating under:

Program Planning, Student Services Unit, or Administrative Unit

- Committee Feedback:
 - Please select the correct assessment cycle.
- Author Responses:
 - Please input your response to this section and select the correct assessment cycle, email is not required.



The committee will provide feedback immediately after reviewing your plan, and under the same feedback assessment cycle your report will also be reviewed.

The committee will check the author response section to determine if the author has complied with committee recommendation.

Once recommendations are addressed, please reply using the Author Responses section below the Committee Feedback.

Updated Assessment Process and Guidelines to be Implemented Starting Fall 2021 to Spring 2022 Assessment Cycle.

Reminder: Under Related Documents for your Assessment Plan-you must upload a document that represents your Artifact/Instrument/Rubric/Method/Tool.

Under Related Documents for your Report you must provide at least 2 examples of student work that relates to and matches your Artifact/Instrument/Rubric/Method/Tool and Criterion. These 2 documents should be a good example and a needs improvement example of the Artifact/Instrument/Rubric/Method/Tool.

These documents must be in non-alterable form such as PDF document, and cannot contain any form of student or faculty identification.

Minimum Assessment Requirements for Units and Program Level Assessment:

<u>Programs-Post Secondary:</u>	<u>Programs-Secondary:</u>	<u>Administrative and Student Service Units:</u>
One: Program SLO One: ISMP Objective One: IDEA Objective	One: Program SLO One: ISMP Objective One: Secondary Title VB Goal/Objective	One: ISMP Objective One: Budget Goal

ISMP will always be labeled as SLO#2 or AUO#2 (Refer to Appendix 1)

IDEA will always be labeled as SLO#3 (IDEA Objective on Page #8)

Minimum Assessment Requirements for Course Level Assessment:

<u>Courses-Post Secondary:</u> One: Course SLO/per course (All courses must be assessed.)	<u>Courses-Secondary:</u> One: Course SLO/per course (All courses must be assessed.)
--	---

Student Learning Outcome (SLO) Name, Block: (Refer to attachment Item 1)

The program level SLO name must be **five (5) words or less**, and start with an identifier and academic dates.

Examples: Programs-Post Secondary: (Do not change your program SLO#)

- A. SLO #5 FA2021-SP2022-Accounting using a computer program.
- B. SLO #2 FA2021-SP2022 ISMP- Cultivate meaningful partnerships
- C. SLO #3 FA2021-SP2022 IDEA-Learning fundamental principles, generalizations, theories

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

- A. SLO #2 FA2021-SP2022- Integrate the latest technology
- B. SLO #2 FA2021-SP2022 ISMP- Implement innovative strategies and flexibility
- C. SLO #3 FA2021-SP2022 Secondary Title VB- Implement career & technical education curriculum

Examples: Administrative and Student Service Units: (AUO)

- A. SLO #1 FA2021-SP2022 Budget Goal- Increase technological capabilities
- B. SLO #2 FA2021-SP2022 ISMP- Optimizing Resources-Objective

Student Learning Outcome (SLO) Block: (Refer to attachment Item 2)

The program level SLO description must begin by numbering each SLO and the prefix of when assessment will begin. Example: SLO #1 FA2021-SP2022. Then the program level SLO description should follow (Refer to the most recent approved program curriculum guide and/or College Catalog). It is recommended that whenever possible; use higher-level verbs (Bloom's Taxonomy or Webb's Depth of Knowledge) to describe the SLO.

Examples: Programs-Post Secondary: (Do not change your course SLO#)

- A. SLO #5 FA2021-SP2022-Upon successful completion of the AS in Accounting program, students will be able to describe the steps of the accounting cycle using a computer based program.
- B. SLO #2 FA2021-SP2022 ISMP- Cultivate meaningful partnerships
- C. SLO #3 FA2021-SP2022 IDEA-Learning fundamental principles, generalizations, or theories

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

- A. SLO #2 FA2021-SP2022- Upon successful completion of the secondary marketing program the students will be able to integrate the latest technology effectively in business and marketing communications.
- B. SLO #2 FA2021-SP2022 ISMP- Implement innovative strategies and practice flexibility in meeting student needs

- C. **SLO #3 FA2021-SP2022 SECONDARY TITLE VB-** To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

Examples: Administrative and Student Service Units: (AUO)

- A. **SLO #4 FA2021-SP2022 Budget Goal-** Increase technological capabilities of the program by increasing access to computer technology
- B. **SLO #2 FA2021-SP2022 ISMP-** Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO)

After the assessment deadline, please periodically check the CCA committee feedback and rating under:

Program Planning

- o Committee Feedback
- o Author Responses

The committee will provide feedback immediately after review.

Thank you for your continued commitment to GCC's assessment initiative.

Appendix 1
GCC Nuventive Improve Assessment 2021
Procedures for filling out ISMP section of the Nuventive Improve Assessment

Goal 1: Advancing Workforce Development and Training

Objective 1.1 Respond to local and regional occupational needs

Objective 1.2 Cultivate meaningful partnerships

GOAL 2: Fostering 100% Student-Centered Success

Objective 2.1 Enhance the professional development process for all employees

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

Objective 2.3 Integrate and enhance wraparound services

GOAL 3: Leveraging Transformational Engagement and Governance

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

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

GOAL 4: Optimizing Resources

Objective 4.1 Diversify revenue streams

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

Objective 4.3 Provide employee professional development

Objective 4.4 Develop and implement succession planning

Objective 4.5 Cultivate team building

GOAL 5: Modernizing and Expanding Infrastructure and Technology

Objective 5.1 Expand educational footprint

Objective 5.2 Ensure robust technology

Objective 5.3 Provide access to sustainable facilities

Under “Historical Assessment Perspective”

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

Item1



Medical Assisting AS & Certificate > Program Planning > Program Plan
> Add Student Learning Outcome (SLO)

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Committee Feedback
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Author Response
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Program Plan

Data Collection
Status/Summary of
Results (N=?)
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Course Planning

Mapping

Reports

Documents



* Student Learning Outcome (SLO) Name

Student Learning Outcome (SLO) Name, Block

?

* Student Learning Outcome (SLO)

Student Learning Outcome (SLO) Block

?

SLO Status



?

Planned Assessment Cycles

?

Start Date

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End Date

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* Program Level SLO Industry National Certification



?

Type of Industry National Certification

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* Historical Assessment Perspective

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* Required field

Item 2



Medical Assisting AS & Certificate > Course Planning > Course Plan
> Add Course SLO Description

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Program Planning

Course Planning

Course Plan

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Status/Summary of
Results (N=?)
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Mapping

Reports

Documents



MS101 - Introduction to Medical Assisting

* Course SLO Name

Student Learning Outcome (SLO) Name, Block

?

* Course SLO Description

Student Learning Outcome (SLO) Block

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Course Outcome Status

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Course Planned Assessment Cycles

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Start Date

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End Date

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* Capstone Course/CTE Related Course

?

Type of Industry National Certification

?

* Course-level SLO Plan reflects/incorporates

?

* Historical Assessment Perspective

?

* SLO Domain Types

IDEA Student Ratings of Instruction Survey Objectives:

SLO #3 FA2021-SP2022 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2021-SP2022 IDEA-Learning fundamental principles, generalizations, or theories

SLO #3 FA2021-SP2022 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

SLO #3 FA2021-SP2022 IDEA-Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

SLO #3 FA2021-SP2022 IDEA-Acquiring skills in working with others as a member of a team

SLO #3 FA2021-SP2022 IDEA-Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2021-SP2022 IDEA-Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2021-SP2022 IDEA-Developing skill in expressing oneself orally or in writing

SLO #3 FA2021-SP2022 IDEA-Learning how to find and use resources for answering questions or solving problems

SLO #3 FA2021-SP2022 IDEA-Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2021-SP2022 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2021-SP2022 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

COPY

Guam Community College
VPAA Office

Received

Date: 02.24.2022

Initials: [Signature]

Memorandum

TO: GCC Campus Community

VIA: Dr. Virginia C Tudela, Vice President Academic Affairs *W.*

FROM: Katsuyoshi Uchima, CCA Chair *[Signature]*
Marlena O. Pangelinan, CCA Co-chair *M. Pangelinan*
CCA Members: Joachim Pete Roberto, Ana Mari Atoigue, Atsue Crane,
Marivic Scharage, Johanna Camacho, and Francisco Palacios

SUBJECT: Committee on College Assessment (CCA) Spring 2022 Memorandum.

DATE: February 23, 2022

The Committee on College Assessment (CCA), welcomes you to spring 2022.
The assessment deadline for your report and implementation status is March 14, 2022.

The Assessment (CCA) and Curriculum (CRC) Cycle for FA2021-SP2022 academic year if your program unit is on track is:

<u>Group</u>	<u>Assessment Status</u>
Group A Associate/Associate-Certificate Program Unit	Curriculum Review
Group B Certificate Program Unit	Course Assessment & Data Collection
Group C Administrative and Student Service Units	Assessment Plan & Data Collection
Group D Special Program Unit	Course Assessment & Data Collection
Group E Baccalaureate Program	Course Assessment & Data Collection

IF YOU ARE NOT ON TRACK

Groups A, B, and D:

Curriculum Review → Program Assessment → Course Assessment → Curriculum Review
*sequence to follow

Assessment guidelines can be found under the Governance tab in MyGCC, under Institutional Information and titled "Assessment Process and Guidelines". Before completing or starting your assessment cycle, be sure to review the guidelines as they are periodically updated.

If your program or course is currently in **CURRICULUM REVIEW**, please ensure that you have put your program and courses into curriculum review status by creating an SLO and selecting curriculum review under **Course Outcome Status** dropdown menu in Nuventive. Improve, example below.

Student Learning Outcome (SLO): Curriculum review

Curriculum review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021 - Spring 2022, Spring 2021 - Fall 2021

Start Date: 10/12/2021

End Date: 03/14/2022

Program Level SLO Industry National Certification: N/A

Type of Industry National Certification: Curriculum review

Historical Assessment Perspective: Curriculum review

Atsue

After the assessment deadline, **(for both program and course)** please periodically check the Improve assessment management system for CCA committee feedback and rating under:

Program Planning, Student Services Unit, or Administrative Unit

- o Committee Feedback:
 - Please select the correct assessment cycle. →
- o Author Responses:
 - Please input your response to this section and select the correct assessment cycle, email is not required.



The committee will provide feedback immediately after reviewing your plan, and under the same feedback assessment cycle your report will also be reviewed.

The committee will check the authors' response section to determine if the author has complied with committee recommendation.

Once recommendations are addressed, please reply using the Author Responses section below the Committee Feedback.

Reminder: Under Related Documents for your Assessment Plan-you must upload a document that represents your Artifact/Instrument/Rubric/Method/Tool.

Under Related Documents for your Report you must provide at least 2 examples of student work that relates to and matches your Artifact/Instrument/Rubric/Method/Tool and Criterion. These 2 documents should be a good example and a poor example of the Artifact/Instrument/Rubric/Method/Tool.

These documents must be in none alterable form such as PDF document, and cannot contain any form of student or instructor identification.

PROGRAM LEVEL ASSESSMENT

One (1) minimum assessment requirement. Note: ISMP will always be labeled SLO#2 for academic units and Student Services Units (SSUO) or AUO#2 for Administrative Units. IDEA will always be labeled as SLO#3.

Student Learning Outcome (SLO) Name, Block: (Refer to attachment Item 1)

The program level SLO name must be five (5) words or less, and start with an identifier and academic dates.

Program (Post-Secondary)

* For the Program SLO do not change your course SLO#*

One: Program SLO

Ex. SLO #5 FA2021-SP2022-Accounting using a computer program

One: ISMP Objective

Ex. SLO#2 FA2021-SP2022 ISMP - Objective 4.2 Integrate Return on Investment

One: IDEA Objective

Ex. SLO#3 FA2021-SP2022 IDEA - Learning fundamental principles

Program (Secondary)

* For the Program SLO do not change your course SLO#*

One: Program SLO	Ex. SLO #3 FA2021-SP2022- Distinguish dynamic and static protocols
One: ISMP Objective	Ex. SLO#2 FA2021- SP2022 ISMP - Objective 4.2 Integrate Return on Investment
One: Secondary Title VB Goal/Objective	Ex. SLO#2 FA2021- SP2022 Secondary Title VB - Implement career and technical education

Student Services Unit(SSU)

One: Budget Goal	Ex. SLO#4 FA2021- SP2022 Budget Goal – Increase technological capabilities
One: ISMP Objective	Ex. SLO#2 FA2021- SP2022 ISMP – Objective 4.2 Integrate Return on Investment

Administrative (AUO)

One: Budget Goal	Ex. AUO#4 FA2021- SP2022 Budget Goal – Increase technological capabilities
One: ISMP Objective	Ex. AUO#2 FA2021- SP2022 ISMP – Objective 4.2 Integrate Return on Investment

Student Learning Outcome (SLO) Block: (Refer to attachment Item 2)
Then the program level SLO description should start with “Upon successful completion” for program and courses. All others shall use the detailed or longer description, please refer to the examples below.

Program (Post-Secondary)

* For the Program SLO do not change your course SLO#*

One: Program SLO	Ex. SLO #5 FA2021-SP2022- Upon successful completion of the AS in Accounting program, students will be able to describe the steps of the accounting cycle using a computer based program
One: ISMP Objective	Ex. SLO#2 FA2021-SP2022 ISMP - Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO)
One: IDEA Objective	Ex. SLO#3 FA2021-SP2022 IDEA - Learning fundamental principles, generalizations, or theories

Program (Secondary)

* For the Program SLO do not change your course SLO#*

One: Program SLO

Ex. SLO #3 FA2021-SP2022 - Upon successful completion of the program the students will be able to distinguish between dynamic and static routing protocols, and distance vector and link-state algorithm

One: ISMP Objective

Ex. SLO#2 FA2021- SP2022 ISMP - Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO)

One: Secondary Title VB Goal/Objective

Ex. SLO#2 FA2021- SP2022 Secondary Title VB - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness

Student Services Unit(SSU)

One: Budget Goal

Ex. SLO#4 FA2021- SP2022 Budget Goal – Increase technological capabilities of the program by increasing access to computer technology

One: ISMP Objective

Ex. SLO#2 FA2021- SP2022 ISMP – Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO)

Administrative (AUO)

One: Budget Goal

Ex. AUO#4 FA2021- SP2022 Budget Goal – Increase technological capabilities of the program by increasing access to computer technology

One: ISMP Objective

Ex. AUO#2 FA2021- SP2022 ISMP – Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO)

Minimum Assessment Requirements for Course Level Assessment:

<u>Courses-Post Secondary:</u> One: Course SLO/per course (All courses must be assessed.)	<u>Courses-Secondary:</u> One: Course SLO/per course (All courses must be assessed.)
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Upon completion and committee approval of your plan during Fall, and your collection of data, your report will be due in Spring. This report will consist of:

Data Collection Status/Summary of Results (N=?)	Use of Summary Results	Implementation Status
---	------------------------	-----------------------

Conclusion: Choose the best type of result that describes the data.

Growth Budget Implications/Effect: list the budget support needed for the SLO/AUO/SSUO. For example: hire new faculty or staff, purchase equipment, software, etc. Go to the field/box below (Notes) and provide justification for the budgetary support requested.

Growth Budget Justification: Indicate if the budgetary support for consideration by the DC, Dean, AVP and other key stakeholders in the multi-stage budget process. For example, hiring new faculty or staff, purchasing equipment, software, etc.

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

Implementation Status: This field should state whether the recommended/ proposed changes were carried out, executed, achieved, etc. If not, explain why and what course of action will be taken to insure such.

Reminder (Related Document): Upload your related document in PDF or other non-alterable formats. For academic units there should be at least two (2) documents uploaded showing student work, a good example, and a poor example. For other units or for ISMP, IDEA, Tittle VB, and budget one (1) related document is acceptable.

After the assessment deadline, please periodically check the CCA committee feedback and rating under:

Program Planning

- o Committee Feedback
- o Author Responses

The committee will provide feedback immediately after review.

Thank you for your continued commitment to GCC's assessment initiative.

Appendix 1
GCC Nuventive Improve Assessment 2021
Procedures for filling out ISMP section of the Nuventive Improve Assessment

Goal 1: Advancing Workforce Development and Training

Objective 1.1 Respond to local and regional occupational needs

Objective 1.2 Cultivate meaningful partnerships

GOAL 2: Fostering 100% Student-Centered Success

Objective 2.1 Enhance the professional development process for all employees

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

Objective 2.3 Integrate and enhance wraparound services

GOAL 3: Leveraging Transformational Engagement and Governance

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

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

GOAL 4: Optimizing Resources

Objective 4.1 Diversify revenue streams

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

Objective 4.3 Provide employee professional development

Objective 4.4 Develop and implement succession planning

Objective 4.5 Cultivate team building

GOAL 5: Modernizing and Expanding Infrastructure and Technology

Objective 5.1 Expand educational footprint

Objective 5.2 Ensure robust technology

Objective 5.3 Provide access to sustainable facilities

Under "Historical Assessment Perspective"

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

Item 1

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Author Response (/tracdat/faces/assess...

Program Plan

Data Collection Status/Summary of Results (N=?) (/tracdat/faces/assess...

Course Planning

Mapping

Reports

Documents

⏪

Medical Assisting AS & Certificate > Program Planning > Program Plan > Add Student Learning Outcome (SLO)

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* Student Learning Outcome (SLO) Name

Student Learning Outcome (SLO) Name, Block ?

* Student Learning Outcome (SLO)

Student Learning Outcome (SLO) Block ?

SLO Status

?

Planned Assessment Cycles

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Start Date

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End Date

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* Program Level SLO Industry National Certification

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Type of Industry National Certification

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* Historical Assessment Perspective

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
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Item 2



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Program Planning

Course Planning


Course Plan

Data Collection
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Mapping

Reports

Documents



Medical Assisting AS & Certificate > Course Planning > Course Plan
> Add Course SLO Description

Save

Return

MS101 - Introduction to Medical Assisting

* Course SLO Name

Student Learning Outcome (SLO) Name, Block ?

* Course SLO Description

Student Learning Outcome (SLO) Block ?

Course Outcome Status

?

Course Planned Assessment Cycles

?

Start Date

?

End Date

?

* Capstone Course/CTE Related Course

?

Type of Industry National Certification

?

* Course-level SLO Plan reflects/incorporates

?

* Historical Assessment Perspective

?

* SLO Domain Types

IDEA Student Ratings of Instruction Survey Objectives:

SLO #3 FA2021-SP2022 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2021-SP2022 IDEA-Learning fundamental principles, generalizations, or theories

SLO #3 FA2021-SP2022 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

SLO #3 FA2021-SP2022 IDEA-Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

SLO #3 FA2021-SP2022 IDEA-Acquiring skills in working with others as a member of a team

SLO #3 FA2021-SP2022 IDEA-Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2021-SP2022 IDEA-Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2021-SP2022 IDEA-Developing skill in expressing oneself orally or in writing

SLO #3 FA2021-SP2022 IDEA-Learning how to find and use resources for answering questions or solving problems

SLO #3 FA2021-SP2022 IDEA-Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2021-SP2022 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2021-SP2022 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Guam Community College Assessment (CCA) and Curriculum (CRC) Cycle Schedule

2021-2022		2022-2023		2023-2024		2024-2025	
Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
October 11, 2021	March 14, 2022	October 10, 2022	March 13, 2023	October 9, 2023	March 11, 2024	October 14, 2024	March 10, 2025
CURRICULUM Review	CURRICULUM Review	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation	CURRICULUM Review	CURRICULUM Review
COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation	CURRICULUM Review	CURRICULUM Review	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation
Student Services Unit Assessment Plan & Data Collection	student Services Unit Assessment Report & Implementation	Administrative Unit Assessment Plan & Data Collection	Administrative Unit Assessment Report & Implementation	student Services Unit Assessment Plan & Data Collection	Student Services Unit Assessment Report & Implementation	Administrative Unit Assessment Plan & Data Collection	Administrative Unit Assessment Report & Implementation

Appendix I

Closing the Loop (Group C) Examples

AY 2021-2022

A new security contract is currently being assessed and finalized to take effect in October 2022. Recommend adding more security personnel for better coverage, and consider adding a security personnel in the a.m. (i.e. 0800-1600).

SLO#1: Streamlined administration of security services: To streamline the administration of contracted security services for the campus to ensure that personnel and college property are protected.

Student Support Services

Although survey shows the majority are satisfied with the overall security on campus, it is still recommended to add more security personnel for better coverage, as well as placement of information on where and how to contact in more visible and widespread areas throughout campus.

Eighty percent (80%) of the individuals surveyed will indicate they agree that they are satisfied with overall security on the GCC campus.

N=45; 37 out of 45, or 82.22% of students, staff, administrators & security personnel surveyed strongly agree, agree, or neutral regarding overall satisfaction of GCC security on campus.

Our department created the Secondary CTE Resource Website this school year and launched it in October 2021.

The site continues to be available for students to use and student engagement and traffic on the site are regularly monitored throughout the school year. The data provided in this assessment report consisted of the student feedback that was given since the site's launch to March 2022.

SLO #5: CTE Budget Goal
Fostering 100% Student-Centered Success.

Assessment and Counseling

In general, the students who visit the CTE Resource Directory Website shared positive feedback about their experience with the site. As a result, we will continue to provide this alternative platform to further enhance our department's outreach efforts in promoting student success and college and career readiness.

60% of students who visit the Secondary CTE Resources Directory Website will report (survey results) that the website was helpful, user friendly, and provided them with access to GCC resources.

N=91 students from the six high schools visited the Secondary CTE Resource Website and provided their feedback based on the following survey questions. 70/91 respondents indicated the site was helpful/very helpful. 80/91 respondents indicated the site was user friendly. 54/91 respondents indicated that they would use the resources on the website.

During the upcoming Fall 2022 semester, the HSC will continue the HSC Satisfaction Survey.

SLO #2: ISMP - Fostering 100% Student-Centered Success.

Health Services Center

To maintain the quality of nursing services at the HSC, additional/experienced support staff is necessary especially during peak registration.

80% of clenteles will report satisfaction.

N=16 or 100% reported satisfaction with the quality of health and nursing services at the Health Service Center.

Accommodative Services & Title IX

At the end of Spring 2022, OAS will be working to increase the number of respondents to our surveys to provide a more accurate picture of student needs. It is hoped that with an increase in budget quality, quality of services will increase through the purchase of A.T. and the procurement of adequate ASL interpreter services.

SLO#1: Budget Goal Students to maintain GPA.

Eighty percent (80%) of all students who respond to the Student Satisfaction Surveys indicate being Very Satisfied with the services provided by OAS.

Students with disabilities receiving accommodative services were provided surveys to gauge their satisfaction. Twenty-seven (27) students, N=27, filled out the Student Satisfaction Surveys. Out of the 27 surveys, 24 (89%) gave the rating of Very Good or higher. Therefore, the criterion was met.

The data gleaned will be used to guide and justify the procurement of needed A.T. and services for students with disabilities. It will also be used to further develop trainings for students and the faculty who work with them. Data will also be used to justify increase in ASL interpreter services and the purchase of specialized Assistive Technology.



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