

JANUARY 2002

**ACADEMIC
YEAR
2000-2001**

FIRST ANNUAL INSTITUTIONAL ASSESSMENT REPORT

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

GCC

GUAM COMMUNITY COLLEGE

Guåhån Kumunio
accredited by the Western Association
of Schools and Junior Colleges

The CCA is an institutional-level committee created under the terms of the 2000-2005 Board-Faculty Agreement that took effect in January 2001. The year 2001-2002 members of the committee include Dr. Linda R.M., Dr. Dennis Ayta, Dr. Christine D. L., and George Lang. Ann Brock is the chairperson, and Barbara Buckland-Walker is the secretary. CCA is the working group that will prepare the presentation of this report.

GUAM COMMUNITY COLLEGE
ANNUAL INSTITUTIONAL ASSESSMENT REPORT
ACADEMIC YEAR 2000-2001

Committee on College Assessment (CCA)
January 2002

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Executive Summary

Providing the preliminary evidence of the college's ongoing efforts in addressing two of WASC's major recommendations in the last accreditation visit, this **Annual Institutional Assessment Report for Academic Year 2000-2001** consists of three sections. The first part, *Institutionalizing Assessment*, documents the process of institutionalizing the GCC assessment initiative and deals with the establishment of procedures and the development of forms seeking to systematize assessment activities throughout the academic year. The second part, *Monitoring Assessment Activities*, describes the oversight function of the Committee on College Assessment (CCA), an institution-level committee created under the terms of the faculty union contract. Reflecting the ongoing nature of assessment activities at GCC, even at the time of this writing, a partial report of completed templates of instructional programs and student services submitted to the committee is also included. In general, 59% (n=29) of existing programs and services on campus have developed an assessment plan, 14% (n=7) have requested an extension of the deadline, and 27% (n=13) are still currently working on their plans. Likewise, about 53% (10 out of 19) have produced an assessment report for their respective department or unit. The third part of the report, *Sustaining the Initiative*, summarizes and consolidates the conclusions gained from a year-and-a-half-long implementation of an institution-wide assessment process at GCC. A discussion of the challenges of a continuing assessment agenda involving the whole college and gradually expanding into the larger Guam community concludes the report.

In a nutshell, this report demonstrates that the college remains steadfast in its commitment to provide its students with quality educational programs and services that undergo systematic and continual assessment and improvement on a regular basis.

GUAM COMMUNITY COLLEGE
ANNUAL INSTITUTIONAL ASSESSMENT REPORT
ACADEMIC YEAR 2000-2001

Committee on College Assessment

A major focus of this year's report is to document the manner in which Guam Community College is addressing two of the three major recommendations contained in the WASC's evaluation report written by the team that visited the college on March 14-16, 2000. These recommendations read:

- (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, A.1, 2, 3 & 4; Standard Four, A.1, C.3, 4, D.1,2,5 & 66; Standard Five, 3 & 4; Standard Eight, 4 & 5; Standard Nine, A.1, 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)

Consisting of three sections, this first **Annual Institutional Assessment Report** for Academic Year 2000-2001 provides the preliminary evidence of the college's ongoing efforts in addressing the aforementioned WASC concerns. The first part documents the process of institutionalizing assessment at GCC and deals with the establishment of procedures and the development of forms seeking to systematize assessment activities throughout the academic year. The second part of the report describes the monitoring of assessment activities on campus by the Committee on College Assessment, an institution-level committee created under the terms of the faculty union contract. Reflecting the ongoing nature of assessment activities at GCC even at the time of this writing, a partial presentation of assessment plans and reports of instructional programs and student services submitted to the committee is also included in this segment. The third part summarizes and consolidates the conclusions gained from a year-long implementation of an institution-wide assessment process at GCC. The report concludes with a discussion of the challenges of a continuing assessment agenda involving the whole college and gradually expanding into the larger Guam community.

PART I. INSTITUTIONALIZING ASSESSMENT

The establishment of a Committee on College Assessment (CCA) in Fall 2000 paved the way for the institutionalization of an assessment initiative at GCC. With equal representation of four faculty and four administrators, this committee was set up as a provision of the faculty union contract during the most recent negotiations in September 2000. As the faculty union contract stated,

The Board and the Union recognize the importance of continual

assessment of student outcomes, programs, services, human resources, governance, and community relations, and are committed to a joint effort of overall institutional improvement and its stated mission. (Article XVIII, p. 94, Faculty Union Contract, 2000-2005)

Soon after the formation of this committee, the Office of the Vice President for Academic Affairs developed the **Guam Community College Comprehensive Institutional Assessment Plan** (see Appendix A) and this document was widely distributed to faculty during the academic convocation of Fall semester 2000. Beginning in October of the same semester, the CCA met weekly on Tuesdays thereafter in order to plan, review and discuss matters pertaining to the college assessment initiative. Weekly email updates to the general faculty disseminating the minutes of these regular meetings was started on March 6, 2001. When the **GCC Assessment Web Page** (<http://202.128.72.68/assess/assessment.htm>) was launched on September 28, 2001, the committee resolved that all updates will be uploaded to the web site weekly. These *GCC Assessment Updates* are meant to ensure that adequate information is disseminated to various constituents in the college community so that the institutional conversation on assessment remains continuous and ongoing. Since the initial launching of the web page, there have been 25 electronically-posted updates available to the college faculty, staff and administrators, thereby making them privy to current assessment activities and ongoing discussions on campus. The web page has also served as a repository for downloadable templates available to departments and units, as well as for assessment workshop information, electronic registration for workshops, and the annual assessment schedule.

Four milestones mark the emergence of a heightened awareness of assessment processes at GCC within the past academic year. Each milestone demonstrates the vigorous, ongoing dialogue about assessment initiated among program faculty and support services personnel during the last academic year:

- (1) The development of templates by the CCA provided guidance to departments and units in preparing their assessment plans for submission to the committee. Specifically, the following plan templates were produced and made available to program faculty both as an electronic version or hard copy:

- Instructional Program Assessment Plan (Post Secondary);
- Instructional Program Assessment Plan (Secondary);
- Support Services Assessment Plan; and
- Administrative Unit Assessment Plan.

[These four plan templates are included in this report as Attachments A, B, C and D]

- (2) Based on a yearly assessment cycle, the CCA formulated the **GCC Annual Assessment Schedule** specifying three timelines for three specified groups —(1) Programs, (2) Support Services, and (3) Administrative Units. For administrative purposes (e.g. CCA review procedures), Programs and Academic Services were combined as Group A and Group B while Administrative Units comprised Group C. In general, the phased-in timelines set for these 3 groups indicated a discernible pattern: assessment plans were due at the semester's beginning and assessment reports, at semester's end. The GCC Annual Assessment Schedule is included in Attachment E.

- (3) The CCA coordinated and organized a series of assessment training workshops aimed at raising the level of awareness and acceptance among faculty, staff and administrators vis-à-vis the integration of assessment, planning and budgeting processes in the life of the institution. Facilitated by CCA members (and an assessment consultant invited to the campus early in the academic year), these workshops are ongoing for the current academic year. Workshop information and other details are contained in Attachment F.
- (4) For instructional programs and academic support services under Group A and B, the CCA developed templates for reporting assessment results. These templates were meant not only to standardize the reporting format among the various departments but also to suggest uniform ways to highlight important conclusions based on assessment findings. Among the forms developed were the following:
- a. Template for the **Instructional Program (IP) Assessment Report**, which covered the various components indicated below:
 - i. Program Capsule Form – Program description, history, goals
 - ii. IP Form A – Learning Outcomes Assessment Form (5-Column Model)
 - iii. IP Form B – Program Data Information
 - iv. IP Form C – Program Health Indicators
 - v. IP Form D – Program Review Narrative

As a part of hands-on activities in one of the CCA-sponsored workshops, this packet of report forms was made available to both post-secondary and secondary programs during one of the workshop sessions. Most importantly, workshop participants were given a

“walk through” of these templates, as well as practice exercises that encouraged them to fill out the forms in a more careful and thorough manner.

- b. Template for the **Academic Support Services (SS) Assessment Report**, which included the following components:
 - i. Support Service Capsule Form – Service description, history, goals
 - ii. SS Form A – Service Outcomes Assessment (5-Column Model)
 - iii. SS Form B – Service Data Information
 - iv. SS Form C – Program Review Narrative
- c. Template for the **Administrative Units (AU) Assessment Report** will be developed in Spring semester 2002.

[All templates described in a, b, and c above are included as Attachments G, H and I in this report]

As a result of the aforementioned developments occurring during the past academic year, GCC’s assessment initiative is well underway toward significantly addressing two of the major WASC recommendations stated at the beginning of this report. Through a firmly-entrenched institution-wide assessment process, the college remains steadfast in its commitment to provide its students with quality educational programs and services that undergo continual assessment and improvement from year to year.

PART II. MONITORING ASSESSMENT ACTIVITIES

The Committee on College Assessment (CCA) is responsible for monitoring of assessment activities on campus through its adherence to the following tasks and responsibilities:

- Guided by **BOT Policy 305** (Instructional Program Evaluation) and **BOT Policy 325** (Guam System of Performance Measures and Standards for Vocational Education), it provides policy level direction and guidance to the college community through the development of assessment protocols which address specific needs of various programs, services and administrative units on campus;
- Adopting the principle of demonstrated quality, it reviews and critiques assessment plans and reports submitted by the various departments and units of the college;
- It disseminates assessment information and communicates with campus constituencies regarding feedback about plans and reports submitted to the committee; and
- It oversees the implementation of the **Comprehensive Institutional Assessment Plan** as it continually seeks input from various departments and units to improve and strengthen assessment protocols, procedures and processes, thereby promoting an ongoing assessment dialogue among campus constituents.

For Academic Year 2000-2001, the table below provides an overview of submissions to the committee and the template reviews conducted by the committee *en banc*. Protocols for the review of assessment plans were also put in place. A Checklist for the Review of Departmental/Unit Assessment Plans (refer to Attachment J) was developed specifically for this purpose. Following deadlines set by the committee in the GCC Annual Assessment Schedule, the submissions included both assessment plans and assessment reports from various

reports from various departments and units of the college. In general, 59% (n=29) of existing programs and services on campus have developed an assessment plan, 14% (n=7) have requested an extension of the deadline, and 27% (n=13) are still currently working on their plans. Likewise, about 58% (11 out of 19) have produced an assessment report for their respective department or unit. The table below presents the raw data upon which these statistics are based:

GROUP A: PROGRAMS AND SERVICES

INSTRUCTIONAL PROGRAMS/ SUPPORT SERVICES	PLAN submitted on (due 10/4)	Reviewed by CCA and feedback communicated to dept/unit	REPORT submitted on (due 12/6)	Reviewed by CCA and feedback communicated to dept/unit
Cooperative Education/ Work Experience	10/4	yes	incomplete	ongoing
Apprenticeship Programs	10/4	yes	12/06/01	ongoing
Tourism and Hospitality (secondary)	10/4	yes	12/03/01	ongoing
Marketing (secondary)	10/4	yes	12/11/01	ongoing
Counseling and Assessment	10/4	yes	12/06/01	ongoing
Project AIM	10/4	yes	12/06/01	ongoing
Admissions & Registration	10/4	yes	12/10/01	ongoing
Office Technology—Executive Secretary (AS)	10/4	yes	incomplete	ongoing
Office Technology--- Medical Secretary (AS)	10/4	yes	incomplete	ongoing
Early Childhood Education (AS)	10/4	yes	12/11/01	ongoing
Social Science)	10/26		12/18	ongoing
Math	11/26		requested extension (email)	
Medical Assisting	10/4		requested extension (email)	
Adult Education	10/4		requested extension (email)	
English	10/4		requested extension (email)	
Electronics (secondary)	10/4		did not submit	
Electronics Engineering	10/4			

Technology (AS)			did not submit	
Automotive (secondary)	10/8		did not submit	
Welding (SDM)	10/8		did not submit	

Legend: AS = Associate of Science; SDM = Skill Development Milestone

GROUP B: PROGRAMS AND SERVICES

INSTRUCTIONAL PROGRAMS/ SUPPORT SERVICES	PLAN submitted on (due 12/10)	Reviewed by CCA and feedback communicated to dept/unit	REPORT submitted on (due 5/02)	Data gathering activities by departments/units
Hospitality Institute (SDM)	12/10/01	ongoing		continuing
Tour Guide Training (SDM)	12/10/01	ongoing		continuing
Science	12/11/01	ongoing		continuing
Accounting Clerk (Cert)	12/10/01	ongoing		continuing
Food & Beverage Management (Cert)	12/10/01	ongoing		continuing
Hospitality Operations (Cert)	12/10/01	ongoing		continuing
Computer Science (Cert)	12/10/01	ongoing		continuing
Cosmetology (Cert)	12/10/01	ongoing		continuing
Supervision & Management (Cert)	12/10/01	ongoing		continuing
Accounting (AS)	12/10/01	ongoing		continuing
Food & Beverage Management (AS)	12/10/01	ongoing		continuing
Hospitality Management (AS)	12/10/01	ongoing		continuing
Computer Science (AS)	12/10/01	ongoing		continuing
Supervision & Management (AS)	12/10/01	ongoing		continuing
Student Health Program	12/10/01	ongoing		continuing
Campus Life	12/10/01	ongoing		continuing
LRC/Library	12/10/01	ongoing		continuing
Fire Science Technology	12/18/01	ongoing		continuing
ESL	12/14/01	ongoing		continuing
Travel Agency Management	requested extension			
Adult High School	requested extension			
Education	requested extension			

Architectural Engineering Technology	did not submit			
Allied Health (secondary)	did not submit			
Construction Trades (secondary)	did not submit			
Criminal Justice	did not submit			
Automotive Technology (AS)	did not submit			
Civil Engineering Technology	did not submit			
Family Services	did not submit			
Construction Electricity/ Masonry/ Refrigeration/ etc.	did not submit			

Legend: Cert = Certificate; AS = Associate of Science; SDM = Skill Development Milestone

GROUP C: ADMINISTRATIVE UNITS

Assessment activities for ADMINISTRATIVE UNITS will occur beginning Spring semester 2002.

III. SUSTAINING THE INITIATIVE

After a year and a half of implementation, the assessment initiative at GCC continues to move forward, develop and grow. With the college's previous history of two failed assessment initiatives in the early and mid-90s, it is certainly understandable that, when the assessment initiative was re-launched by the Office of the Vice President for Academic Affairs this past year, campus constituents expressed misgivings towards assessment in general. Through a vigorous assessment training and workshop program, these attitudes are gradually giving way to a more enlightened perspective on the value of assessment in the life of the institution. Despite this major accomplishment however, the assessment initiative at GCC has to confront remaining challenges. Notable among these challenges are the following:

- (1) It is the college's vision to put the whole process of assessment into an electronic environment that will be easily accessible to campus constituents and other college

stakeholders. It is envisioned that this would be in a layered environment that will electronically link the Academic Master Plan to the Financial and Budget Plan, Facilities Plan and other planning documents of the college. As such, this will visually demonstrate the complex interconnections among assessment, planning and budgeting processes in the life of the institution. This will likewise make the whole process visible and transparent so that virtual visits by accreditation evaluation teams may even be possible in the future. It will also prove useful as a tool for the college's budget justification, where legislators and other stakeholders can access the relevant assessment and planning information as needed to fully understand the fiscal requirements of the college. Above all, this improved web page will serve as a means of communicating and demonstrating quality assurance to the college's constituents, as well as to the other stakeholders in the community. [The GCC Assessment Web Page that was launched in September 2001 is admittedly rudimentary and crude. For now, it is sufficient to handle basic assessment information and dissemination to the campus community.]

(2) The assessment of General Education outcomes continues to be a major challenge for the whole college. It was discovered early on that GCC does not have a uniform set of GE requirements for its Certificate and Associate degree programs. Unifying GE requirements for all programs will demand a dialogue with faculty that will effectively address the need for curricular changes, thereby bringing tremendous impact on almost all programs, including the sequence of courses, the schedule in which students are supposed to complete them, as well as the substantive content areas that should be covered by General Education in a vocationally-centered institution. This agenda will likewise dictate that the language of the published

General Education Policy (page 30 in the *GCC 2001-2002 Catalog*) will need to be revisited so that general education outcomes are stated in clearer and more measurable terms.

(3) The clarification of clearly delineated linkages among existing student support services on campus, as well as a more improved understanding of the role of educational support units by student services personnel also looms large on the assessment agenda. Several questions focusing on student learning outcomes have surfaced as a result of this value clarification exercise in previous assessment workshops: How do student support services in general uphold or sustain student learning outcomes? If advising is a significant component of student services, what other components are deemed as significant? How does this array of services complement other services, like Financial Aid, Counseling, Campus Life, Admissions and Registration, among other department or units? What kinds of measures should be used to assess such a complex array of interrelated services? These and other similar questions can surely trigger a much larger dialogue that can contribute significantly to the campus conversation about the new and upcoming WASC accreditation standards.

In the next assessment year, it has been resolved that student services will adopt the “student pathway” model and thereby view services on three specific points in the life cycle of GCC students: upon entry, while at the college, and upon graduation. This would correspond to *entry*, *maintenance* and *exit* services. Because assessment activities will be geared toward these three milestones in the lives of our students, it is expected that data collected will yield more meaningful insights that can be used to improve and strengthen services.

(4) The inclusion of administrative units in the college's comprehensive assessment plan is being done at the college for the first time. How these units will view their contributions to institutional effectiveness remains to be seen. Because of the new, upcoming WASC standards to be implemented soon, a clearer articulation of the unit's student learner outcomes should be regarded as a most important concern. Because this view will undoubtedly require a major paradigm shift for these units (particularly in their perceptions of their role in the teaching and learning processes in the college), this will be a big hurdle.

(5) The systematization of data collection and analysis procedures for assessment purposes continues to be the greatest challenge for the college's assessment and evaluation efforts. An assessment audit conducted by the committee early on reveals that three surveys that directly impact institutional assessment are currently being used by the college. These are the following:

(a) Student Information Survey –administered to all entering GCC students where demographic information, reasons for enrollment, enrollment status, among others, are collected;

(b) Graduate and Completer Follow-up Survey –administered to students who have completed their programs one year after graduation, where demographic information, employment status, quality of vocational training, current job satisfaction, among others, are gathered;

(c) Employer Follow-up Survey –administered to employers of GCC graduates to solicit information on quality of employees' vocational training, comparative perception of employees' career preparation with other employees, preferred technical and personal skills of employees, among others, are collected.

Other than for purposes of annual federal reporting and occasional internal reporting, the assessment audit indicated that the results of these surveys have not been meaningfully used to improve or strengthen programs or services on campus. Moreover, the relevant links between student data gathered upon entry compared to data gathered upon exit have not been fully explored by these surveys, particularly as they impact assessment and institutional effectiveness. Given the comprehensive nature of the institutional assessment plan --involving instructional programs, student services and administrative units-- the college would be best served if it creates an **Office of Assessment and Institutional Effectiveness** that will be primarily responsible for a centralized and coordinated data collection effort that would lead to a more meaningful analysis of assessment data, as well as monitor and supervise ongoing efforts to use such data in the improvement of instructional programs and services by educational support units. This office should also serve as the central repository to collect all outcome reports and compile a summary of yearly achievements, as reported by the various departments and units of the college. The establishment of this office will require considerable investment in human and technological capital.

(6) Within the framework of institutional effectiveness, how can assessment results feed into the planning and budgeting processes of the whole institution? Undoubtedly, this would seem to be the most challenging task that needs to be addressed by all departments and units of the college as the assessment initiative moves forward into its next year of implementation.

As a final note, these six major challenges faced by the GCC assessment initiative in the next academic year and in succeeding semesters serve to emphasize the collective nature of assessment as it is being implemented at the college. With the various campus constituents being gradually drawn into the assessment initiative through the ongoing assessment training workshops, and the Board of Trustees being made an integral part in the whole assessment initiative, the third major WASC recommendation which reads,

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)

is being sufficiently addressed and will be amply demonstrated by the time the next accreditation team visits the college in Academic Year 2005-2006.

GUAM COMMUNITY COLLEGE
Committee on College Assessment (CCA)

PROGRAM ASSESSMENT PLAN
(Post Secondary Template)

This template combines both PROGRAM REVIEW and ASSESSMENT OF STUDENT LEARNING OUTCOMES in its attempt to regularize campus-wide evaluation of educational programs on a yearly basis, instead of the traditional 5-year cycle for program review or evaluation.

GCC MISSION STATEMENT

Our mission as a unique community college is to be Guam's lead education agency in training, Education, and support services in all ways relating to Guam's workforce development needs and the career and employment goals of the people; and to work in partnership with industry to advance economic development in Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. Our mission is human resource development in support of Guam's major social and economic development goals.

Please tick off and fill in the requested information below. Boldface your responses.

1. DEPARTMENT: _____
2. ASSESSMENT PERIOD: ☐ Fall 2001 (Group A) ☐ Spring 2002 (Group B)
3. PROGRAM TITLE: _____
4. PROGRAM DESCRIPTION:
 - a. Program admission requirements
 - b. Program requirements

5. **PROGRAM HISTORY:** (Origin and significant events in its development.)

6. **PROGRAM GOALS** (Formulate your program's statements of purpose. These statements must be student-centered and should also support the mission of GCC)

1.

2.

3.

or more

7. **ASSESSMENT OF STUDENT LEARNING OUTCOMES**

7A. Identify **PROGRAM INTENDED EDUCATIONAL OUTCOMES**

(Note: The intended student learning outcomes should number between 3 and 5 and should be consistent with those listed in the program guide, or course guide, in case of "stand alone" courses.)

Upon receipt of a **CERTIFICATE of COMPLETION/ MASTERY** in _____
from Guam Community College, students should be able to:

1.

2.

3.

or more

Note: While we are assessing program outcomes, it is also crucial to identify certain key courses within the program that capture capstone activity. In order to make this course-program link meaningful, the courses you select must be upper level courses.

Department-selected program courses or capstone activity for assessment (include COURSE NUMBER and COURSE TITLE)	Catalog Course Description	Explain your choice briefly.

7B. MEASURES OF STUDENT LEARNING OUTCOMES

Please check all that apply:

- ☐ **Standardized Test** (GE or Discipline specific; state, regional or national licensure exam)
- ☐ **Locally Produced Tests/Items** ('stand alone' or course-embedded)
- ☐ **Portfolios** (collection of students' work throughout the course or program)
- ☐ **Artifacts** (to include students' tangible work and outputs, as well as student evaluation forms i.e., competency checklists, rating sheets, among others)
- ☐ **Final Project or Assignment based on *real life experience*** (developed to address course-based or program outcomes)
- ☐ **Capstone Experience/Courses** (entire course, portion of a course, or internship, practicum, apprenticeship, etc.)
- ☐ **Surveys** (developed to generate feedback from students themselves or employers of students who have already graduated from the program)
- ☐ **Focus group** (set up to generate carefully-controlled discussion on specific issues by a homogeneous group of respondents)

Discipline-specific Learning Outcomes or PROGRAM COMPETENCY PROFILE	Method of assessing identified outcomes (refer to the above list) or competency profiles	What evidence will be collected and analyzed?

Note: Depending on your choice of assessment methodology, a **SCORING RUBRIC** may or may not be necessary. In case this is needed, refer to **INSTRUCTIONS FOR WRITING SCORING RUBRICS** in the Comprehensive Institutional Assessment Plan and use this as a guide. If you intend to use one, attach rubric tool to the Plan.

STANDARDS FOR STUDENT ACHIEVEMENT: In case you use a rubric, determine the passing score in the rubric you have developed, and the percentage of students expected to meet the standards you have set.

- ☐ Passing score in the rubric will be _____.
- ☐ The percentage of students expected to meet the passing standard will be _____.

7C. PROGRAM ASSESSMENT RESULTS AND ANTICIPATED USE OF THESE RESULTS

- ☐ Describe what expected results you will gain out of the assessment exercise.

- ☐ From these results, outline a tentative plan for improvement for this program.

8. PROGRAM HEALTH INDICATORS / CORE INDICATORS OF PERFORMANCE:

Note: The following are the required state core indicators of performance, as described in the VEA State Plan. You may also add your own program health indicators and their corresponding performance standards that are specific to your discipline, in the table below:

Program Health Indicators/ State Core Indicators	Performance Measure Formula (Note: The fraction/formula below consists of a numerator and a denominator)	COMPARATIVE DATA TRENDS (past 3-5 years, if available)
Student attainment of a Diploma, Certificate, or Degree	Total # of declared students who receive a Diploma, Certificate or <u>Degree</u> Total # of declared students enrolled in programs	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Placement into Further Education, Employment, or the Military	Total # of program graduates and leavers who enroll in further education, gain employment or <u>enter the military</u> Total # of program graduates and leavers	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Retention in Secondary Education	Number of <i>newly</i> declared students who continue in their program from Fall Semester to <u>Spring Semester</u> Total # of <i>newly</i> declared students enrolled in immediately preceding Fall Semester	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Retention in Employment	Total # of program graduates who are employed within 3 months of graduation and are still employed <u>6 months after</u> <u>graduation</u> Total # of program graduates	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Student Completion of Programs that Lead to Non-Traditional Training and Employment	Total # of declared students who are of the minority gender who receive a diploma, certificate, or <u>degree</u> Total # of declared students	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997

9. SOME GUIDE QUESTIONS FOR PROGRAM REVIEW ANALYSIS:

Note: You do not need to answer the following questions at this time. Think about them as you create your measures and standards for the program review process.

- (a) How effectively do your program goals relate to the mission of the college?
- (b) What are your program's strengths? What are the areas needing improvement?
- (c) What opportunities and challenges to the program presently exist?
- (d) What are your department's plans for strengthening the program? What are your plans for solutions to foreseeable problems?
- (e) How does the department envision the program 5 years from now?
 - 1) What is the short-term budgetary impact of this departmental vision?
 - 2) What is the long-term budgetary impact of this departmental vision?

10. ASSIGNMENT OF RESPONSIBILITIES FOR CARRYING OUT ASSESSMENT PLAN:

NAMES _____

TASKS	PERSON/S RESPONSIBLE	DEADLINE FOR COMPLETION
Program Assessment		
Analysis and report of Student Outcomes		
Schedule of program courses taught during the evaluation period (include time, room number, faculty assignments)		
Student/Faculty/Advisory Committee Survey		
Report of Faculty Resources		
Report of Advisory Committee Activities (include schedule and minutes of meetings)		
FINAL ASSESSMENT REPORT (including Summary & Conclusions)		

11. LIST OF ADVISORY COMMITTEE MEMBERS

NAME	JOB TITLE (if applicable)	COMPANY/ INSTITUTION

12. When do you plan to meet with your Advisory Committee members?

Semester	Tentative Meeting Date
Fall 2001	
Spring 2002	
Fall 2002	
Spring 2003	

Important Note: For questions or assistance in filling out this form, please email any member of the College Assessment Committee: Dr. John Rider (jrider@guamcc.net); Dr. Ray Somera (rsomera@guamcc.net); Dr. Dennis Slyter (dslyter@guamcc.net); George Santos (gas@guamcc.net); Mike Setzer (mikes@kuentos.guam.net); Barbara Bouchard-Miller (b-miller@guamcc.net); Dee Leon Guerrero (deborah@guamcc.net); and Tony Roberto (aroberto@guamcc.net).

Revised 11-06-01, 4th revision

GUAM COMMUNITY COLLEGE
Committee on College Assessment (CCA)

PROGRAM ASSESSMENT PLAN
(Satellite Template)

This template combines both PROGRAM REVIEW and ASSESSMENT OF STUDENT LEARNING OUTCOMES in its attempt to regularize campus-wide evaluation of educational programs on a yearly basis, instead of the traditional 5-year cycle for program review or evaluation.

GCC MISSION STATEMENT

Our mission as a unique community college is to be Guam's lead education agency in training, Education, and support services in all ways relating to Guam's workforce development needs and the career and employment goals of the people; and to work in partnership with industry to advance economic development in Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. Our mission is human resource development in support of Guam's major social and economic development goals.

Please tick off and fill in the requested information below. Boldface your responses.

1. DEPARTMENT: _____
2. ASSESSMENT PERIOD: ☐ Fall 2001 (Group A) ☐ Spring 2002 (Group B)
3. PROGRAM TITLE: _____
4. PROGRAM DESCRIPTION:
 - a. Program admission requirements
 - b. Program requirements

5. **PROGRAM HISTORY** Origin and significant events in its development.

6. **PROGRAM GOALS** (Formulate your program's statements of purpose. These statements must be student-centered and should also support the mission of GCC)

1.

2.

3.

or more

7. **ASSESSMENT OF STUDENT LEARNING OUTCOMES**

7A. Identify PROGRAM INTENDED EDUCATIONAL OUTCOMES

(Note: The intended student learning outcomes should number between 3 and 5 and should be consistent with those listed in the program guide, or course guide, in case of "stand alone" courses.)

Upon receipt of a **CERTIFICATE of COMPLETION/ MASTERY** in _____
from Guam Community College, students should be able to:

1.

2.

3.

or more

Note: While we are assessing program outcomes, it is also crucial to identify certain key courses within the program that capture capstone activity. In order to make this course-program link meaningful, the courses you select must be upper level courses.

Department-selected program courses or capstone activity for assessment (include COURSE NUMBER and COURSE TITLE)	Catalog Course Description	Explain your choice briefly.

7B. MEASURES OF STUDENT LEARNING OUTCOMES

Please check all that apply:

- ☐ **Standardized Test** (GE or Discipline specific; state, regional or national licensure exam)
- ☐ **Locally Produced Tests/Items** ('stand alone' or course-embedded)
- ☐ **Portfolios** (collection of students' work throughout the course or program)
- ☐ **Artifacts** (to include students' tangible work and outputs, as well as student evaluation forms i.e., competency checklists, rating sheets, among others)
- ☐ **Final Project or Assignment based on *real life experience*** (developed to address course-based or program outcomes)
- ☐ **Capstone Experience/Courses** (entire course, portion of a course, or internship, practicum, apprenticeship, etc.)
- ☐ **Surveys** (developed to generate feedback from students themselves or employers of students who have already graduated from the program)
- ☐ **Focus group** (set up to generate carefully-controlled discussion on specific issues by a homogeneous group of respondents)

Discipline-specific Learning Outcomes or PROGRAM COMPETENCY PROFILE	Method of assessing identified outcomes (refer to the above list) or competency profiles	What evidence will be collected and analyzed?

8. PROGRAM HEALTH INDICATORS / CORE INDICATORS OF PERFORMANCE:

Note: The following are the required state core indicators of performance, as described in the VEA State Plan. You may also add your own program health indicators and their corresponding performance standards that are specific to your discipline, in the table below:

Program Health Indicators/ State Core Indicators	Performance Measure Formula (Note: The fraction/formula below consists of a numerator and a denominator)	COMPARATIVE DATA TRENDS (past 3-5 years, if available)
Student attainment of a Diploma, Certificate, or Degree	$\frac{\text{Total \# of declared students who receive a Diploma, Certificate or Degree}}{\text{Total \# of declared students enrolled in programs}}$	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Placement into Further Education, Employment, or the Military	$\frac{\text{Total \# of program graduates and leavers who enroll in further education, gain employment or enter the military}}{\text{Total \# of program graduates and leavers}}$	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Retention in Secondary Education	$\frac{\text{Number of newly declared students who continue in their program from Fall Semester to Spring Semester}}{\text{Total \# of newly declared students enrolled in immediately preceding Fall Semester}}$	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Retention in Employment	$\frac{\text{Total \# of program graduates who are employed within 3 months of graduation and are still employed 6 months after graduation}}{\text{Total \# of program graduates}}$	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Student Completion of Programs that Lead to Non-Traditional Training and Employment	$\frac{\text{Total \# of declared students who are of the minority gender who receive a diploma, certificate, or degree}}{\text{Total \# of declared students}}$	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997

9. SOME GUIDE QUESTIONS FOR PROGRAM REVIEW ANALYSIS:

Note: You do not need to answer the following questions at this time. Think about them as you create your measures and standards for the program review process.

- (a) How effectively do your program goals relate to the mission of the college?
- (b) What are your program's strengths? What are the areas needing improvement?
- (c) What opportunities and challenges to the program presently exist?
- (d) What are your department's plans for strengthening the program? What are your plans for solutions to foreseeable problems?
- (e) How does the department envision the program 5 years from now?
 - 1) What is the short-term budgetary impact of this departmental vision?
 - 2) What is the long-term budgetary impact of this departmental vision?

10. ASSIGNMENT OF RESPONSIBILITIES FOR CARRYING OUT ASSESSMENT PLAN:

NAMES _____

TASKS	PERSON/S RESPONSIBLE	DEADLINE FOR COMPLETION
Program Assessment		
Analysis and report of Student Outcomes		
Schedule of program courses taught during the evaluation period (include time, room number, faculty assignments)		
Student/Faculty/Advisory Committee Survey		
Report of Faculty Resources		
Report of Advisory Committee Activities (include schedule and minutes of meetings)		
FINAL ASSESSMENT REPORT (including Summary & Conclusions)		

11. LIST OF ADVISORY COMMITTEE MEMBERS

NAME	JOB TITLE (if applicable)	COMPANY/ INSTITUTION

12. When do you plan to meet with your Advisory Committee members?

Semester	Tentative Meeting Date
Fall 2001	
Spring 2002	
Fall 2002	
Spring 2003	

Important Note: For questions or assistance in filling out this form, please email any member of the College Assessment Committee: Dr. John Rider (jrrider@guamcc.net); Dr. Ray Somera (rsomera@guamcc.net); Dr. Dennis Slyter (dslyter@guamcc.net); George Santos (gas@guamcc.net); Mike Setzer (mikes@kuentos.guam.net); Barbara Bouchard-Miller (b-miller@guamcc.net); Dee Leon Guerrero (deborah@guamcc.net); and Tony Roberto (aroberto@guamcc.net).

Revised 11-06-01, 4th revision

GUAM COMMUNITY COLLEGE

SUPPORT SERVICES ASSESSMENT PLAN (TEMPLATE)

Please tick off and fill in the requested information below. Boldface your responses.

1. DEPARTMENT: _____
2. ASSESSMENT PERIOD: ☐ Fall 2001 ☐ Spring 2002
(Group A) (Group B)
3. PROGRAM TITLE:
☐ Student Services*
 - ☐ Counseling & Assessment ☐ Night Administration
 - ☐ Enrollment Services & Advising ☐ Financial Aid
 - ☐ Admissions & Registration
☐ Learning Resources Center

☐ Student Life Programs
 - ☐ Campus Life
 - ☐ Service Learning Center
 - ☐ Project AIM/Tutorial Services
☐ Instructional Technology Center/Graphics

☐ Student Health Programs*
 - ☐ Drug & Alcohol Prevention
 - ☐ Health Services Center
* One report to include all of the sub-categories
4. SERVICE OR PROGRAM DESCRIPTION:
5. SERVICE or PROGRAM HISTORY (Discuss background, year of initial implementation, office or program evolution and service changes, where applicable)

6. SERVICE OR PROGRAM GOALS:

7. RECOMMENDED STEPS IN THE SERVICE/ PROGRAM REVIEW PROCESS:

7A. DETERMINE STUDENT AND OTHER USER NEEDS

Task	Person Responsible	Timeline
• Develop a survey instrument to determine student and other user needs		
• Administer instrument		
• Analyze results; discuss implications to current services/ programs, as well as feasibility of offering requested services, if any		

7B. MEASURE STUDENT AND OTHER USER SATISFACTION

Task	Person Responsible	Timeline
• Develop a survey instrument to measure students' and other users' degree of satisfaction with programs/ services		
• Do a focus group discussion (FGD) among 3 groups of users (recommended)		
• Administer survey and FGD		
• Analyze results; recommend appropriate changes to services/ programs based on user satisfaction levels		

8. ASSESSING CLIENT/ STUDENT OR SERVICE OUTCOMES: *OTHER MEASURES*

Service-specific Outcomes	Method of assessing identified Outcomes	Information or evidence of support services to students

9. ASSIGNMENT OF RESPONSIBILITIES FOR CARRYING OUT ASSESSMENT PLAN:

TASK	PERSON RESPONSIBLE	DEADLINE FOR COMPLETION
Identification of service-specific health indicators to include information and statistics on the following: (a) Services provided; (b) Number of clients served; (c) Frequency of service Delivery		
Focus Group reports and findings		
Graphic representation of service		

delivery history comparing previous 3 years		
Ratio of full-time employees to part-time employees		
Listing of employees during the evaluation period a. full-time, part-time b. vacant positions c. degrees/training, where obtained d. service-specific specialized certification or training e. dates and description of most recent training		
Listing of Service Advisory Committee a. Position or relationship to the service provided b. Degrees or training c. Length of time on the Advisory Committee		
Inventory of Equipment & Furniture		
Appendices		

10. MEMBERS OF THE PROGRAM OR SERVICE REVIEW COMMITTEE:

_____	_____
_____	_____

Important Note: For questions or assistance in filling out this form, please email any member of the College Assessment Committee: Dr. John Rider (jrider@guamcc.net); Dr. Ray Somera (rsomera@guamcc.net); Dr. Dennis Slyter (dslyter@guamcc.net); George Santos (gas@guamcc.net); Mike Setzer (msetzer@guamcc.net); Barbara Bouchard-Miller (bmiller@guamcc.net); Dee Leon Guerrero (deborah@guamcc.net); and Tony Roberto (aroberto@guamcc.net).

GUAM COMMUNITY COLLEGE
Committee on College Assessment (CCA)

ADMINISTRATIVE UNIT ASSESSMENT PLAN

GCC MISSION STATEMENT

Our mission as a unique community college is to be Guam's lead education agency in training, education, and support services in all ways relating to Guam's workforce development needs and the career and employment goals of the people; and to work in partnership with industry to advance economic development in Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. Our mission is human resource development in support of Guam's major social and economic development goals.

Please tick off and fill in the requested information below. Boldface your responses.

1. DIVISION: _____
2. ASSESSMENT PERIOD: ☐ Fall 2001
(Group A) ☐ Spring 2002
(Group B) ☐ Fall 2002
(Group C)
3. UNIT NAME: _____

<input type="checkbox"/> Business Office	<input type="checkbox"/> Human Resources Office
<input type="checkbox"/> Management Information Systems (MIS)	<input type="checkbox"/> Supply Management
<input type="checkbox"/> Planning and Development	<input type="checkbox"/> Budget
<input type="checkbox"/> Academic Affairs Division (AAD)	<input type="checkbox"/> Continuing Education
<input type="checkbox"/> ProTech	<input type="checkbox"/> Safety Office
<input type="checkbox"/> Financial Aid/ EEO Compliance	<input type="checkbox"/> Communications & Promotions
4. UNIT DESCRIPTION:
5. GOALS OF THE ADMINISTRATIVE UNIT:

6. **EVALUATION OF GOAL OUTCOMES** (Note: The questions below are meant to guide you in identifying administrative objectives for your unit on four (4) separate categories. This will constitute your unit assessment plan. A separate template for the UNIT ASSESSMENT REPORT (reflecting the 5-column model below) will be available for reporting your assessment results at a later time.

6a. **SUPPORT FOR INSTRUCTIONAL PROGRAMS/COURSES**

What is the unit's role(s) in the support of teaching and learning processes of the College? Please fill out COLUMN ONE, TWO and THREE only at this time.

Institutional Mission/Goals Reference State your Unit Mission Statement below	How does the unit define effectiveness in its support for educational programs on campus? State 3 standards of effective support professed by your unit.	Data needed to measure effectiveness in this area in terms of <ul style="list-style-type: none"> • means of assessment • criteria for success 	Summary of data and evidence collected	Use of results in improving support of student outcomes

6b. **RELATIONSHIPS/INTERACTION WITH THE COLLEGE COMMUNITY**

What is the unit's relationship and interaction with other departments/units within the college community? Please fill out COLUMN ONE, TWO & THREE only at this time.

Institutional Mission/Goals Reference State your Unit Mission Statement below	How can the unit assess the effectiveness of its interaction with other departments/units, on which it may depend for and/or deliver products and services? State 3 standards of effective interaction/relationship that your unit considers paramount.	Information needed to assess unit's interaction with other college departments or units in terms of <ul style="list-style-type: none"> • means of assessment • criteria for success 	Summary of data and evidence collected	Use of results in strengthening relationship with other departments/units

6c. QUALITY OF SERVICE TO THE COLLEGE COMMUNITY

How can the unit assess the quality of its service to the college and its constituents? Please fill out COLUMN ONE, TWO & THREE only at this time.

Institutional Mission/Goals Reference State your Unit Mission Statement below	How can the unit assess its contribution to the life and governance of the College? State 3 standards of service quality to be met by your unit.	Data needed to measure unit's effectiveness of service quality among clientele in terms of <ul style="list-style-type: none"> • means of assessment • criteria for success 	Summary of data and evidence collected	Use of results in improving quality of service to the college community

6d. PLANNING, BUDGETING AND EVALUATION

How can the unit assess the effectiveness of its planning, budgeting and evaluating processes? Please fill out COLUMN ONE, TWO & THREE only at this time.

Institutional Mission/Goals Reference State your Unit Mission Statement below	How can the unit assess the effectiveness of its planning, budgeting and evaluating loop? State 3 standards of planning that your office intends to meet.	Information the unit needs to assess these processes in terms of <ul style="list-style-type: none"> • means of assessment • criteria for success 	Summary of data and evidence collected	Use of results in strengthening unit planning, budgeting and/or evaluating processes

7. **PROGRAM REVIEW NARRATIVE
ACCOMPLISHMENTS, GOALS, CHALLENGES & NEEDS**

[Though these questions are not meant to be answered at this time, consider them as guidelines in formulating your ASSESSMENT REPORT when it is due. Refer to this plan template (i.e., Columns 1, 2 & 3) when that time comes]

- Comment on how your current administrative goals relate to the mission of the college. Indicate any limitations in the institutional mission, if any.
- Describe the unit's successes and accomplishments over the past 2-3 years, including previous goals it has met.
- What challenges have hindered the unit from reaching its previous goals?
- What does the unit need (that it doesn't already have) in order to carry out the goals it has set for itself for the next 2-3 years?
- In terms of staff development concerns, identify your training needs as a unit or division and rank your priorities.
- Outline an ACTION PLAN for your administrative unit for the next school year.

8. **TASKS AND RESPONSIBILITIES OF MEMBERS OF THE ADMINISTRATIVE UNIT REVIEW COMMITTEE:**

Name	Task/ Responsibility	Indicate activity or activities and timeline for completion

9. **ASSESSMENT PLAN'S REVIEW & APPROVAL** by Division Vice President

Date: _____

Important Note: For questions or assistance in filling out this form, please email any member of the College Assessment Committee: Dr. John Rider (jrider@guamcc.net); Dr. Ray Somera (rsomera@guamcc.net); Dr. Dennis Slyter (dslyter@guamcc.net); George Santos (gas@guamcc.net); Mike Setzer (msetzer@guamcc.net); Barbara Bouchard-Miller (bmiller@guamcc.net); Dee Leon Guerrero (deborah@guamcc.net); and Tony Roberto (aroberto@guamcc.net).

GCC ANNUAL ASSESSMENT SCHEDULE

GROUP A

Assessment Plan Template due **October 4, 2001, Thursday**

Assessment Report due **December 6, 2001, Thursday**

General Programs

Adult Education and G.E.D.
Cooperative Education
Apprenticeship Programs
GENERAL EDUCATION*
 Social Science
 Science & Math
 English

Satellite Program (Secondary)

Tourism and Hospitality
Electronics
Automotive
Marketing

Certificate Programs

Automotive Technology – Auto & Truck
Carpentry
Construction Drafting
Information Systems
Medical Assisting
Plumbing
Welding

Associate Degree Programs

Electronic Engineering Technology
*Medical Assisting (*CAAHEP accreditation pending*)
Office Technology – Exec Secretary
Office Technology – Medical Secretary

Academic Support Services

Student Services
 Counseling & Assessment
 Enrollment Services & Advising
 Admissions and Registration
 Project AIM/ Tutorial Services

College Governing Board

Board of Trustees
GCC President

GROUP B

Assessment Plan Template due **December 10, 2001, Monday**

Assessment Report due **May 6, 2002, Monday**

General Programs

Adult High School Diploma Program
General Basic Education
English-as-a-Second Language
Continuing Education

All Programs, Institutes and Activities not
listed elsewhere (i.e. Hospitality Institute,
Tour Guide Training, Nursing Assistant
Program, Contracted Courses)

Satellite Program (Secondary)

Allied Health
Construction Trades

Certificate Programs

Accounting Clerk
Pro-Tech Programs – All Basic Law
 Enforcement, Fire Science
 Technology, Corrections, Other
Basic Surveying Technology
Computer Science
Construction Electricity
Cosmetology
Education
Early Childhood Education
Family Services
Food & Beverage Management
Food & Beverage Operations
Hospitality Operations
Landscaping

Associate Degree Programs

Accounting
Architectural Engineering Technology
Automotive Technology – Auto & Truck Technology
Civil Engineering Technology
Computer Science
Criminal Justice — Administration of C.J.
Criminal Justice — Law Enforcement Admin.
Criminal Justice — Corrections Admin.
Fire Science Technology (CJ Department)
Food and Beverage Management
Hospitality Management
Marketing
Sign Language Interpreting
Supervision and Management
Travel Agency Management
Education
Early Childhood Education

Academic Support Services

Learning Resources Center
Student Life Programs
 Campus Life
 Service Learning

Student Health Programs
 Drug & Alcohol Prevention
 Health Services Center
Instructional Technology Center/Graphics

Masonry
Marketing
Office Administration
Refrigeration and Air-Conditioning
Sign Language Interpreting (& Advanced)
Supervision and Management
Systems Technology
Travel & Ticketing Operations

GROUP C

Assessment Plan Template due May 14, 2002, Tuesday
Assessment Report due December 3, 2002, Tuesday

Academic Affairs Division
Business Office
Budget
Communications and Promotions
Continuing Education
EEO Compliance
Facility Maintenance

Human Resources
Management Information Systems
Planning & Development
ProTech programs
Safety
Supply Management
Financial Aid

revised August 2001



SY 2001-2002 ASSESSMENT TRAINING/ WORKSHOP SCHEDULE

Workshop Topic	Target Audience	Workshop Facilitator	Date
Report on the AAHE Conference (echo seminar)	Committee on College Assessment (CCA)	Dr. Ray Somera Dr. Dennis Slyter Tony Roberto Dee Leon Guerrero	September 4 & 18, 2001 (Tues)
Why Won't Assessment Go Away? ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS IN HIGHER EDUCATION	All GCC faculty/ administrators and other interested parties in the community	DR. JEFFREY SEYBERT Director , Research, Evaluation and Instructional Development, Johnson County Community College Overland Park, Kansas	October 5, 2001 (Friday) 9:00 - 3: 00PM Marriott Hotel Ballroom C
Tools and Artifacts: Classroom-based Assessment in Vocational Programs	DCs, PMs and other interested faculty	Dr. Dennis Slyter Dr. Ray Somera	November 9, 2001 (Fri) 9am-12 pm Smart Room, Lib.
Program Review and Health Indicators in Technical/Vocational Programs	Department chairs, faculty, program managers/ support services	Anthony Roberto Dr. Ray Somera	November 30, 2001 (Fri) 9am-12 pm Smart Room, Lib.
Assessment in Student Support Services	Program specialists/ managers, divisional staff	Dee Leon Guerrero Anthony Roberto	December 14, 2001 (Fri) 9am-12 pm Smart Room, Lib.
Assessment in Administrative Units	Divisional staff	Dee Leon Guerrero Dr. Ray Somera	January 11, 2002 (Fri) 9am- 12 pm Smart Room, Lib.
OUTCOMES in Student Support Services: Working Together For and With Student Orgs and their Advisors	Student Services personnel, leaders and members of COPSA and other student organizations, advisors	Dr. Ray Somera Jamie Mason Bill Melendez	January 25, 2002 (Fri) 8:30-11:30 (Personnel) 12:30-3:30 (Students and Advisors) Large Room, LADERA
Outside Voices in Assessment: Scoring of Departmental Artifacts/ Scoring Rubrics	selected Advisory Committee members	Barbara Bouchard-Miller Dr. Ray Somera	February 2, 2002 (Saturday) 9am-12pm Coral Room, Marriott Hotel

Assessing General Education in a Community College Context: Issues & Challenges	Department chairs, counselors, interested faculty	Dr. Dennis Slyter Ad hoc Committee on Gen Ed Outcomes	February 8, 2002 (Fri) 9am-12pm Smart Room, Lib
Developing Web-based surveys for assessment using CGI script	Department chairs, program managers, other interested faculty	Michael Setzer II Dr. Ray Somera	March 8, 2002 9am-12pm (Fri) Bldg. D-4
Reporting Assessment Outcomes	Department chairs, Program managers, other Interested faculty	Dr. John Rider	March 22, 2002 9am-12pm (Fri) Smart Room, Lib
VOCATIONAL PROGRAM SUCCESS DAY	All stakeholders of the college (exhibit of departmental/program artifacts)	c/o George Santos and Dr. Ray Somera Venue: TBA	April 27, 2002 (Saturday) 10am-2pm

Visit our web page and register at <http://202.128.72.68/assess/assessment.htm>

GUAM COMMUNITY COLLEGE
COLLEGE ASSESSMENT COMMITTEE

PROGRAM ASSESSMENT PLAN CHECKLIST

Department: _____
Program Title or
Skill Development Milestone (SDM) _____

Components of the Plan	Is requested information provided in the plan? (Yes or No)	Comments and Suggestions
1. Program /SDM Description		
2. Program History		
3. Program Goals		
4. Outcomes (discipline-specific learning outcomes)		
5. Measures (assessment methodology)		
6. What artifacts are to be collected		
7. Department-selected program courses for assessment		
8. When artifacts are to be collected and analyzed		
9. Who reviews the artifacts		
10. Rubric for learning outcomes		
11. Standards for Student Achievement		
12. Additional Program Health Indicators (discipline-specific)		
13. Assignment of responsibilities for carrying out program assessment plan		
14. Members of the Program Review Committee		

ACTION TAKEN:

- ☐ APPROVED; implement immediately
☐ NEEDS refinement; incorporate suggestions before
implementation

Reviewed by: _____

Date: _____

Feb2001

GUAM COMMUNITY COLLEGE
Committee on College Assessment

**SUPPORT SERVICES ASSESSMENT
PLAN CHECKLIST**

Department: _____

Program/ Services Title _____

Components of the Plan	Is requested information provided in the plan? (Yes or No)	Comments and Suggestions
1. Program /Title/ Description		
2. Program/Service History		
3. Program/Service Goals		
4. Needs Assessment Survey (a) responsible person identified; (b) timeline indicated		
5. User Satisfaction Survey (a) responsible person identified; (b) timeline indicated		
6. Focus Group Discussion (a) user groups identified; (b) timeline indicated		
7. Assignment of respon- sibilities for carrying out departmental assessment plan		
8. Members of the Program or Service Review Committee		

ACTION TAKEN:

- ☐ APPROVED; implement immediately
☐ NEEDS REFINEMENT; incorporate suggestions before implementation

Reviewed by: _____

Date: _____

ASSESSMENT REPORT

Program Review and Learning Outcomes Assessment of INSTRUCTIONAL PROGRAMS

GUAM COMMUNITY COLLEGE
Committee on College Assessment (CCA)

1. DEPARTMENT: _____
2. ASSESSMENT PERIOD: ☐ Fall 2001 ☐ Spring 2002
(Group A) (Group B)
3. PROGRAM TITLE: _____
4. PROGRAM DESCRIPTION:
 - a. Program admission requirements
 - b. Program credit requirements
5. PROGRAM HISTORY: (Origin and significant events in its development.)

GCC ASSESSMENT OF STUDENT LEARNING OUTCOMES FIVE-COLUMN MODEL

Program _____

<p><u>Expanded Statement of Institutional Purpose</u></p> <p><u>Mission Statement:</u></p> <p>Our mission as a unique community college is... human resource development in support of Guam's major social and economic development goals.</p> <p><u>Goal Statement:</u></p>	<p><u>Program Intended Educational Outcomes</u></p>	<p><u>Means of Program Assessment and Criteria for Success</u></p>	<p><u>Summary of Data Collected</u></p>	<p><u>Use of Results</u></p>
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PROGRAM DATA INFORMATION

Guam Community College
Committee on College Assessment

Data Description

Five-Year Period

6. Course Analysis
 - a. Course enrollment Secondary
 Postsecondary
 - b. Fall semester completers Secondary
 Postsecondary
 - c. Weekly contact hours generated Secondary
 Postsecondary
 - d. Credit earned ratio Secondary
 Postsecondary

7. Number size of class/sections conducted
 - a. Under 10 students
 - b. 10-19 students
 - c. 20-29 students
 - d. 30 or more students

8. Teaching loads
 - a. Total courses taught Secondary
 Postsecondary
 - b. Average course loads Secondary
 Postsecondary
 - c. Total weekly classroom/lab/shop
 contact hours Secondary
 Postsecondary
 - d. Average weekly contact hours Secondary
 Postsecondary

9. Faculty/Staff Headcount
 - a. Full-time Secondary
 Postsecondary
 Both (split/combined)
 - b. Part-time Secondary
 Postsecondary
 Both (split/combined)
 - c. Admin. Asst., aide, etc
 - d. Total program staff

10. Faculty-Student Ratio
 - a. Secondary
 - b. Postsecondary

Guam Community College
Committee on College Assessment

11. Faculty, Qualifications and Recent Training

[illegible]

12. Program Courses and History of Revision

[illegible]

PROGRAM HEALTH INDICATORS / CORE INDICATORS OF PERFORMANCE

Program Health Indicators/ State Core Indicators	Performance Measure Formula (Note: The fraction/formula below consists of a numerator and a denominator)	COMPARATIVE DATA TRENDS (in percent)
Student attainment of a Diploma, Certificate, or Degree	$\frac{\text{Total \# of declared students who receive a Diploma, Certificate or Degree}}{\text{Total \# of declared students enrolled in program}}$	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Placement into Further Education, Employment, or the Military	$\frac{\text{Total \# of program graduates and leavers who enroll in further education, gain employment or enter the military}}{\text{Total \# of program graduates and leavers}}$	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Retention in Post Secondary Education	$\frac{\text{Number of newly declared students who continue in their program from Fall Semester to Spring Semester}}{\text{Total \# of newly declared students enrolled in immediately preceding Fall Semester}}$	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Retention in Employment	$\frac{\text{Total \# of program graduates who are employed within 3 months of graduation and are still employed 6 months after graduation}}{\text{Total \# of program graduates}}$	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997
Student Completion of Programs that Lead to Non-Traditional Training and Employment	$\frac{\text{Total \# of declared students who are of the minority gender who receive a diploma, certificate, or degree}}{\text{Total \# of declared students}}$	SY 2001 SY 2000 SY 1999 SY 1998 SY 1997

PROGRAM REVIEW NARRATIVE

- TP FORM D

5. In terms of staff development concerns, identify your training needs as a department and rank your priorities.

TP FORM D

ASSESSMENT REPORT

Program Review and Outcomes Assessment of STUDENT SUPPORT SERVICES

GUAM COMMUNITY COLLEGE
Committee on College Assessment (CCA)

1. SERVICE UNIT: _____
2. ASSESSMENT PERIOD: ☐ Fall 2001 (Group A) ☐ Spring 2002 (Group B)
3. SERVICE OR PROGRAM DESCRIPTION:
4. SERVICE OR PROGRAM HISTORY (Origin and significant events in its development.)

GCC ASSESSMENT OF STUDENT LEARNING OUTCOMES FIVE-COLUMN MODEL

Support Service Unit _____

<u>Institutional Mission/Goals Reference</u> <u>Unit Mission Statement:</u>	<u>Administrative Objectives</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
--	----------------------------------	---	----------------------------------	-----------------------

SS FORM A

Guam Community College
Committee on College Assessment

SERVICE DATA INFORMATION

Name of Service Unit _____

1. Indicate the principal functions or types of services performed by this service area.

2. Identify the principal clientele served by your area and approximate the number and/or percentage of services provided to each clientele.

Type of clientele served	Approximate Number or Percentage of Services Provided

3. Provide an account of the service area's activities in relation to the following indicators over the past two years. Note: You may add other indicators as you see fit.

	SY 1999-2000	SY 2000-2001
Services provided		
Number of clients served		
Frequency of service delivery		
Perceived quality of services provided		

Guam Community College
Committee on College Assessment

4. **Human Resources.** Supply the information requested below for all full-time and part-time personnel. Also, indicate if there are any vacant positions in your area.

Professional/Technical

Name & Position Title	Status (FT/PT/LTA)	Highest degree completed	Training completed within the last 2 years (e.g. certification, courses, workshop, conferences, etc)/ Indicate dates and short description of training

Support Staff

Name & Position Title	Status (FT/PT/LTA)	Highest degree completed	Initial semester employed	Indicate training needs

5. Are the number of staff adequate to support the service area? Provide evidence (e.g. no. of users, frequency of use, etc.) and explain why this is so.

Guam Community College
Committee on College Assessment

6. Provide an inventory of equipment and furniture in your service area.

Equipment/Furniture	Year of acquisition	General condition (Needs to be replaced, Good, Excellent)

7. Are available general use facilities, such as office and work spaces, adequate to support the service area? Provide evidence (e.g. no. of users, frequency of use, etc.) and explain why this is so.
8. Is available equipment adequate to support service area objectives? Provide evidence (e.g. no. of users, frequency of use, etc.) and explain why this is so.
9. Considering all the resources available (both human and facilities), summarize the extent of your success in carrying out your service mission (e.g. providing its stated functions and serving its various clientele.)

PROGRAM REVIEW NARRATIVE

- SS FORM C

Guam Community College
Committee on College Assessment (CCA)

5. Outline an ACTION PLAN for the service area and/or the department.