

22/23

18th Annual Institutional  
Assessment (AIAR) 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 Misi6n (Chamorro translation)***

*Guiya i Kulehon Kumunidat Guahan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikat na kinahulo' i manfafa'che'cho' ya u na' guaguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananagui yan i fina'na'guen cho'cho' para Maikronesiha.*

AY2022-2023 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 2022-2023 annual institutional assessment report is the eighteenth 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 key 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 17)*, *the Graduate Employment Report for the Class of 2019 to 2022*, and *the 6<sup>th</sup> Board of Trustees Assessment Report*.

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 Programs<sup>1</sup>) 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.

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

The success and high level of efficiency of GCC’s institutional assessment processes 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 AY2022-2023 AIAR provides a summary of the course, program, and institutional improvements resulting from assessment activities during the two-year assessment cycle ending in AY2022-2023. Also included is an update of annual assessment commitment rates and Student Learning Outcomes (SLOs) assessment. Additionally, this report highlights college-wide assessment activities through several program review components for AY2022-2023. 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 2022-2023 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 and Nuventive Improve training was provided to departments during the Fall and Spring semester and as needed. 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 22-23	
	Total # of Programs/Units	%
Academic Affairs Division	62/63	98%
Finance & Administration Division	6/6	100%
President/ CEO <sup>2</sup>	5/5	100%
Board of Trustees <sup>3</sup>	1/1	100%

<sup>2</sup> TracDat data entry for the President/CEO began in AY04-05. The President is assessed every other year. TracDat data entry follows the two-year assessment schedule. Effective fall 2010, the President/CEO units include Communications & Promotions, Planning & Development, Development & Alumni Relations, and Facilities.

<sup>3</sup> TracDat data entry began in AY04-05. Units are assessed every other year.

The Finance and Administration Division, President/CEO’s Office, and Board of Trustees 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 is presented in the next section.

Student Learning Outcomes (SLOs)

As illustrated in the SLO tables on the next pages, 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 currency rule and the College’s one (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. 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 AY2022-2023			
Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2022 Catalog	442	442	100%

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 forty-three (43) courses listed in the 2022-2023 CEWD catalog, one-hundred percent (100%) had course-level SLOs.

Table 3. Student Learning Outcomes (SLOs)  
Continuing Education and Workforce Development-AY2022-2023

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
2022-2023 Catalog	43	43	100%

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)<sup>4</sup>, ISMP goals, program review goals, course-level goals, division-level goals, school-level goals, program/unit-level goals, Governing Board-level goals, institution-level goals, and ACCJC standards? Table 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 (37)<sup>5</sup> which incorporates budget-related goals and objectives. This is followed by ILOs (11), program/unit level goals (9), and the four Accreditation Standards (11). 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=442 postsecondary courses listed in the College catalog as of June 2022)

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)	11
Institutional Strategic Master Plan (ISMP)	0
Program Review (Budget Related Goals & Objectives)	37
Program/Unit Level	9
School Level	0
STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	2

<sup>4</sup> In the December 2, 2009 BOT meeting, the Board adopted six (6) Institutional Learning Outcomes (ILOs) that were developed by the General Education Committee with input from all faculty, the Faculty Senate, and the College Governing Council (CGC). ILOs represent the knowledge, skills, abilities, and values students should develop and acquire because of their overall experiences with any aspect of the College.

<sup>5</sup> SLOs are linked to planning and budgeting in TracDat. Budget goals/objectives, performance indicators, and anticipated outcomes were submitted to the Business Office in fall 2014 and subsequently entered into TracDat. This information will be entered into TracDat annually.

<b>Related Goal Type</b>	<b>Count of Related Goal Type</b>
STANDARD II: Student Learning Programs and Support Services	8
STANDARD III: Resources	1
STANDARD IV: Leadership and Governance	0
<b>Grand Total</b>	<b>68</b>

Source: Ad Hoc Improve Report ran on July 4, 2023<sup>6</sup>

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 program review linked to budget goals (73), followed by institutional learning outcomes (26), and the four Accreditation Standards (36).

Table 5. Linking Program/Unit Outcomes to Related Goals in Improve  
(n=80 program/units listed in the AY2022-2023 Taxonomy)

<b>Related Goal Type</b>	<b>Count of Related Goal Type</b>
Course Level	0
Division Level	0
Governing Board Level	0
Institution Level	0
Institutional Learning Outcome (ILO)	26
Institutional Strategic Master Plan (ISMP)	0
Program Review (Budget Related Goals & Objectives)	73
Program/Unit Level	0
School Level	0
STANDARD I: Institutional Mission and Effectiveness	9
STANDARD II: Student Learning Programs and Support Services	9
STANDARD III: Resources	15
STANDARD IV: Leadership and Governance	3
<b>Grand Total</b>	<b>135</b>

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. A key element in GCC's assessment process is planning. Planning efforts are initiated at all levels of the institution, from course-level assessment plans to program-level, student services unit-level, and administrative unit-level assessment plans. Additionally, a significant point of interest is the tie-in of the unit-level plans to the overall plans of the institution that promote student success. One of the ways to ensure student success is to provide relevant and useful information to students through the New Student Orientation.

<sup>6</sup> 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.

Student Orientation

The College’s Center for Student Involvement leads the New Student Orientations at the beginning of each semester. In the fall 2022 and spring 2023 orientations, there were a total of one hundred ninety-one (191) attendees. Of the attendees, one hundred seventy-four (174) responded to the New Student Orientation Survey (91% response rate). The table below summarizes the responses from the survey.

Table 6.a Student Orientation Program Survey Results  
(Fall 2022 and Spring 2023)

		Fall 2022	Spring 2023
<b>Gender:</b>	Male	54	17
	Female	79	22
	Question left blank	0	2
	<b>Total</b>	<b>133</b>	<b>41</b>
<b>Age:</b>			
	16-20	112	24
	21-25	13	10
	26-31	4	2
	32-41	2	2
	42-54	2	2
	55 or older	0	0
	Question left blank	0	1
	<b>Total</b>	<b>133</b>	<b>41</b>
<b>Attending GCC for:</b>			
	Adult Education - Adult Basic Education (ABE)	1	1
	Adult Education - Adult High School Diploma	1	1
	Adult Education - English as a Second Language (ESL)	0	0
	Adult Education - GED	7	1
	Apprenticeship Program/ Journeyworker Certificate	0	0
	Associate Degree Program	94	29
	Bachelor Degree Program	11	3
	Certificate Program	13	7
	College Credits for Transfer	16	3
	<b>Total</b>	<b>147</b>	<b>45</b>

Table 6.b Student Orientation Program Survey Results  
(Fall 2022 and Spring 2023)

<b>Based on each section presentation, my impression of how the orientation provided useful information.</b>							
<b>Fall 2022</b>							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank	Total
Accommodative Services	84	37	8	0	0	4	133
Admissions & Registration	72	55	6	0	0	0	133
Assessment & Counseling	87	39	5	1	0	1	133

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank	Total
Center for Student Involvement	80	34	5	0	0	14	133
Environmental Health & Safety	90	36	5	0	0	2	133
Financial Aid	86	37	7	0	1	2	133
GCC Student Handbook	80	42	6	0	0	5	133
Health Service Center	88	37	5	0	0	3	133
Learning Resource Center	76	48	8	0	0	1	133
Reach for College	80	43	8	0	0	2	133
Student Support Services	76	47	7	1	0	2	133
Title IX	85	38	7	0	0	3	133
Spring 2023							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank	Total
Admissions & Registration	18	16	6	0	1	0	41
Assessment & Counseling	26	13	1	0	1	0	41
Center for Student Involvement	27	9	3	0	1	1	41
Environmental Health & Safety	22	11	6	0	0	2	41
Financial Aid	17	21	1	0	1	1	41
GCC Student Handbook	23	10	6	0	1	1	41
Health Service Center	21	14	4	1	0	1	41
Learning Resource Center	22	13	4	0	1	1	41
Reach for College	20	16	4	0	1	0	41
Student Support Services	26	10	4	0	1	0	41
Title IX	16	10	7	0	1	7	41
Westcare Pacific Islands	17	11	11	0	0	2	41

Please indicate your impression of the following statements.							
Fall 2022							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank	Total
I was able to register for my courses before Orientation without difficulty.	53	55	16	6	0	3	133
I was able to apply for financial aid before Orientation without difficulty.	45	35	41	8	1	3	133
I know where and how to get the support needed to succeed academically at GCC.	70	49	10	0	0	4	133
Orientation helped me feel better prepared to start my semester at GCC.	72	42	13	1	0	5	133
Spring 2023							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank	Total
I was able to register for my courses before Orientation without difficulty.	19	11	8	1	0	2	41

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank	Total
I was able to apply for financial aid before Orientation without difficulty.	16	11	10	0	1	3	41
I know where and how to get the support needed to succeed academically at GCC.	19	18	2	0	0	2	41
Orientation helped me feel better prepared to start my semester at GCC.	21	10	4	0	0	6	41

Of the students who responded to the survey, one hundred thirty-eight (138) or 79% “agree” or “strongly agree” that they were able to register for courses before Orientation without difficulty, one hundred seven (107) or 61% “agree” or “strongly agree” that they were able to apply for financial aid before Orientation without difficulty, one hundred fifty-six (156) or 90% “agree” or “strongly agree” that they know where and how to get the support needed to succeed academically at GCC, and one hundred forty-five (145) or 83% “agree” or “strongly agree” that orientation helped them feel better prepared to start their semester at GCC.

Program enrollment is an important data element to track course and program demands and the overall health of the program over time. The following section reveals enrollment trends in the different programs from fall 2013 to fall 2022.

### Program Enrollment

Program enrollment is an essential element of program review. Table 8 below provides unduplicated enrollment numbers for postsecondary programs offered by GCC for the past ten (10) years (fall semester enrollment only).

Table 7. Postsecondary Unduplicated Fall Enrollment by Program  
Ten-Year Trend (Fall 2013-Fall 2022)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Bachelor of Science in</b>										
• Career and Technical Education	—	—	—	—	—	—	—	22	10	9
Subtotal	—	—	—	—	—	—	—	22	10	9
<b>Associate of Arts in</b>										
• Culinary Arts	103	107	94	90	102	88	61	83	83	81
• Education	198	222	199	162	124	101	88	70	75	77
• Liberal Studies <sup>7</sup>	206	198	173	158	168	142	105	61	66	84
Subtotal	507	527	466	410	394	331	254	214	224	242
<b>Associate of Science in</b>										
• Accounting	127	113	112	107	100	90	59	65	71	56

<sup>7</sup> Formerly AA in Liberal Arts (prior to March 2011) and AA in Interdisciplinary Arts & Studies (prior to February 2013).

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<i>Associate of Science in</i>										
• Automotive Service Technology (AST) <sup>8</sup>	93	75	—	—	—	—	—	—	—	—
• AST – General Service Technician <sup>9</sup>	—	—	70	87	61	61	49	33	28	34
• AST – Master Service Technician <sup>10</sup>	—	—	3	2	8	8	22	23	19	21
• Automotive Technology <sup>11</sup>	—	—	—	—	—	—	—	—	—	—
• Civil Engineering Technology <sup>12</sup>	0	6	16	26	18	17	6	18	9	20
• Computer Networking	61	60	70	70	75	66	67	62	59	51
• Computer Science	92	77	76	69	74	62	62	84	116	140
• Criminal Justice	225	230	168	170	159	147	137	110	111	130
• Early Childhood Education	116	125	109	117	116	124	74	68	51	48
• Electronics Networking <sup>13</sup>	—	—	—	—	—	—	—	—	—	—
• Emergency Management <sup>14</sup>	7	4	2	5	2	1	0	1	4	3
• Food & Beverage Management <sup>15</sup>	10	5	8	8	6	—	—	1	0	0
• Foodservice Management <sup>16</sup>	—	—	—	—	—	10	10	9	1	3
• Hospitality Industry Management <sup>17</sup>	—	—	—	—	—	8	—	—	—	—
• Hotel Operations & Management <sup>18</sup>	36	27	42	29	28	10	—	—	—	3
• Human Services <sup>19</sup>	—	0	22	45	46	38	41	43	46	58
• International Hotel Management <sup>20</sup>	—	—	—	—	—	—	16	13	14	9
• Marketing	50	60	53	69	77	74	68	55	62	50
• Medical Assisting	236	232	215	198	203	158	8	14	54	75
• Office Technology	30	25	25	23	11	13	16	16	15	18
• Practical Nursing <sup>21</sup>	—	—	—	—	—	—	59	122	120	130
• Pre-Architectural Drafting <sup>22</sup>	31	26	20	13	14	13	11	9	15	13
• Supervision & Management	75	82	62	52	56	46	43	40	34	38

<sup>8</sup> Program changed to Automotive Service Technology – General Service Technician and Automotive Service Technology – Master Service Technician in Fall 2015.

<sup>9</sup> Prior to Fall 2015, the General Service Technician emphasis was under Automotive Service Technology.

<sup>10</sup> Prior to Fall 2015, the Master Service Technician emphasis was under Automotive Service Technology.

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

<sup>12</sup> Program reinstated in November 2011.

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

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

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

<sup>16</sup> Program formerly Restaurant and Foodservice Management was changed to Foodservice Management in Fall of 2019.

<sup>17</sup> Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism and Travel Management in Fall of 2010.

<sup>18</sup> From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

<sup>19</sup> Program adopted in June of 2014.

<sup>20</sup> Program was approved March 2018 and implemented Fall 2018.

<sup>21</sup> Program was approved December 2018 and implemented Fall 2019.

<sup>22</sup> Program was reinstated in April of 2010 as AS in Pre-Architectural Drafting (previously titled: Architectural Engineering Technology in the 2002-2003 catalog).

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Associate of Science in</b>										
• Surveying Technology <sup>23</sup>	2	6	2	—	1	1	2	0	1	1
• Tourism & Travel Management <sup>24</sup>	73	66	57	79	74	85	108	88	56	35
• Visual Communications	93	96	68	61	57	68	84	78	70	64
<b>Subtotal</b>	<b>1357</b>	<b>1315</b>	<b>1200</b>	<b>1230</b>	<b>1186</b>	<b>1100</b>	<b>942</b>	<b>952</b>	<b>956</b>	<b>1000</b>

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Certificate in</b>										
• Accounting <sup>25</sup>	—	—	—	—	—	—	—	—	—	—
• Automotive Service Technology	6	9	13	10	12	11	8	12	13	7
• Automotive Tech <sup>26</sup>	—	—	—	—	—	—	—	—	—	—
• Computer Aided Design & Drafting <sup>27</sup>	2	0	1	2	6	6	3	2	1	2
• Computer Networking	—	—	—	—	—	—	—	—	—	1
• Computer Science	3	3	3	5	5	2	12	8	2	2
• Construction Technology	28	37	41	32	40	41	46	29	39	32
• Cosmetology <sup>28</sup>	3	2	0	0	—	—	—	—	—	0
• Criminal Justice	17	15	15	19	25	23	46	42	27	7
• Early Childhood Education	4	4	6	7	3	3	33	27	15	4
• Education	2	5	3	5	2	3	10	16	4	5
• Emergency Management <sup>29</sup>	0	2	0	0	0	4	1	1	0	0
• Environmental Technician	—	—	—	1	1	3	2	1	3	1
• Family Services <sup>30</sup>	5	10	2	4	3	5	6	7	7	6
• Fire Science	4	5	1	0	1	0	0	0	0	0
• Medical Assisting	31	28	12	19	13	8	115	90	29	11
• Medium/Heavy Truck Diesel Tech <sup>31</sup>	0	1	1	0	0	0	0	1	0	0
• Office Technology	2	5	2	5	4	2	9	4	7	3
• Practical Nursing <sup>32</sup>	22	24	24	12	18	0	—	—	0	0
• Pre-Nursing <sup>33</sup>	44	13	4	3	1	1	0	0	0	0
• Sign Language Interpreting <sup>34</sup>	—	—	—	0	0	2	19	9	6	7
• Supervision & Management	6	5	3	0	1	0	6	5	1	0

<sup>23</sup> Program adopted in April of 2009.

<sup>24</sup> From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

<sup>25</sup> Program archived in May of 2006; however, one student remains continuously enrolled.

<sup>26</sup> Program replaced with CERT in Automotive Service Technology in Fall of 2006; however, one student remains continuously enrolled.

<sup>27</sup> Program reinstated in May of 2010 and last appeared in the 1999-2000 catalog.

<sup>28</sup> Program under curriculum review.

<sup>29</sup> Program adopted in April of 2007 and began in Fall of 2007.

<sup>30</sup> Program reinstated in February of 2013.

<sup>31</sup> Program adopted in July of 2009.

<sup>32</sup> Program was instituted in Fall 2018.

<sup>33</sup> Program archived in March of 2014.

<sup>34</sup> Program archived in September of 2008; however, one student remains continuously enrolled.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Certificate in</b>										
• Surveying Technology <sup>35</sup>	0	0	0	0	0	0	2	1	1	2
• Systems Technology <sup>36</sup>	—	—	—	—	—	—	—	—	—	—
<b>Subtotal</b>	<b>179</b>	<b>168</b>	<b>131</b>	<b>124</b>	<b>135</b>	<b>114</b>	<b>318</b>	<b>255</b>	<b>155</b>	<b>90</b>
<b>Other</b>										
Industry Certification Cosmetology <sup>37</sup>	12	16	9	1	0	18	14	18	19	37
Industry Certificate in Criminal Justice	2	2	1	0	0	0	0	0	0	0
Certified Nursing Assistant (CNA)	2	0	1	0	0	1	13	3	1	0
Adult High School Diploma <sup>38</sup>	95	114	135	163	94	122	121	93	85	100
Enrichment	0	0	0	0	0	0	0	2	4	17
Journeyworker Certificate	139	104	124	104	79	109	136	120	121	113
Undeclared	434	316	343	396	330	283	181	117	115	122
<b>Subtotal</b>	<b>684</b>	<b>552</b>	<b>613</b>	<b>664</b>	<b>503</b>	<b>533</b>	<b>465</b>	<b>353</b>	<b>345</b>	<b>389</b>
<b>Grand Total</b>	<b>2,727</b>	<b>2,562</b>	<b>2,410</b>	<b>2,428</b>	<b>2,218</b>	<b>2,078</b>	<b>1,979</b>	<b>1,796</b>	<b>1,690</b>	<b>1,730</b>

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1-17.

As reflected in Table 7, there were eighteen associate degree programs continuously offered since fall 2013 (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 Education, AA in Liberal Studies, and AS in Criminal Justice), one (1) experienced continuous growth over the past four (4) years (AS in Medical Assisting), and one (1) experienced continuous growth over the past (5) years (AS in Computer Science).

Enrollment in the fifteen (15) certificate programs that have been continuously offered since fall 2013 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 2022 IDEA Student Ratings of Instruction Survey (Appendix C), students rate faculty an average of 4.02 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

<sup>35</sup> Program reinstated in April of 2009 and previous program title was a Certificate in Basic Surveying.

<sup>36</sup> Program archived in April of 2009.

<sup>37</sup> Program under curriculum review as of Fall 2016.

<sup>38</sup> Program count includes GED®.

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.

The following section shows program completion rates over the course of ten (10) years starting from 2013 to 2022. 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

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Total
<b>Associate of Arts <i>in</i></b>											
• Culinary Arts	10	7	24	10	9	15	16	14	19	16	<b>140</b>
• Education	15	17	23	51	37	36	30	26	10	18	<b>263</b>
• Liberal Studies <sup>39</sup>	9	20	17	37	22	29	16	9	7	15	<b>181</b>
<b>Subtotal</b>	<b>34</b>	<b>44</b>	<b>64</b>	<b>98</b>	<b>68</b>	<b>80</b>	<b>62</b>	<b>49</b>	<b>36</b>	<b>49</b>	<b>584</b>
<b>Associate of Science <i>in</i></b>											
• Accounting	10	7	15	14	11	18	11	10	4	17	<b>117</b>
• Automotive Service Technology (AST) <sup>40</sup>	3	6	3	1	1	5	11	0	0	0	<b>30</b>
• AST – General Service Technician <sup>41</sup>	—	—	—	2	7	0	0	4	3	5	<b>21</b>
• AST – Master Service Technician <sup>42</sup>	—	—	—	0	2	0	0	3	4	1	<b>10</b>
• Automotive Technology <sup>43</sup>	—	—	—	—	—	—	—	—	—	—	<b>0</b>
• Civil Engineering Technology <sup>44</sup>	0	0	0	0	3	1	0	2	0	1	<b>7</b>
• Computer Networking	3	4	6	10	13	14	5	10	14	16	<b>95</b>
• Computer Science	4	8	7	4	8	12	14	13	7	12	<b>89</b>
• Criminal Justice	11	18	31	23	19	24	28	30	31	20	<b>235</b>
• Early Childhood Education	15	22	27	29	21	37	25	29	30	18	<b>253</b>
• Electronics Networking <sup>45</sup>	—	—	—	—	0	0	0	0	0	0	<b>0</b>
• Emergency Management <sup>46</sup>	1	1	3	0	1	0	0	0	0	0	<b>6</b>
• Food & Beverage Management <sup>47</sup>	1	0	2	1	7	3	0	1	0	0	<b>15</b>
• Foodservice Management	—	—	—	—	—	—	—	—	7	4	<b>11</b>
• Hospitality Industry Management <sup>48</sup>	—	—	—	0	0	6	1	1	1	0	<b>9</b>

<sup>39</sup> Formerly AA in Liberal Arts and AA in Interdisciplinary Arts & Studies.

<sup>40</sup> Program changed to Automotive Service Technology – General Service Technician and Automotive Service Technology – Master Service Technician in Fall 2015.

<sup>41</sup> Prior to Fall 2015, the General Service Technician emphasis was under Automotive Service Technology.

<sup>42</sup> Prior to Fall 2015, the Master Service Technician emphasis was under Automotive Service Technology.

<sup>43</sup> Program replaced with AS in Automotive Service Technology in Fall 2006.

<sup>44</sup> Program reinstated in November 2011.

<sup>45</sup> Program changed to AS in Computer Networking in Summer 2005. One student remained enrolled ; received an AS in Electronics Networking.

<sup>46</sup> Program was adopted in April of 2007 and began in Fall of 2007.

<sup>47</sup> Program emphasis was under the AS in Hospitality Industry Management program from Fall 2003 through Spring 2010.

<sup>48</sup> Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism and Travel Management in Fall 2010.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Total
<b>Associate of Science in</b>											
• Hotel Operations & Management <sup>49</sup>	0	4	4	9	7	4	1	0	0	0	29
• Human Services <sup>50</sup>	—	0	0	0	6	10	9	7	6	13	51
• International Hotel Management	—	—	—	—	—	—	2	6	2	9	19
• Marketing	6	3	6	14	6	16	7	14	15	10	97
• Medical Assisting	24	20	21	16	19	12	20	18	19	18	187
• Office Technology	2	3	0	2	3	3	1	4	3	4	25
• Practical Nursing	—	—	—	—	—	—	—	0	19	13	32
• Pre-Architectural Drafting <sup>51</sup>	0	2	0	5	2	2	5	3	0	1	20
• Supervision & Management	8	5	10	13	9	11	9	14	3	12	94
• Surveying Technology <sup>52</sup>	0	0	1	1	0	0	1	0	0	0	3
• Tourism & Travel Management <sup>53</sup>	1	1	5	11	13	18	6	15	17	15	102
• Visual Communications	6	7	12	14	13	18	15	5	19	11	120
Subtotal	95	111	153	169	171	214	171	189	204	200	1,677

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Total
<b>Certificate in</b>											
• Accounting <sup>54</sup>	—	—	—	—	—	—	—	—	—	—	0
• Automotive Service Technology	1	1	0	0	0	1	1	9	4	4	21
• Automotive Tech <sup>55</sup>	—	—	—	—	—	—	—	—	—	—	0
• Computer Aided Design & Drafting <sup>56</sup>	0	0	1	3	2	1	4	3	0	0	14
• Computer Science	0	3	0	1	0	1	0	2	0	0	7
• Construction Technology	0	0	1	2	1	4	6	6	0	5	25
• Cosmetology <sup>57</sup>	1	—	—	—	—	—	—	—	—	—	1
• Criminal Justice	4	9	8	14	20	25	8	9	15	7	119
• Early Childhood Education	1	4	2	0	2	18	21	21	16	12	97
• Education	1	2	0	2	1	1	0	2	0	1	10
• Emergency Management <sup>58</sup>	0	0	0	0	0	0	0	0	0	0	0
• Environmental Technician	—	—	—	0	0	0	1	1	0	0	2
• Family Services <sup>59</sup>	0	1	1	1	0	3	2	1	5	12	26
• Fire Science	0	0	0	0	0	0	0	0	0	0	0
• Medical Assisting	1	21	21	16	22	13	21	19	20	20	174
• Medium/Heavy Truck Diesel Technology <sup>60</sup>	0	0	0	0	0	0	0	0	0	0	0

<sup>49</sup> Program emphasis was under the AS in Hospitality Industry Management program from Fall 2003 through Spring 2010.

<sup>50</sup> Program adopted in June 2014.

<sup>51</sup> Program reinstated in April of 2010 as AS in Pre-Architectural Drafting. Previous program title: Architectural Engineering Technology.

<sup>52</sup> Program adopted in April of 2009.

<sup>53</sup> Program emphasis was under the AS in Hospitality Industry Management program from Fall 2003 through Spring 2010.

<sup>54</sup> Program archived in May of 2007; however, one student remained enrolled until AY 2011.

<sup>55</sup> Program replaced with Certificate in Automotive Service Technology in Fall of 2006; one student remained enrolled until AY 2008.

<sup>56</sup> Program reinstated in May of 2010 and last appeared in the 1999-2000 catalog.

<sup>57</sup> Program under curriculum review.

<sup>58</sup> Program adopted in April of 2007 and began in Fall of 2007.

<sup>59</sup> Program reinstated in February of 2013.

<sup>60</sup> Program adopted in July of 2009.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Total
<b>Certificate in</b>											
• Office Technology	0	1	0	0	0	0	0	5	2	3	<b>11</b>
• Practical Nursing	18	17	21	22	18	17	—	—	0	0	<b>113</b>
• Pre-Nursing <sup>61</sup>	10	14	11	12	6	—	—	—	—	0	<b>53</b>
• Sign Language Interpreting <sup>62</sup>	—	—	—	—	—	—	10	6	1	0	<b>17</b>
• Supervision & Management	0	2	0	0	0	2	2	0	0	2	<b>8</b>
• Surveying Technology <sup>63</sup>	0	0	0	0	0	0	0	0	0	0	<b>0</b>
• Systems Technology <sup>64</sup>	—	—	—	—	—	—	—	—	—	—	<b>0</b>
Subtotal	<b>37</b>	<b>75</b>	<b>66</b>	<b>73</b>	<b>72</b>	<b>86</b>	<b>76</b>	<b>84</b>	<b>63</b>	<b>66</b>	<b>698</b>
<b>Other</b>											
• Adult High School Diploma	20	19	18	1	45	72	38	22	52	30	<b>317</b>
• Criminal Justice Certificate	0	0	0	0	0	2	2	0	0	0	<b>4</b>
• High School Equivalency <sup>65</sup>	127	166	113	14	38	28	38	17	8	0	<b>549</b>
• Industry Certificate in Cosmetology <sup>66</sup>	0	0	0	41	0	1	0	0	0	0	<b>42</b>
• Industry Certification	0	0	0	0	0	0	0	0	0	0	<b>0</b>
• Journeyworker Certificate	51	54	6	81	72	52	20	26	27	4	<b>393</b>
• Nursing Assistant Industry Certification	0	0	0	0	0	0	4	0	7	0	<b>11</b>
Subtotal	<b>239</b>	<b>137</b>	<b>137</b>	<b>155</b>	<b>155</b>	<b>102</b>	<b>65</b>	<b>94</b>	<b>34</b>	<b>33</b>	<b>1151</b>
<b>Grand Total</b>	<b>405</b>	<b>367</b>	<b>420</b>	<b>495</b>	<b>466</b>	<b>482</b>	<b>374</b>	<b>416</b>	<b>337</b>	<b>348</b>	<b>4110</b>

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1-17.

### 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 30<sup>th</sup> or each year. The Graduate Employment Report for the Class of 2022 (Appendix D) includes the following data tables for the 2019-2022 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 (263), AS in Early Childhood Education (253), AS in Criminal Justice (235), AS in Medical Assisting (187), and AA in Liberal Studies (181). 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 (7), AS in Pre-Architectural Drafting

<sup>61</sup> Program archived in January of 2015.

<sup>62</sup> Program archived in September of 2008; however, one student remained enrolled until AY 2011.

<sup>63</sup> Program reinstated in April of 2009. Previous program title: Certificate in Basic Surveying.

<sup>64</sup> Program archived in April of 2009

<sup>65</sup> Program count includes both GED® and HS Equivalency Tests completers. Note: Cost of GED® test increased from \$90 to \$125 in January 2014.

<sup>66</sup> Program under curriculum review as of Fall 2016.

(20), and AS in Office Technology (25). 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 fifteen (15) certificate programs that have been continuously offered by the College, the five (5) with the greatest number of completers are Medical Assisting (174), Criminal Justice (119), Early Childhood Education (97), Family Services (26), and Construction Technology (25). The five (5) with the least number of completers are Computer Science (7), Supervision & Management (8), Education (10), Office Technology (11), and Computer Aided Design & Drafting (14). Moreover, 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 14<sup>th</sup> 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 20, 2023 regarding curriculum revision activities. Of the nine (9) program documents that were submitted to the CRC in Fall 2022, one (1) was returned to the author and eight (8) were reviewed and approved. Moreover, of the forty-three (43) course documents that were submitted to the CRC in Fall 2022, all forty-three (43) were reviewed and approved. Of the thirteen (13) program documents that were submitted to the CRC in Spring 2023, six (6) were returned to the author, five (5) were reviewed and approved, and two (2) are pending signatures. In addition, of the seventy-one (71) course documents that were submitted to the CRC in Spring 2023, fourteen (14) were returned to the authors, fifty-four (54) were reviewed and approved, and three (3) are pending Dean and VPAA approval. The CRC will continue to assess their processes to ensure efficiency and effectiveness.

## Institutional Assessment Reports

The Fall 2022 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 used for 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 AY22-23 (Appendix G). The report stated that during AY22-23 all instructional programs, student services, and administrative units are reviewed using clear and measurable outcomes. 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 2022-2023, seven (7) committee members rated a total of nineteen (19) unit assessment submissions with twelve (12) approved, four (4) approved with minor changes, two (2) outstanding resubmits, and one (1) incomplete. The committee also verified, and assisted thirty-seven (37) academic units to properly identify their status in Nuventive Improve as under curriculum review.

The assessment reveals that individual departments and programs closed the loop during the academic year 2022-2023. Examples on closing the loop for several assessment units under Groups A and C can be found in Appendix I. These assessment units include: Accounting AS, International Hotel Management AS, Marketing AS, Board of Trustees, Business Office, Communications and Promotions, Development and Alumni Relations Office, Environmental Health and Safety, Office of the President, and Planning and Development: Facilities.

Of the assessment units that closed the loop, recommendations for improvement based on assessment results include (1) continue to expose students to professionals in the field and consider restarting the accounting pathways conference, (2) hiring of permanent faculty, (3) purchase resources and build on certification opportunities, (4) continue to solicit media coverage to increase public profile of work-ready boot camps, and (5) hold multiple workplace safety training in the future.

The efficacy of the implementation of improvements as a result of assessment is integrated into the unit assessment cycle through the linking of prior assessment results with current assessment results. Assessment authors are required to input a historical assessment perspective narrative into their 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.

#### **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 2022-2023:

- 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) as they start the new assessment cycle with a new assessment management system.
- Encourage the GCC community to seek training with the CCA committee to meet assessment deadlines.

**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 Programs<sup>1</sup>), 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

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

## 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 Programs<sup>2</sup>) 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.

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<sup>2</sup> 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:

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

The screenshot displays the 'Add Student Learning Outcome (SLO)' form within the Nuventive Improve system. The interface includes a top navigation bar with the date '2/7/2021' and the page title 'Program Plan v5.8.32624'. The main content area is titled 'Item1' and shows a breadcrumb trail: 'Medical Assisting AS & Certificate > Program Planning > Program Plan > Add Student Learning Outcome (SLO)'. A left-hand sidebar contains a menu with categories like 'Home', 'Information', 'Program Planning', 'Course Planning', 'Mapping', 'Reports', and 'Documents'. The 'Program Planning' menu is expanded, showing options such as 'Committee Feedback', 'Author Response', 'Program Plan', and 'Data Collection'. The main form area contains several required fields, each marked with an asterisk and a question mark: 'Student Learning Outcome (SLO) Name', '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', and 'Historical Assessment Perspective'. A 'Save' button and a 'Return' button are located at the top right of the form area. At the bottom of the form, a legend indicates that an asterisk denotes a 'Required field'. The footer of the page contains the URL 'https://guamcc.improve.nuventive.com/tracdat/faces/assessment/unit\_planning/assessment\_plan/editObjective.xhtml' and the page number '1/1'.

2/7/2021 Course Plan v5.8.32624

Item 2

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

Home (/tracdat/fac... Save Return

Information ▼

Program Planning ▼

Course Planning ▼

  Course Plan

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

Mapping ▼

Reports ▼

Documents ▼

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MS101 - Introduction to Medical Assisting

\* Course SLO Name  
 ?

\* Course SLO Description  
 ?

Course Outcome Status  
 ?

Course Planned Assessment Cycles  
 ?

Start Date  
 ?

End Date  
 ?

\* Capstone Course/CTE Related Course  
 ?

Type of Industry National Certification  
 ?

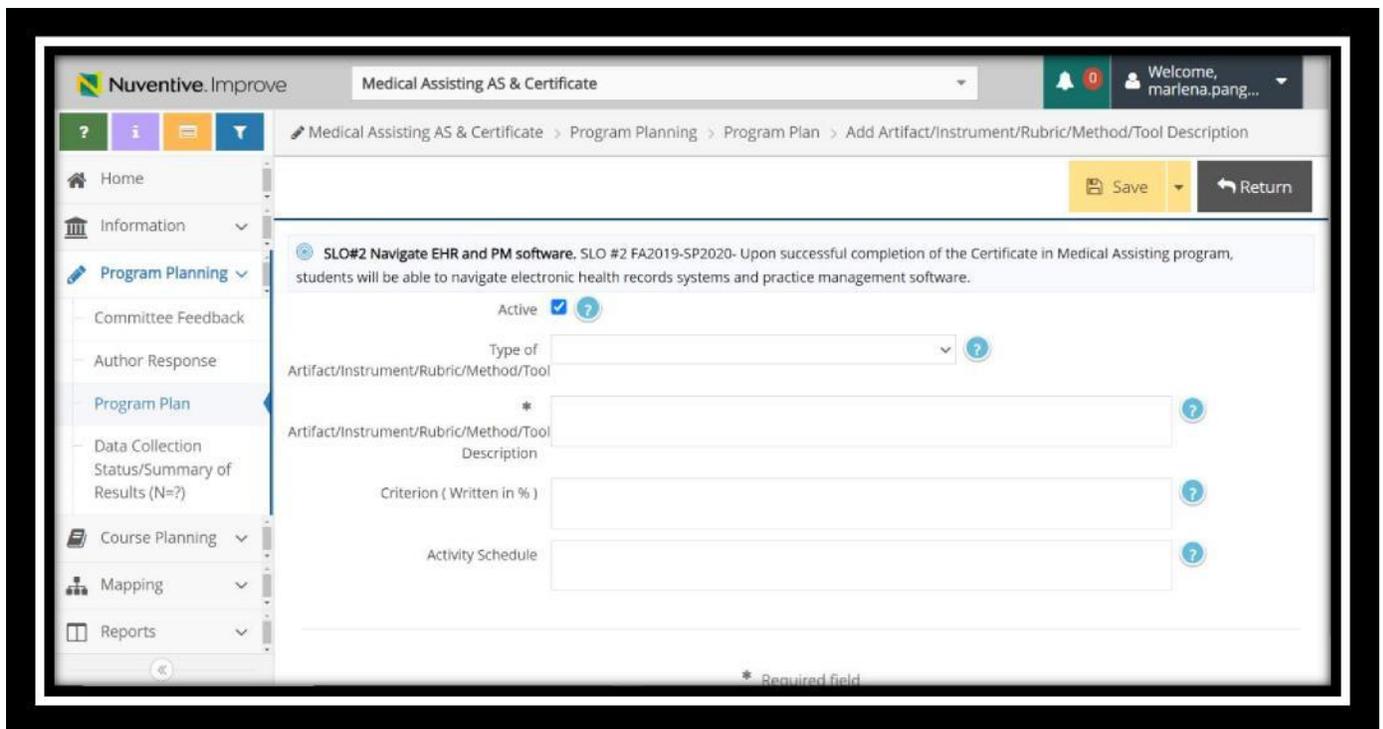
\* Course-level SLO Plan reflects/incorporates  
 ?

\* Historical Assessment Perspective  
 ?

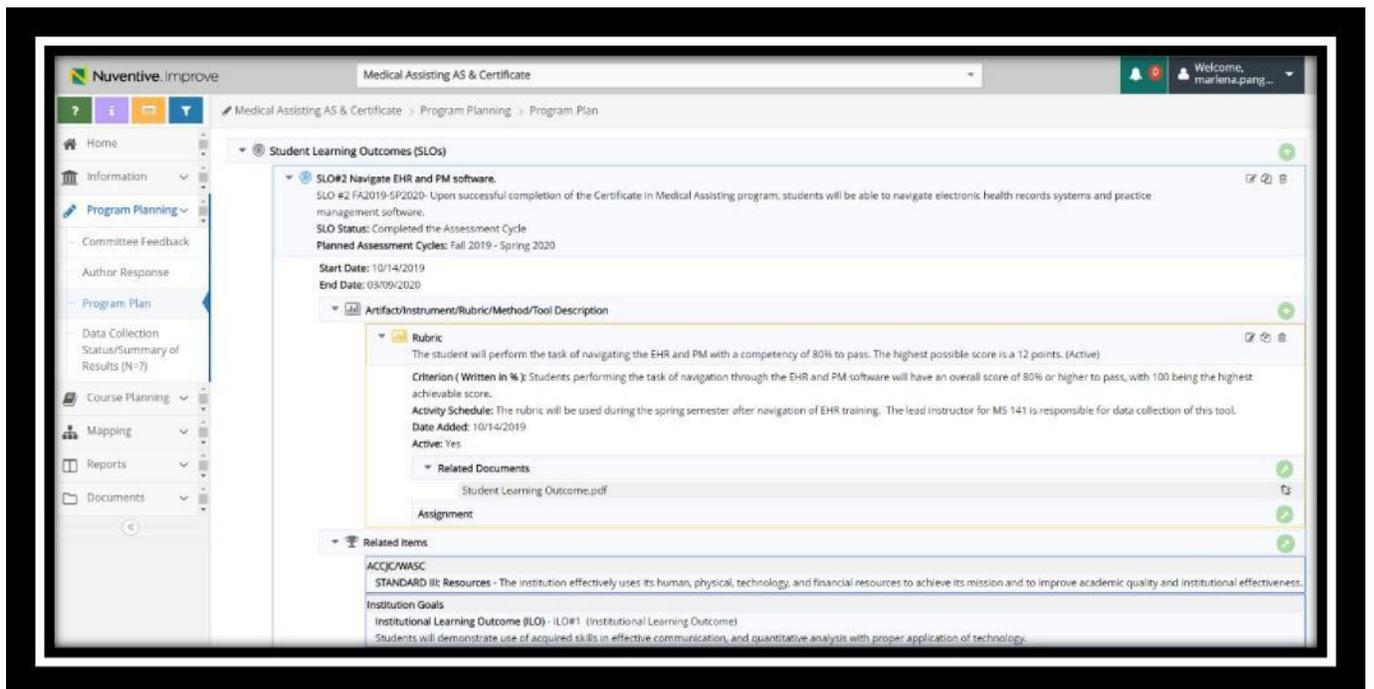
\* SLO Domain Types

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).



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.



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.

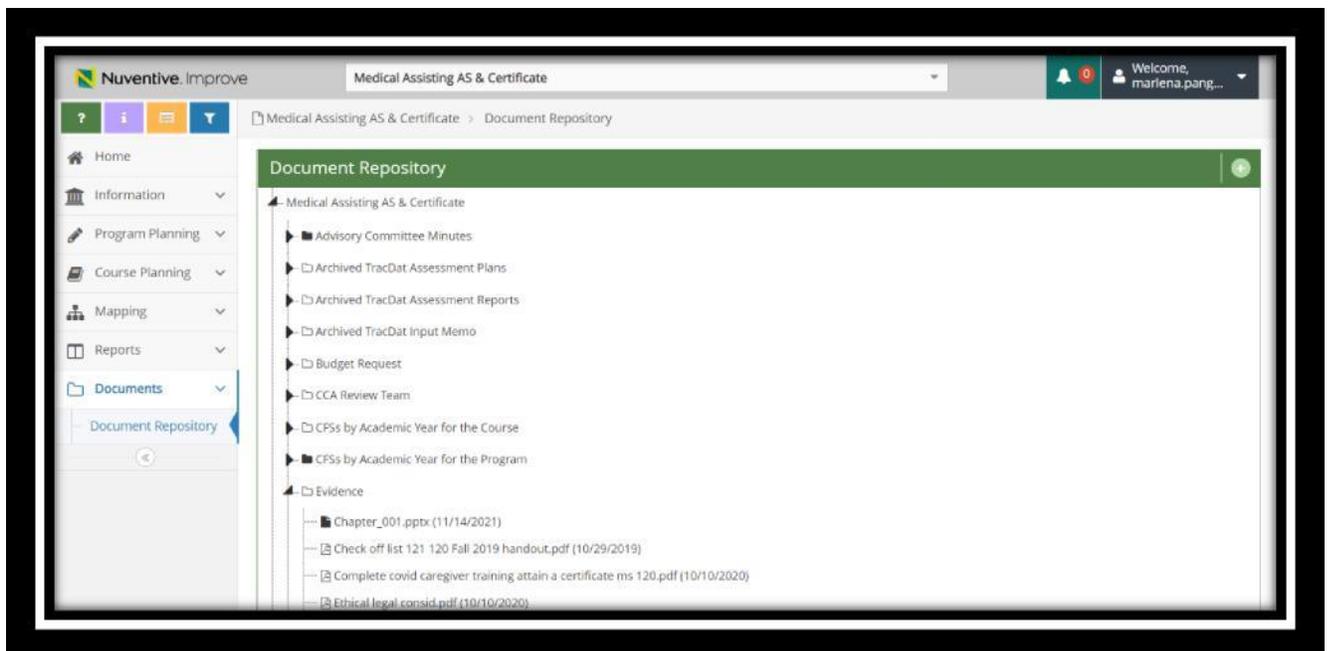
Student Learning Outcome- Navigate HER and PM Software

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

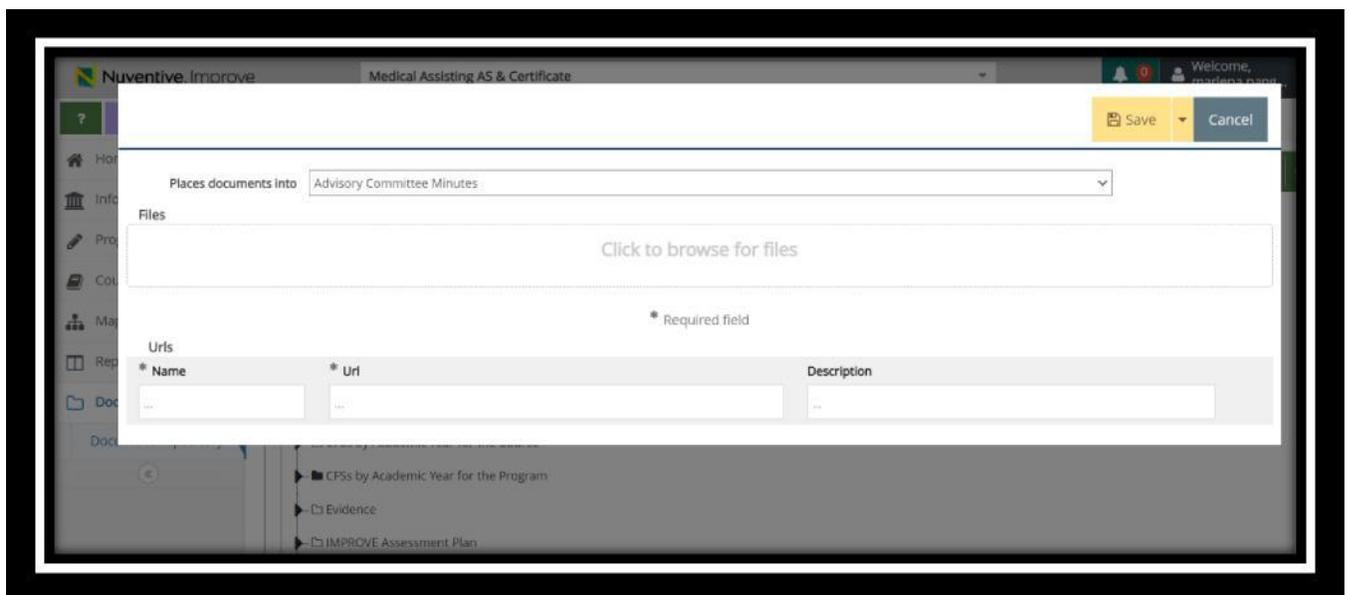
- Patient demographics
- Progress notes
- Vital signs
- Medical histories
- Diagnoses
- Medications
- Immunization records

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

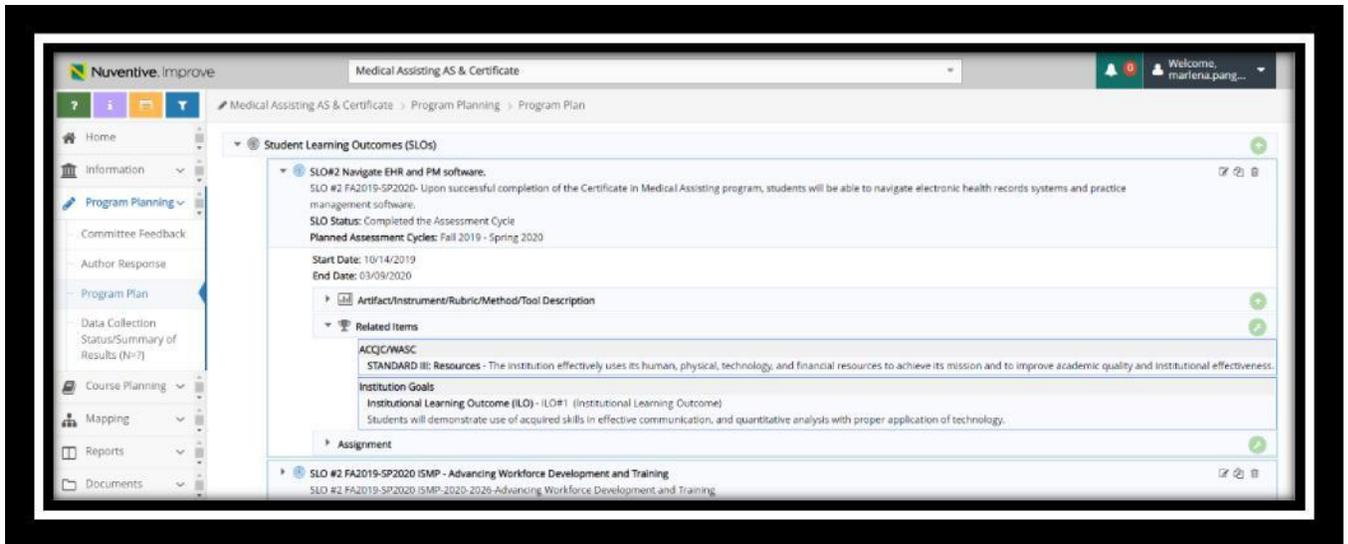
Sample Assessment Rubric



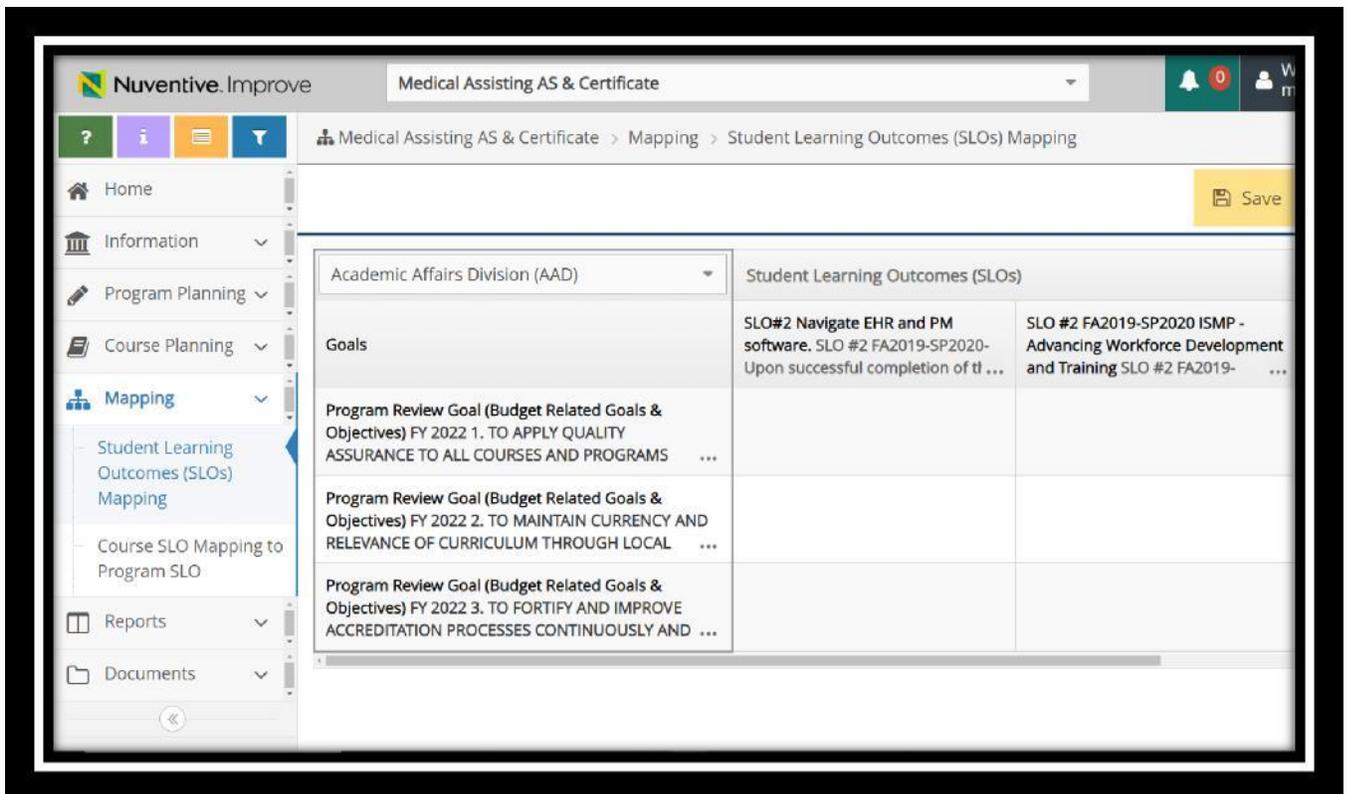
Assessment instruments, tools, or artifacts are uploaded into the Nuventive Improve assessment management system menu Documents and Document Repository. Various institutional folders have already been generated by past assessment authors and the Office of Assessment, Institutional Effectiveness and Research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

Nuventive.Improve Medical Assisting AS & Certificate

Medical Assisting AS & Certificate > Mapping > Student Learning Outcomes (SLOs) Mapping

14 Home

**a** Information

dP Program Planning

**g** Course Planning

Mapping

Student Learning Outcomes (SLOs) Mapping

Course SLO Mapping to Program SLO

**CO** Reports

1Th Documents

0

ACCJC/WASC	Student Learning Outcomes (SLOs)
<p>Goals</p> <p>STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity The institution demonstrates strong commitment to a ...</p> <p>STANDARD II: Student Learning Programs and Support Services The institution offers instructional programs, library and learning support services, ar</p> <p>STANDARD III: Resources The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve ...</p> <p>STANDARD IV: Leadership and Governance The institution recognizes and <u>uses the contributions of</u></p>	<p>SLO#2 Navigate EHR and PM SLO #2 FA2019-5P202015MP - software. SLO #2 FA2019-SP2020- Advancing Workforce Development Upon successful completion of tl ... and Training SLO #2</p>

At least one link to the ACCJC/WASC Accreditation Standards must be mapped to the SLO for academic assessment units and student service units or to the AUO for non-academic assessment units.

Nuventive. Improve Medical Assisting AS & Certificate

ak Medical Assisting AS & Certificate > Mapping > Student Learning Outcomes (SLOs) Mapping

Home

5 Information

9 Program Planning v I

**g** Course Planning

**Ai** Mapping

Student Learning Outcomes (SLOs) Mapping

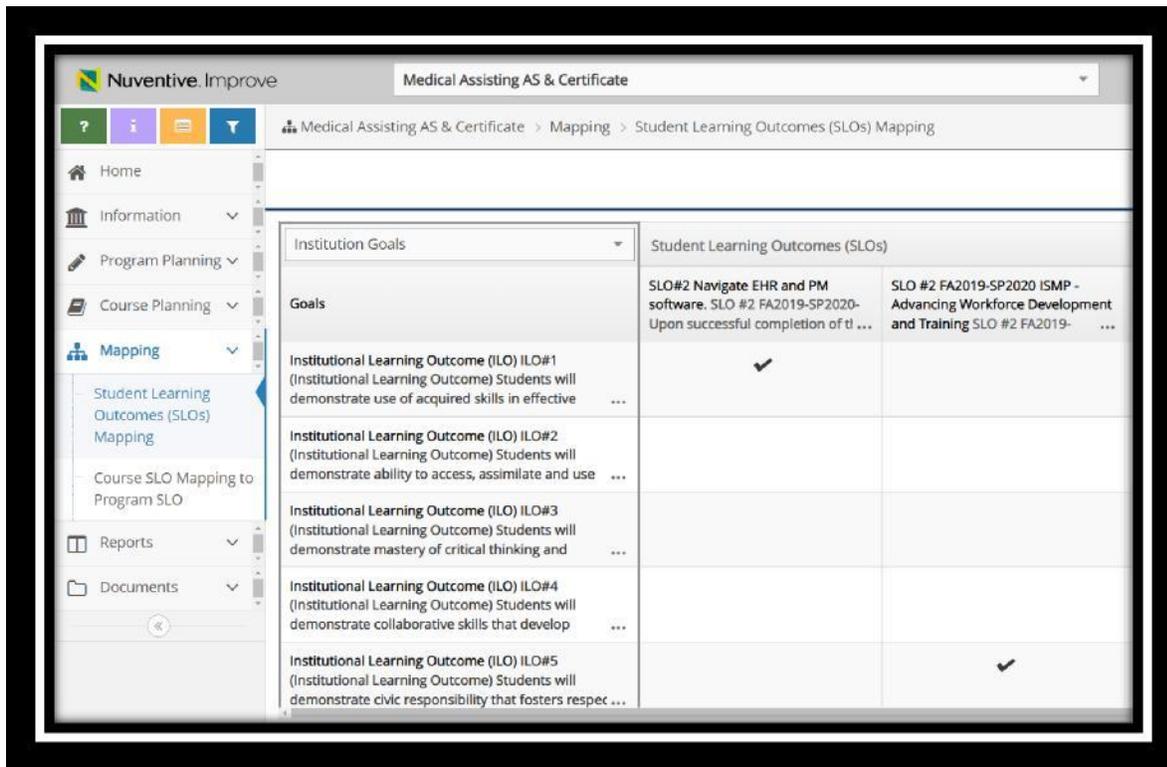
Course SLO Mapping to Program SLO

**0]** Reports

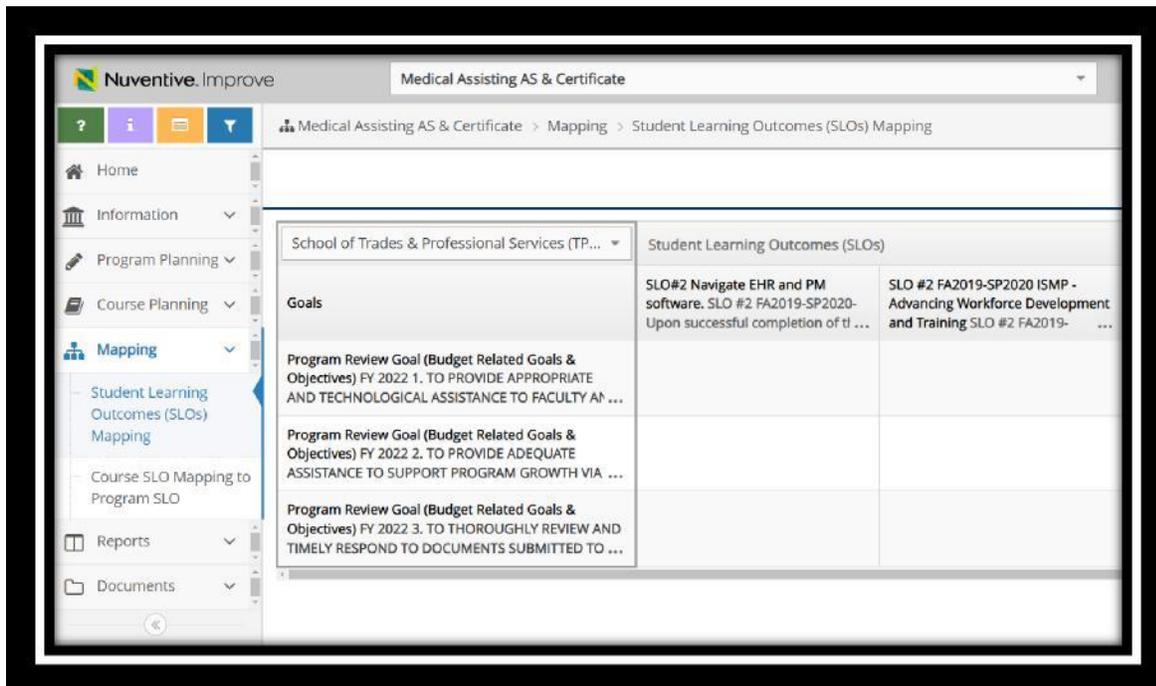
Documents

Board of Trustees (BOT)	Student Learning Outcomes (SLOs)
<p>Goals</p> <p>Program Review Goal (Budget Related Goals &amp; Objectives) FY 2022 1. TO PERIODICALLY EVALUATE AND AMEND BOARD POLICIES AND UPDATE BY-LAS...</p> <p>Program Review Goal (Budget Related Goals &amp; Objectives) FY2022 2. TO SET AN EXAMPLE BY ENGAGING ALL STAKEHOLDERS IN THE COLLEGE'S ...</p> <p>Program Review Goal (Budget Related Goals &amp; Objectives) FY2022 3. TO ASSESS THE EFFECTIVENESS OF THE PARTICIPATORY GOVERNANCE STRUCTURE ...</p>	<p>SLO#2 Navigate EHR and PM SLO #2 FA2019-SP2020 15MP - software. SLO #2 FA2019-5P2020- Advancing Workforce Development Upon successful completion of tl ... and Training SLO #2 FA2019-</p> <p>✓</p>

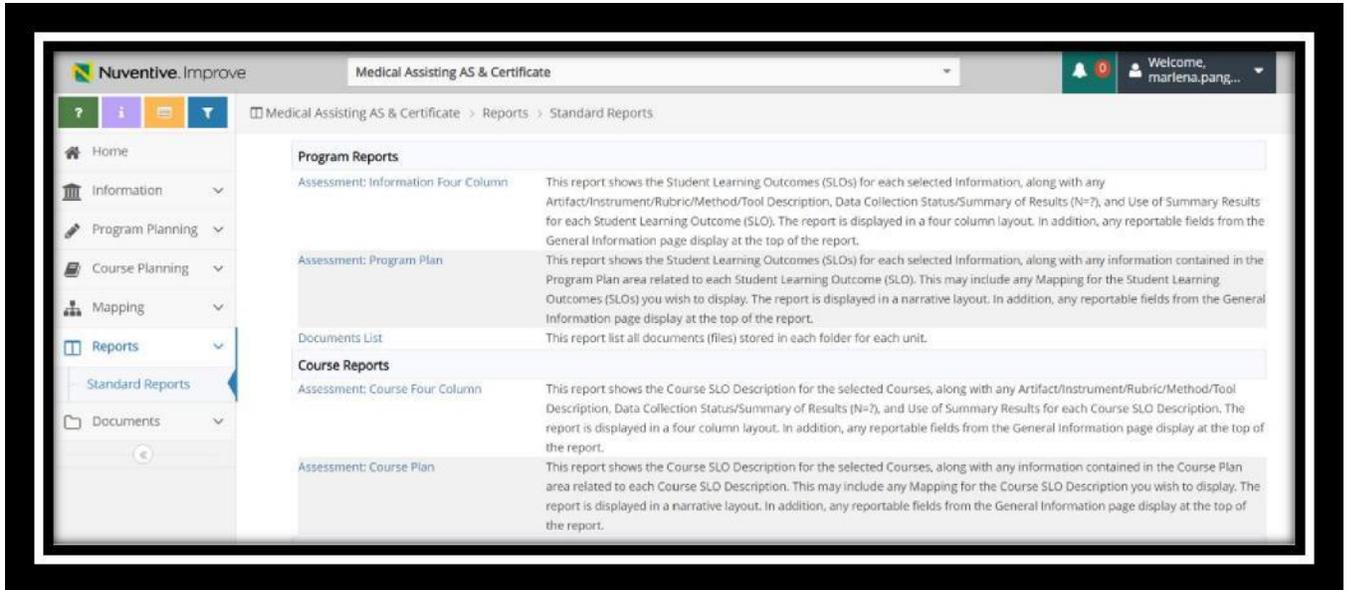
At least one link to the Board of Trustees Program Review Goal (Budget Related Goals and Objectives) must be mapped to the SLO for academic assessment units and student service units, and to the AUO for non-academic assessment units.



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 AUO for non-academic assessment units.



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)

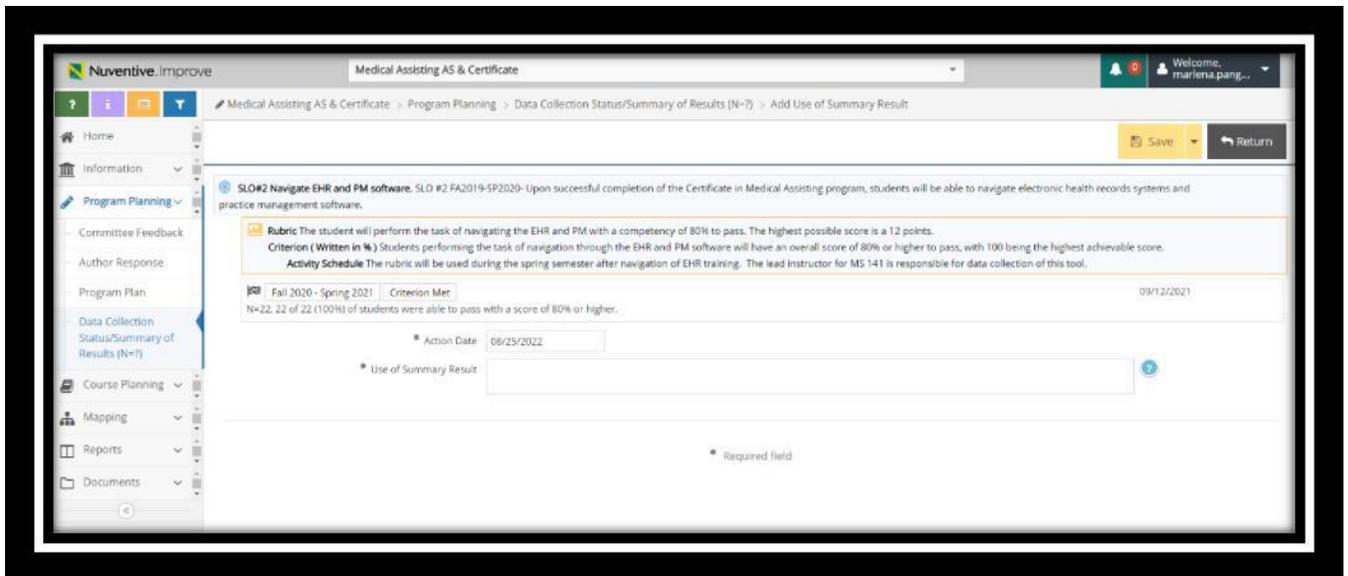
Students will demonstrate use of acquired skills in effective communication, and quantitative analysis with proper application of technology.

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.

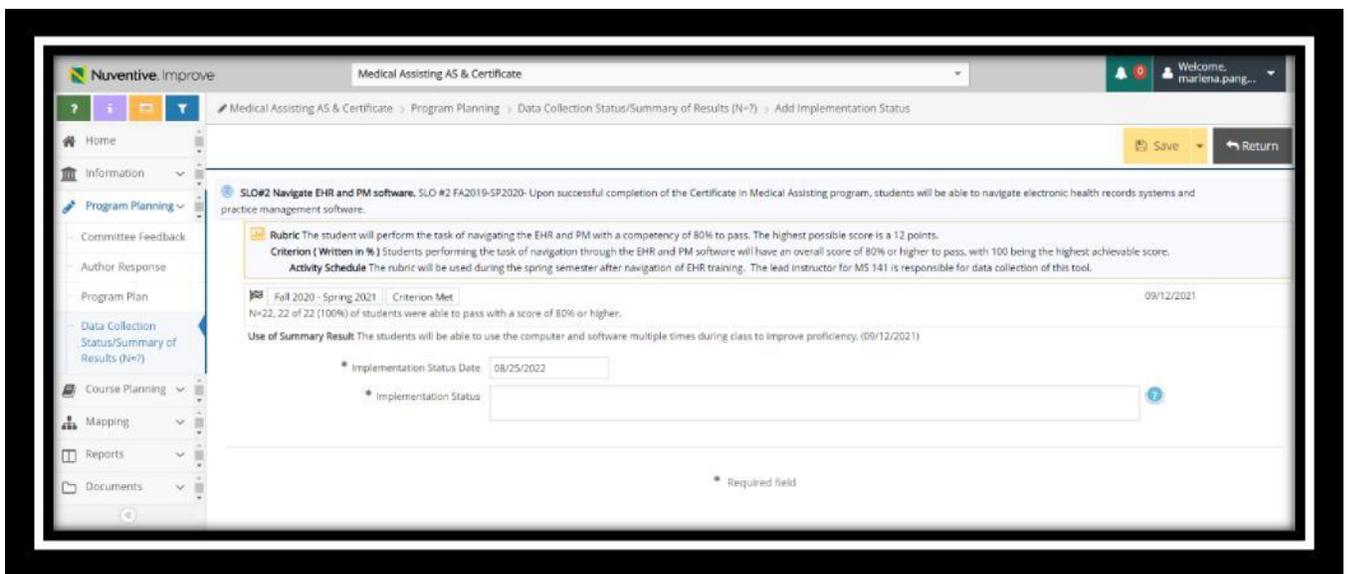
**Assessment Report and Implementation:** During the second semester of the assessment cycle, the assessment results are entered into the Nuventive Improve assessment management system, including the upload of two samples of student work, preferably one excellent sample and one sample that reflects improvements 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.

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.

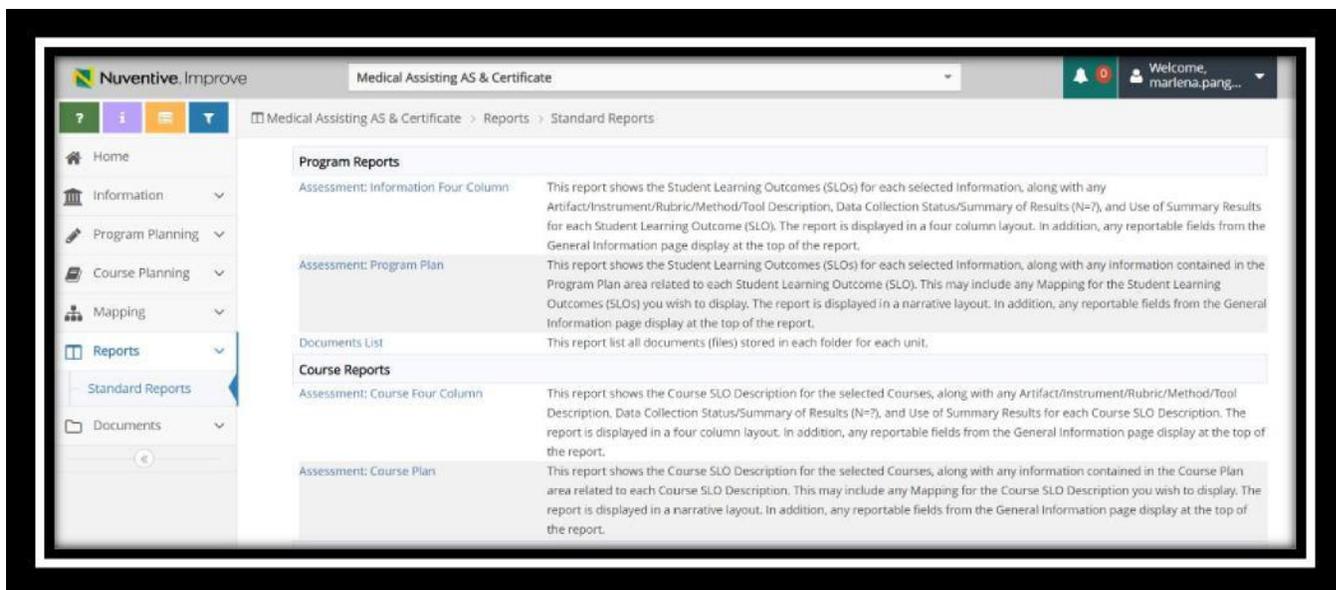


Use of Summary Result: Overall, how did the data inform your teaching practice? For example, what went well or not and what will you do differently next time? Discuss the assessment tool's effectiveness in providing evidence whether students achieved the SLO/AUO.



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 - anical 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 Artifa/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 detemone. 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 clarity 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 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 Olamed Assessment Cycle: fall 2019 - Spring 2020 Start Date: 10/14/2019 End Date: 03/0/2020 Program Level SLO industry National Certification: yes Type of industry national</p>	<p>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 gore of 80% or higher to pass, with 100 being the highest achievable ewe, 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 Conclusion: Cr tenon Met ri:22, 22 of 22 (100%) of students were able to pass with score of 80% or higher. (09/12/2021) Growth Budget implications/effect: Over \$500 Growth Budget RlStifCatiOn: The use of computers, the internet, and software are essential for student Related DocumentS: <a href="#">ctruipracamplei</a></p>
<p>medical Assistant(RMA) certification. Plistocial <sup>accr</sup> assent <b>Perspective:</b> The medical Assistant program curriculum has been qudated to meet Acaedting Bureau of health Education Schools (ASHES) accreditation guidelines.</p>	<p>Other (indicate the specific tool in the method field/box) • The Medical Assistant Program will prepare and Evaluation</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) implementation status: Continue to allow students lab time to improve their confidence in navigating the software system. 09/12/2021)</p>
<p>SLO V2 FA2019-SP2020 ISM V - <b>Advancing workforce and trailing-</b> SLO 82 FA2019-SP2020</p>	<p>Reporting Period: Fall 2019- Spring 2020 Conclusion: Criterion Not Met N=0.S, or So% of the Medical Assistant Self</p>	<p>use of Summary Result: The program Ad romp lete the SER</p>

## 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.

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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
<b>Group A</b> Associate/Associate -Certificate Program Unit  <b>Group B</b> Certificate Program Unit  <b>Group D</b> Special Program Unit  <b>Group E</b> 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
<b>Group C</b> 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**

**2022 IDEA Student Ratings of Instructions Survey Report (Generated)**

## Question Mean Analysis

**Role:** AIER\_Report\_Administrator, Assessment

**Evaluation:** IDEA Diagnostic Feedback (2016)

**Term:** Fall 2022

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	4.44	0.84	321
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	4.29	1.02	321
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	4.48	0.84	321
Describe the frequency of your instructor's teaching procedures.  The Instructor: - Demonstrated the importance and significance of the subject matter Question Mean Details	4.55	0.78	321
Describe the frequency of your instructor's teaching procedures.  The Instructor: - Formed teams or groups to facilitate learning Question Mean Details	4.01	1.3	321
Describe the frequency of your instructor's teaching procedures.  The Instructor: - Made it clear how each topic fit into the course Question Mean Details	4.51	0.84	321

<b>Evaluation Questions</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b># of Classes</b>
Describe the frequency of your instructor's teaching procedures.  The Instructor: - Provided meaningful feedback on students' academic performance Question Mean Details	4.28	1.02	321
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	4.29	0.96	321
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	4.31	0.99	321
Describe the frequency of your instructor's teaching procedures.  The Instructor: - Explained course material clearly and concisely Question Mean Details	4.47	0.86	321
Describe the frequency of your instructor's teaching procedures.  The Instructor: - Related course material to real life situations Question Mean Details	4.46	0.88	321
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	4.15	1.11	321
Describe the frequency of your instructor's teaching procedures.  The Instructor: - Introduced stimulating ideas about the subject Question Mean Details	4.34	0.93	321
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	4.04	1.24	321
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	4.22	1.02	321

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	4.14	1.18	321
Describe the frequency of your instructor's teaching procedures.  The Instructor: - Asked students to help each other understand ideas or concepts Question Mean Details	4.25	1.04	321
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	4.28	1.03	321
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	4.02	1.21	321
Describe your progress on: - Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) Question Mean Details	4.24	0.84	321
Describe your progress on: - Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures Question Mean Details	4.03	1.06	321
Describe your progress on: - Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) Question Mean Details	4.23	0.88	321
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	4.19	0.91	321
Describe your progress on: - Acquiring skills in working with others as a member of a team Question Mean Details	4.05	1.08	321
Describe your progress on: - Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) Question Mean Details	3.85	1.19	321
Describe your progress on: - Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) Question Mean Details	3.93	1.18	321

<b>Evaluation Questions</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b># of Classes</b>
Describe your progress on: - Developing skill in expressing myself orally or in writing Question Mean Details	3.97	1.12	321
Describe your progress on: - Learning how to find, evaluate, and use resources to explore a topic in depth Question Mean Details	4.11	0.98	321
Describe your progress on: - Developing ethical reasoning and/or ethical decision making Question Mean Details	4.06	1.04	321
Describe your progress on: - Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view Question Mean Details	4.05	1.02	321
Describe your progress on: - Learning to apply knowledge and skills to benefit others or serve the public good Question Mean Details	4.11	1.01	321
Describe your progress on: - Learning appropriate methods for collecting, analyzing, and interpreting numerical information Question Mean Details	4	1.08	321
The Course: On the next two items, compare this course with others you have taken at this institution. - Amount of coursework Question Mean Details	3.26	0.76	321
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	3.21	0.82	321
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	3.5	0.92	321
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	3.99	1.08	321
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	3.67	1.02	321
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	3.49	1.12	321

<b>Evaluation Questions</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b># of Classes</b>
For the following items, choose the option that best corresponds to your judgment. - Overall, I rate this instructor an excellent teacher. Question Mean Details	4.55	0.82	321
For the following items, choose the option that best corresponds to your judgment. - Overall, I rate this course as excellent. Question Mean Details	4.51	0.82	321

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# Unit Summary Report

**Role:** AIER\_Report\_Administrator, Assessment

**Term:** Fall 2022

**Data Version:** IDEA 2016

Organization Unit: **Assessment**

## Learning Objectives

Average number of Objectives selected as Important or Essential in this unit: **7.3**

## 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)	89%	85%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	50%	49%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	83%	79%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	71%	66%
Obj. 5: Acquiring skills in working with others as a member of a team	53%	50%
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	42%	42%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	40%	44%
Obj. 8: Developing skill in expressing oneself orally or in writing	57%	59%

Faculty Selection of Objectives	Sections Selecting Objective as Relevant	IDEA Courses Selecting Objective as Relevant
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	52%	51%
Obj. 10: Developing ethical reasoning and/or ethical decision making	43%	44%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	50%	60%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	51%	47%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	51%	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)	285	4.3	4.2
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	160	4.2	3.9
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	267	4.2	4.1
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	229	4.2	4.1
Obj. 5: Acquiring skills in working with others as a member of a team	170	4.1	3.9
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	135	4	3.8

Relevant Objectives (Important or Essential)	# of Sections	Unit Average (1-5)	IDEA Average
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	129	4	3.9
Obj. 8: Developing skill in expressing oneself orally or in writing	186	4	3.9
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	168	4.1	4
Obj. 10: Developing ethical reasoning and/or ethical decision making	139	4.1	3.9
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	159	4.1	4
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	164	4.2	4
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	165	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)	285	93%	89%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	160	83%	78%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	267	92%	86%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	229	89%	87%
Obj. 5: Acquiring skills in working with others as a member of a team	170	81%	73%

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	135	73%	70%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	129	78%	74%
Obj. 8: Developing skill in expressing oneself orally or in writing	186	77%	78%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	168	87%	81%
Obj. 10: Developing ethical reasoning and/or ethical decision making	139	83%	76%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	159	86%	82%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	164	88%	80%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	165	82%	73%

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

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# Unit Summary Report

**Role:** AIER\_Report\_Administrator, Assessment

**Term:** Fall 2022

**Data Version:** IDEA 2016

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Organization Unit: **Assessment**

## Teaching Methods and Styles

### 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	165	4.41
Demonstrated the importance and significance of the subject matter	300	4.53
Made it clear how each topic fit into the course	314	4.5
Explained course material clearly and concisely	285	4.44
Introduced stimulating ideas about the subject	309	4.34
Inspired students to set and achieve goals which really challenged them	314	4.23
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	165	4.03

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)	268	4.38
Encouraged students to reflect on and evaluate what they have learned	318	4.47

Reflective and Integrative Learning	# of Sections	Average (1-5)
Provided meaningful feedback on students' academic performance	219	4.32
Stimulated students to intellectual effort beyond that required by most courses	321	4.29
Related course material to real life situations	278	4.44
Created opportunities for students to apply course content outside the classroom	318	4.16

Collaborative Learning	# of Sections	Average (1-5)
Formed teams or groups to facilitate learning	170	4.07
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	160	4.29
Asked students to help each other understand ideas or concepts	229	4.21

Active Learning	# of Sections	Average (1-5)
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	219	4.36
Involved students in hands-on projects such as research, case studies, or real life activities	255	4.13
Gave projects, tests, or assignments that required original or creative thinking	216	4.38

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

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# Unit Summary Report

**Role:** AIER\_Report\_Administrator, Assessment

**Term:** Fall 2022

**Data Version:** IDEA 2016

Organization Unit: **Assessment**

## 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	53	49
Excellence of Teacher	54	50
Excellence of Course	56	51
Summary Evaluation	54	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	7%	8%	40%	32%	12%

Overall Outcomes	Much Lower (37 or lower)	Lower (38-44)	Similar (45-55)	Higher (56-62)	Much Higher (63 or higher)
Excellence of Teacher	4%	5%	37%	54%	0%
Excellence of Course	4%	5%	27%	35%	28%
Summary Evaluation	4%	8%	35%	43%	10%

### 5-Point Scale

Overall Outcomes	Unit Average	IDEA Average
Progress on Relevant Objectives	4.2	4.1
Excellence of Teacher	4.5	4.3
Excellence of Course	4.5	4.2
Summary Evaluation	4.4	4.2

### Student Self-Ratings and Course Characteristics

#### Average Ratings

Course Characteristics	Unit Average	IDEA Average
Amount of coursework	3.3	3.4
Difficulty of subject matter	3.3	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.	3.5	3.9
I really wanted to take this course regardless of who taught it.	4	3.8
When this course began I believed I could master its content.	3.7	4
My background prepared me well for this course's requirements.	3.5	3.8

### % of Sections 4.0 or Above

Course Characteristics	Unit Average	IDEA Average
Amount of coursework	13%	16%
Difficulty of subject matter	13%	18%

Student Self-Ratings	Unit Average	IDEA Average
As a rule, I put forth more effort than other students on academic work.	21%	49%
I really wanted to take this course regardless of who taught it.	57%	42%

Student Self-Ratings	Unit Average	IDEA Average
When this course began I believed I could master its content.	35%	56%
My background prepared me well for this course's requirements.	24%	45%

### % of Sections 3.0 or Below

Course Characteristics	Unit Average	IDEA Average
Amount of coursework	15%	17%
Difficulty of subject matter	21%	18%

Student Self-Ratings	Unit Average	IDEA Average
As a rule, I put forth more effort than other students on academic work.	6%	1%
I really wanted to take this course regardless of who taught it.	3%	9%
When this course began I believed I could master its content.	7%	2%
My background prepared me well for this course's requirements.	12%	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 2019-2022**

# GRADUATE EMPLOYMENT REPORT FOR THE CLASSES OF 2019-2022

*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

<b>Associate Degree Programs</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Culinary Arts	16	14	19	16
Education	30	26	10	18
Liberal Studies	16	9	7	15
Accounting	11	10	4	17
Automotive Service Technology (AST)	11	—	—	0
AST – General Service Technician	0	4	3	5
AST – Master Service Technician	0	3	4	1
Civil Engineering Technology	0	2	0	1
Computer Networking	5	10	14	16
Computer Science	14	13	7	12
Criminal Justice	28	30	31	20
Early Childhood Education	25	29	30	18
Emergency Management	0	0	0	0
Food & Beverage Management	0	1	0	0
Foodservice Management	—	—	7	4
Hospitality Industry Management	1	1	1	0
Hotel Operations & Management	1	0	0	0
Human Services	9	7	6	13
International Hotel Management	2	6	2	9
Marketing	7	14	15	10
Medical Assisting	20	18	19	18
Office Technology	1	4	3	4
Practical Nursing	—	0	19	13
Pre-Architectural Drafting	5	3	0	1
Supervision & Management	9	14	3	12
Surveying Technology	1	0	0	0
Tourism & Travel Management	6	15	17	15
Visual Communication	15	5	19	11
<b>Subtotal</b>	<b>233</b>	<b>238</b>	<b>240</b>	<b>249</b>

<b>Certificate Degree Programs</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Automotive Service Technology (AST)	1	9	4	4
Computer Aided Design & Drafting	4	3	0	0
Computer Science	0	2	0	0
Construction Technology	6	6	0	5
Criminal Justice	8	9	15	7
Early Childhood Education	21	21	16	12
Education	0	2	0	1
Environmental Technician	1	1	0	0
Family Services	2	1	5	12
Medical Assisting	21	19	20	20
Office Technology	0	5	2	3
Practical Nursing	—	—	0	0
Pre-Nursing	—	—	—	0
Sign Language Interpreting	10	6	1	0
Supervision & Management	2	0	0	2
<b>Subtotal</b>	<b>76</b>	<b>84</b>	<b>63</b>	<b>66</b>
<b>TOTAL</b>	<b>309</b>	<b>322</b>	<b>303</b>	<b>315</b>

**Source: Guam Community College Banner Student Information System, and Annual GCC Graduate Employment Surveys.**

Table 2. Graduate Career Pathway Category

<b>Graduate Career Pathways*</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Grand Total</b>
Architecture and Construction	6	4	0	1	<b>11</b>
Arts, Audiovisual Technology, and Communications	5	1	0	1	<b>7</b>
Business, Management and Administration	6	11	1	7	<b>25</b>
Education and Training	28	18	4	5	<b>55</b>
Finance	8	3	0	0	<b>11</b>
Health Services	8	11	3	10	<b>32</b>
Hospitality and Tourism	6	16	3	10	<b>35</b>
Human Services	1	2	0	4	<b>7</b>
Information Technology	7	6	0	2	<b>15</b>
Law, Public Safety and Security	10	8	0	3	<b>21</b>
Marketing	6	3	2	2	<b>13</b>
Science, Technology, Engineering and Math	5	10	2	3	<b>20</b>
Transportation	1	5	0	1	<b>7</b>
Other: Seeking additional education	6	24	4	6	<b>40</b>
<b>Grand Total</b>	<b>103</b>	<b>122</b>	<b>19</b>	<b>55</b>	<b>299</b>

**Source: Guam Community College Banner Student Information System and Annual GCC Graduate Employment Surveys.**

\* 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

<b>What is your gross annual income?</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Grand Total</b>
Less than \$20,000	30	59	8	15	<b>112</b>
\$20,000 to \$24,999	27	18	4	14	<b>63</b>
\$25,000 to \$29,999	6	8		10	<b>24</b>
\$30,000 to \$34,999	19	5	2	3	<b>29</b>
\$35,000 to \$39,999	6	2	1	1	<b>10</b>
\$40,000 or more	7	5	1	7	<b>20</b>
Not Reported	8	25	3	5	<b>41</b>
<b>Grand Total</b>	<b>103</b>	<b>122</b>	<b>19</b>	<b>55</b>	<b>299</b>

**Source: Guam Community College Banner Student Information System and Annual GCC Graduate Employment Surveys.**

Table 4. Graduate Employment Status

<b>Graduate Employment Status</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Grand Total</b>
Employed full time (40 or more hours per week)	64	47	10	34	<b>155</b>
Employed part time (less than 40 hours per week)	19	34	4	9	<b>66</b>
Active duty Military				1	<b>1</b>
Not employed and not seeking employment	2	6	2	2	<b>12</b>
Unemployed and seeking employment	10	28	1	4	<b>43</b>
Student	8	7	2	5	<b>22</b>
<b>Grand Total</b>	<b>103</b>	<b>122</b>	<b>19</b>	<b>55</b>	<b>299</b>

Source: Guam Community College Banner Student Information System and Annual GCC Graduate Employment Surveys.

Table 5. Graduate Employment Before or After Graduation

<b>Graduate Employment Before or After Graduation</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Grand Total</b>
After	38	25	1	26	<b>90</b>
Before	63	75	16	25	<b>179</b>
Not Reported	2	22	2	4	<b>30</b>
<b>Grand Total</b>	<b>103</b>	<b>122</b>	<b>19</b>	<b>55</b>	<b>299</b>

Source: Guam Community College Banner Student Information System and Annual GCC Graduate Employment Surveys.

Table 6. Graduate Employment with Same Employer

<b>If employed before graduation, with the same employer</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Grand Total</b>
No	38	36	4	26	<b>104</b>
Yes	42	59	13	13	<b>127</b>
Not Reported	23	27	2	16	<b>68</b>
<b>Grand Total</b>	<b>103</b>	<b>122</b>	<b>19</b>	<b>55</b>	<b>299</b>

Source: Guam Community College Banner Student Information System and Annual GCC Graduate Employment Surveys.

**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: AY22-23 CRC Report**

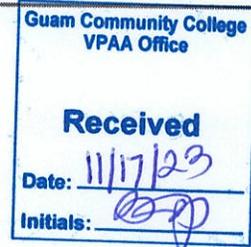


**TO:** Dr. Virginia C. Tudela  
Vice President for Academic Affairs

**FROM:** Ava M. Garcia  
Registrar, Admissions & Registration

**SUBJECT:** AY22-23 CRC Report

**DATE:** June 20, 2023



The Curriculum Review Committee (CRC) ensures and regulates, through quality control, a curriculum that is mission-centered and that is academically sound, comprehensive, and responsive to the evolving needs of the community. Furthermore, this committee reviews, explores, and assesses the effectiveness of General Education policies and procedures, making recommendations to the Faculty Senate, Department Chairpersons, Deans, and other administrators, as appropriate.

During Academic Year 2022-2023, CRC reviewed a numerous amount of program and courses documents which has been broken down below per semester. CRC meetings were held in a face-to-face environment and this committee will continue to assess our processes to ensure efficiency and effective.

Fall 2022	Spring 2023
<b>Programs</b>	<b>Programs</b>
9 - program documents submitted	13 - program documents submitted
1 - returned to author	6 - returned to author
8 - reviewed and approved by CRC	2 - pending signature
	5 - reviewed and approved by CRC
<b>Courses</b>	<b>Courses</b>
43 - submitted	71 - submitted
43 - reviewed and approved by CRC	54 - reviewed and approved by CRC
	14 - returned to author
	3 - pending Dean and VPAA approval



Ava Garcia <ava.garcia@guamcc.edu>

**Report**

5 messages

Virginia Tudela <virginia.tudela@guamcc.edu>

Tue, Jun 20, 2023 at 8:35 AM

To: Ava Garcia <ava.garcia@guamcc.edu>

Hi Ava,

Can you please provide me with a summary of all curriculum received by CRC last academic year- fall and spring-- received, reviewed, approved.

If I can get it today, that would be great!

Thank you!

Gina

---  
Dr. Virginia C. Tudela  
Vice President for Academic Affairs  
(671) 735-5528



E-mail administered by Guam Community College

Ava Garcia <ava.garcia@guamcc.edu>  
To: Virginia Tudela <virginia.tudela@guamcc.edu>

Tue, Jun 20, 2023 at 9:07 AM

Good Morning,

As per your request, I have attached an excel spreadsheet. Please let me know if you need anything else.

Regards,  
Ava

[Quoted text hidden]

---  
Ava M. Garcia  
Registrar

Admissions & Registration  
Guam Community College  
P.O. Box 23069  
Barrigada, Guam 96921  
(T) 671-735-5532 or 5533  
Email: [ava.garcia@guamcc.edu](mailto:ava.garcia@guamcc.edu)

*When you know better... You do better - Maya Angelou*

 **AY22-23 CRC Routing .xlsx**  
251K

Tue, Jun 20, 2023 at 10:00 AM

**Ava Garcia** <[ava.garcia@guamcc.edu](mailto:ava.garcia@guamcc.edu)>  
To: Virginia Tudela <[virginia.tudela@guamcc.edu](mailto:virginia.tudela@guamcc.edu)>

As per your request....

Programs

- 22 - submitted
- 8 - returned to author
- 14 - reviewed and approved by CRC

Courses

- 114 - submitted
- 1 - pending VPAA approval
- 3 - pending Dean's approval
- 13 - returned to author
- 97 - reviewed and approved by CRC

On Tue, Jun 20, 2023 at 8:35 AM Virginia Tudela <[virginia.tudela@guamcc.edu](mailto:virginia.tudela@guamcc.edu)> wrote:

[Quoted text hidden]

[Quoted text hidden]

Tue, Jun 20, 2023 at 10:03 AM

**Virginia Tudela** <[virginia.tudela@guamcc.edu](mailto:virginia.tudela@guamcc.edu)>  
To: Ava Garcia <[ava.garcia@guamcc.edu](mailto:ava.garcia@guamcc.edu)>

Thanks, Ava! Can you break it down by semester for me please?

Gina

[Quoted text hidden]

[Quoted text hidden]

Tue, Jun 20, 2023 at 10:27 AM

**Ava Garcia** <[ava.garcia@guamcc.edu](mailto:ava.garcia@guamcc.edu)>  
To: Virginia Tudela <[virginia.tudela@guamcc.edu](mailto:virginia.tudela@guamcc.edu)>

Fall 2022

Programs

- 9 - program documents submitted
- 1 - returned to author
- 8 - reviewed and approved by CRC

Courses

- 43 - submitted
- 43 - reviewed and approved by CRC

Spring 2023

Programs

- 13 - program documents submitted
- 6 - returned to author
- 2 - pending signature
- 5 - reviewed and approved by CRC

Courses

71 - submitted

54 - reviewed and approved by CRC

14 - returned to author

3 - pending Dean and VPAA approval

[Quoted text hidden]

**Appendix G**

**Memorandum: CCA-Year End Report**

**AY 2022-2023**



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

Guam Community College VPAA Office
<b>Received</b>
Date: 07/07/23
Initials: <i>SB</i>

## MEMORANDUM

TO: Dr. Virginia C Tudela, Vice President Academic Affairs *[Signature]*

FROM: Katsuyoshi Uchima, CCA Chair Committee on College Assessment (CCA) *[Signature]*  
Catherine Solidum, CCA Co-chair Committee on College Assessment (CCA) *[Signature]*

DATE: July 5, 2023 (Report Delayed Due to Typhoon Mawar)

SUBJECT: Committee on College Assessment (CCA)-Year End Report for AY 2022-2023

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### COMMITTEE REPORT

- During AY 2022-2023 all instructional programs, student services, administrative units at the Guam Community College (GCC) are reviewed for Student Learning Outcomes (SLO) that are clear and measurable by documenting and demonstrating that student learning has occurred. The CCA 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.
- It is recommended that The BOT Policy 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees policy reflects that it is no longer a two-year assessment cycle but now a one-year assessment cycle. The CCA 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 member's 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 lead the campus in the utilization of Nuventive Improve as the committee has provided more than 24 training sessions for AY 2022-2023 with each session ranging from 1.5-3.0 hours in length.
- CCA had 22 official meetings with eight prearranged training meetings. During this academic year, the committee returned to its long-standing Friday 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 2022-2023, seven committee members rated a total of 19 unit assessment submissions with 12 approved, 4 approved with minor changes, 2 outstanding resubmits, and 1 incomplete. The committee also verified, and assisted 37 academic units to properly input their status in Nuventive Improve as under curriculum review.
- What barriers did the committee face?
  - Continued misunderstanding with the process required to complete assessment.
  - Lack of understanding of the curriculum review process and assessments as relationship to faculty evaluations.
  - Continued confusion related to what must be assessed for each instructional program, student services, and administrative units.
  - Authors that did not accept training offered by the committee resulted to delay of their assessment submission or incomplete assessment.
  - Continued confusion related to what is considered acceptable evidence.
  - Lack of understanding related to Growth Budget Implications/Effect: and Growth Budget Justification
  - Lack of faculty committee members and trained members continues to be an issue as it normally takes at least a full academic year to get a member trained.

- How might the committee improve its effectiveness?
  - Active membership continues to be the key to effectively accomplishing the initiatives for the upcoming academic year. Membership of only 5 to 6 members with only two faculty members continues slow the effective and timely completion of assessment reviews. Especially when considering the amount of curriculum documents that have been approved and will be assessed for AY 2023-2024 assessment cycle.

**Recommendations**

- Increase the number of active committee members, specifically faculty members.

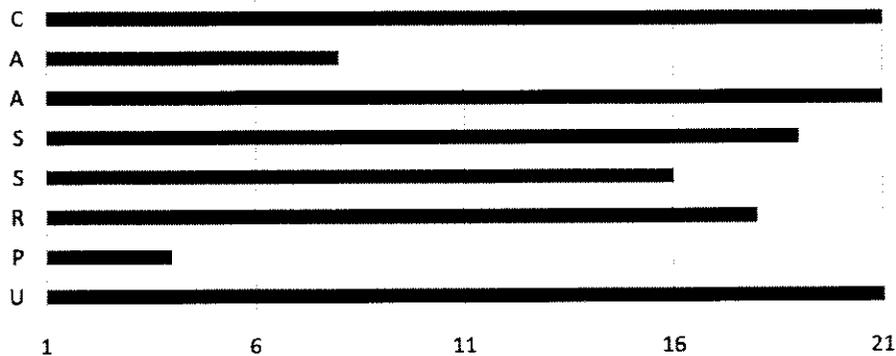
**For academic year 2023-2024, the committee has the following goals:**

- 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 with a new assessment management system.
- Continue to 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.
- Train GCC community in the new assessment software.
- Train all new committee members in the use of the new assessment software.
- Develop a new training document for the new updated system.

**Committee Meeting Attendance**

(does not reflect the time required to train authors and assess documentation.)

**(Meeting attendance only)**



**Appendix H**  
**CCA Memorandum**  
**Spring 2023**

# Memorandum

**TO:** GCC Campus Community

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

**FROM:** Katsuyoshi Uchima, CCA Chair 

**SUBJECT:** Committee on College Assessment (CCA) Spring 2023 Memorandum.

**DATE:** Friday, February 17, 2023

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Hello GCC Community

**Spring assessment due date is March 13, 2023 to meet all assessment requirements, by completing your assessment report and implementation status.**

**A hard deadline of 05/11/2023 will be in effect to make adjustment or additions to your assessment data to comply with CCA recommendations after it has been reviewed on March 13, 2023. This deadline is due to system maintenance and upgrades. Because of this deadline please look at the Committee Feedback tab frequently after the March 13<sup>th</sup> assessment to check the status of your submission.**

CCA would like to remind all authors to please look at your Committee Feedback for Fall 2022 – Spring 2023, this will provide you with the committees rating and feedback related to the assessment plan you have submitted.

Your rating will be one of the following four possibilities:

**Approved:**

No action by author required, continue with your report.

**Approved with minor changes:**

Please respond to the recommended changes or suggestions, and document your responses in the author response tab in Nuventive. You may continue to collect data and work on your assessment report due March 13, 2023.

**Resubmit:**

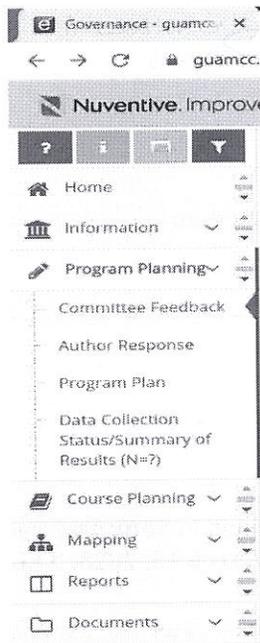
Please respond to the recommended changes or suggestions and document in the author response tab in Nuventive.

***Do not proceed with your assessment until your plan is approved by the committee as the recommendation can cause a complete change in your assessment plan.***

**Incomplete:**

Please contact CCA for further assistance.

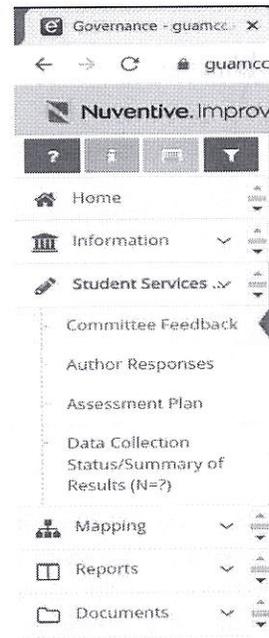
## Program Planning



## Administrative Units



## Student Services Units



OR

OR

If you have any questions or comments please feel free to contact the CCA committee members or AIER to arrange a meeting or training.

Katsuyoshi Uchima, CCA Chair

**Appendix I**

**Closing the Loop Examples (Groups A and C)**

**AY 2022-2023**

Plan to discuss with Advisory committee at March 24, 2023 will share survey results at meeting.

SLO#3: Upon successful completion of the AS in Accounting program, students will be able to discuss skills needed to sustain careers in accounting.

## Accounting AS

Need to continue to expose students to professionals in the field and consider restarting the accounting pathways conference.

20% of the students majoring in accounting will complete the survey & rate skills necessary to sustain career.

N=25, received 5 completed surveys after emailing about 25 graduates for a 20% response rate. Need current emails from graduates to improve response rate. Overall, students have rated their skills ranging from beginner to advanced.

The Department will request an increased budget for the purchase of equipment and hiring of a new postsecondary faculty which will improve student retention and success and overall student learning outcome and a smoother transition into post-secondary.

SLO#3 IDEA: Gaining factual knowledge

## International Hotel Management AS

The department will submit a proposal to the Dean to recommend the hiring of a permanent faculty for the upcoming academic year.

Eighty percent (80%) of the students will score a seventy-five (75%) or higher on a written test which could include multiple choice, true/false, fill in the blank or short answer questions.

With a sample of N=14, 64% scored a seventy-five (75%) or higher on a written test which could include multiple choice, true/false, fill in the blank or short answer questions.

The criterion was met and the department continues to commit to the student's success by sourcing out resources to enhance the marketing program and prepare the graduate student who enrolls in the marketing practicum to demonstrate to the industry expertise their effective and refined communication, technical, and interpersonal skills.

SLO#3: Upon successful completion of the AS Marketing program, students will be able to apply the technical skills required to obtain career-sustaining marketing positions.

## Marketing AS

Even though the MK 292 Marketing Practicum accomplished a 100% criterion met, the department feels that we need to expand the opportunity further by including it in the departmental budget to purchase resources and build on certification opportunities.

85% of the students will average a score of 90% or better for their overall percentage grade.

N=5, the number of students who participated in the assessment. 100% of the students scored 90% or better for their overall percentage grade

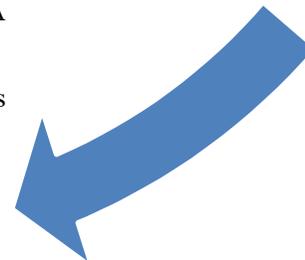
Plan was implemented and majority of policies were reviewed, although 14% as of March 13, 2023 was still due for review, Board policies continued to be reviewed. As of April 14, 2023, 8 additional policies were reviewed; 4 were recommended to be placed on hold; and 2 outstanding. The 4 recommended to be placed on hold had a preliminary review by administrators and are awaiting certain actions to move forward before presentation to the Board. With just 2 policies outstanding for review.



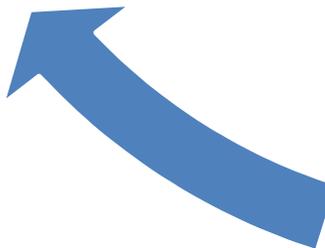
AUO# 1: Budget goal - Policy review. Continue to evaluate and amend periodically board policies and update by-laws to align processes and procedures, as necessary and appropriate.



90% of Board of Trustees (BOT) policies reviewed will reflect at least last review date of 3 years or less, due to some policies that are newly adopted and will not require a review during this period of assessment. However, the Board will continue to update BOT policies to maintain currency and as deemed necessary and appropriate to include the Code of Ethics policy, Mission Statement, By-Laws and BOT Handbook.



There have been several Board of Trustees Policy Reviews in 2022. N=82 policies is the number of policies reviewed. A total of 86% have been reviewed. Again, updating policies is a continuous process for currency, or as needed due to certain situations that may arise prompting earlier review. The Mission Statement was reviewed in 2020 and is currently not due for review, is under 3 years of last review. Due to time constraints, not all policies were reviewed. The BOT Handbook has been updated to be in line with the updated BOT policies. Policy 115, Code of Ethics & Conduct has been reviewed. The By-Laws will be scheduled for review.



Although criterion was not met, policies will continue to be reviewed. BOT will adjust the schedule to increase more policy reviews.



## Board of Trustees

The Business Office will make sure that each department is financially responsible in spending the approved budget. Also to maintain its financial integrity and manages its resources

AUO#2: ISMP- Goal 4  
Optimizing Resources,  
Objective 4.1 Diversify  
Revenue Stream

Business Office

The budget loads were used to identify the necessary needed items, supplies, materials, equipment to run and operate for each respective departments

100% of the Local and NAF budgets are loaded and available for use.

n=4. FY 23 The budgets for the 4 funding sources were loaded in a timely manner. 100% of the local, federal, NAF, and special project budgets were made available for use within the stated fiscal year.

Communications  
and Promotions

Continue to solicit media coverage to increase public profile of work-ready boot camps.

AUO#2 Program Goal #1  
Advancing Workforce  
Development and Training to  
respond to local and regional  
occupational needs

100% of GCC work-ready  
boot camps were covered in  
local media, maximizing  
efforts to inform community  
of opportunities for work-  
related training and  
employment.

N=13; 100% of work-ready  
boot camps received media  
coverage at the launch and  
completion of the program.

OCP effectively elevated the  
profile of work-ready boot  
camps through coverage of the  
start and completion of each  
boot camp as well as  
highlights of participants'  
success stories.

Data input, with the assistance of the vendor, continues. Team training will commence once data input is completed and is planned for Summer 2023

AUO#2: ISMP Goal#1:  
Optimizing Resources

**Development and Alumni Relations Office**

100% of donors will be added to the database for management and future solicitations. Diversified revenue streams will allow for a minimum 10% increase in fundraising and contribution funds raised

N=300; 0% completion of donors entered into database

Bloomerang is now purchased and being populated for use moving forward.

# Environmental Health and Safety

Future workplace safety trainings will be planned, implemented, and measured with Google survey aka Evaluation.

AUO #2 ISMP - Objective 4.3  
Provide employee professional development.

100% of employee survey responders will gain knowledge in professional development in regards to safety in the workplace.

N=12, In chart 1, 11 out of 12 =92% indicated they understood the use of fire extinguisher, and consequently in Chart 2, 10/12 =83% of there responders indicated that they had hands-on experience training which would enable them to handle fire extinguishers.

Because this training was the first, one time, and new training conducted in a long time for the participants, the recommendation is to hold multiple trainings in the future to further hands-on experience with fire extinguishers and understanding of their purpose.

Office of the President

Resource allocation continues to be tied directly to assessment results.

AUO#1: To provide leadership and direction for the activities of the institution to ensure that the College carries out its Mission while maintaining accreditation.

The College has submitted its initial budget to the Board of Trustees. Requests for additional funding will be submitted based on program review and the need for additional resources. The College submitted the FY2024 Budget Request to the Legislature no later than February 15, 2023 as required by law. On March 9, 2023 the budget was modified to reflect the projected 22% increase to staff salaries under the Government of Guam General Pay Plan.

90% of available documents will demonstrate the President's commitment to sustain the financial viability of the College to ensure a conducive learning and working environment for all College constituents.

N=1 or 100% of the College's FY2024 Budget Request to the Board was submitted.

P&D will further analyze and prioritize the category (plumbing, electrical, misc., carpentry, and air conditioning) in need of funding to ensure WOs are closed within five working days.

AUO#2 FA2022-SP2023  
Budget Goal - Improve the efficiency of the Facility's operation

## Planning and Development: Facilities

Further investigation to identify challenges in closing the Work Orders. Seek funding for contractual work to assist in closing WOs.

80% of work orders were addressed within 3 working days and closed within 5 working days.

N=131 100% of the Work Orders were processed within 3 working days. Only 48% were closed or completed within 5 days



GUAM**COMMUNITY**COLLEGE