

OCTOBER 2002
ACADEMIC
YEAR
2001-2002



GUAM COMMUNITY COLLEGE

Kulehon Kumunidât Guáhan

Accredited by the Western Association
of Schools and Colleges

SECOND ANNUAL INSTITUTIONAL

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

ASSESSMENT REPORT

The CCA is an institution-level committee created under the terms of the 2000-2005 Board-Faculty Agreement that took effect in Fall 2000. For Academic Year 2001-2002, members of the committee included Dr. John Rider, Dr. Dennis Slyter, Deborah Leon Guerrero, George Santos, Anthony Roberto, Michael Setzer II, and Barbara Bouchard-Miller. **Dr. Ray Somera**, CCA Chair, was primarily responsible for the preparation of this report.

2nd Annual Institutional Assessment Report
Academic Year 2001-2002

Executive Summary

Documenting the progress of the comprehensive assessment process begun at GCC in Fall 2000, this **2nd Annual Institutional Assessment Report for Academic Year 2001-2002** consists of four sections. The first part, *Demonstrating Responsiveness to WASC Concerns*, highlights the conclusions of an accrediting team's site visit which was meant to validate the college's response to the major recommendations of ACCJC in its 2000 accreditation report.

The second part, *Reviewing Programs, Examining Outcomes*, compares the compliance rates of various programs, services and units. Of 18 AS programs listed in the college catalog, 56% (n=10) completed both assessment plan and report during the academic year. Out of 30 identified Certificate programs, 27% (n=8) completed both assessment plan and report. The low compliance rate in certificate programs may be attributed to low or no-enrollment of students in these programs. Submission rate for student services' plans and reports is at 88% while for administrative units, the assessment plan submission rate stands at 92%. Under the special programs category, compliance rate is at 65%. This second part of the report also integrates patterns of responses among selected programs (based on submitted reports to the Assessment Committee) in areas of improvement, training needs and actions plans. Moreover, it also consolidates the data collected in the assessment process and provides the anticipated use of results in terms of individual program improvement.

The third part, *Identifying Areas of Growth and Future Direction*, specifies the areas of growth and expansion in the college's assessment process and provides the necessary context for the relevant linking of assessment, planning and budgeting processes in an electronic environment.

The last part of the report, *Establishing Policy: At the Core of the Initiative*, highlights the role of the Board of Trustees in creating an institution-wide policy that serves as the driving force for all assessment activities at the college. In a nutshell, this report demonstrates that the college remains resolute in its commitment to comprehensive assessment by promoting the ongoing pursuit of excellence grounded in the assessment of student learning outcomes.

GUAM COMMUNITY COLLEGE
2nd ANNUAL INSTITUTIONAL ASSESSMENT REPORT
ACADEMIC YEAR 2001-2002

Committee on College Assessment

INTRODUCTION

This second **Annual Institutional Assessment Report** for Academic Year 2001-2002, which documents the continuing progress of the campus-wide assessment initiative begun at the college in Fall 2000, is divided into four sections. The first section highlights an outside voice in the evaluation of the college's response to the accreditation requirements imposed by the Accrediting Commission for Community and Junior Colleges (ACCJC), as gleaned from the report of an accrediting team's site visit. The second section discusses patterns of program review processes in selected departments, as well as examines program-based assessment of student learning outcomes. The third section presents areas of growth in the Guam Community College (GCC) assessment process and points the direction that the assessment initiative will pursue as it moves from a hard copy, paper-driven process to an online environment this year and in the next. The last part concludes with the relevant role of the Board of Trustees in establishing an institution-wide policy that should serve as the driving force behind the campus-wide assessment initiative.

PART I. DEMONSTRATING RESPONSIVENESS TO WASC CONCERNS

As an integral part of GCC's six-year accreditation granted in June 2000, the ACCJC required that the college complete an Interim Report to be validated by an interim visit. Such a visit took place on April 11, 2002 with team chair Dr. Clyde Sakamoto and team member Prof. Jack Pond of Maui Community College and Leeward Community College, respectively. The major objective of the visit was "to determine

whether GCC had responded constructively to the major recommendations of the comprehensive team and moved towards a sustainable path of institutional improvement” (Evaluation of the Interim Report, 2002, p. 1). Three important conclusions, excerpted from the written report prepared by the visiting accreditors, emerged out of the team’s visit and its evaluation of the GCC Interim Report, namely:

- (1) Since the comprehensive team visit and the appointment of its new president, GCC has undertaken a serious dialog resulting in broad campus participation in assessment. The leadership of the president in stepping forward to set a personal and professional example by being the first member of the administrative team to undergo a campus-wide evaluation contributed to enhancing campus receptivity for assuming more systematic responsibility for programs, services and administration through its assessment process. While still early in the process of applying the evaluations from each of its programs and services, the progress achieved over the past two years merits recognition and reinforcement.
- (2) Through a series of presentations and participatory workshops, the college provided the campus community with the rationale, models and tools with which to create its unique response to assessment. Although some of the programs have not yet met their submission deadlines and benchmarks, the broad involvement of faculty and staff was evident. The momentum has clearly moved in the direction of acceptance of the process.
- (3) Although evidence of trustee awareness related to its role regarding institutional effectiveness exists, a formal board self-assessment process has not yet been established. As the institution begins to adopt its assessment responsibilities, an opportunity for the trustees, by example and action, to affirm its commitment to self examination would contribute substantially to

sustainable institutional improvement. The Board of Trustees might better be able to enhance its effectiveness once two vacant seats on the Board are filled.

These observations, in a nutshell, provide evidence of the college's demonstration of responsiveness to the three major recommendations cited by ACCJC in its 2000 Accreditation Report.

These accomplishments are in fact highlighted in a ten-minute video, "Building a Culture of Evidence: Program Improvement Efforts at Guam Community College, (2002)," produced by the Committee on College Assessment (CCA, 2001). Funded by a Vocational Education Act (VEA) grant managed by the Office of Planning and Development, this video utilized an event dubbed "Vocational Program Success Day" (held on May 4, 2002 at the Micronesia Mall) as a public communication tool to showcase the program improvement efforts of the college's various instructional programs and student services. Moreover, this video was also used to present GCC's assessment story at the 2002 National Assessment Conference held in Boston in June, where almost 3,000 conference participants convened to share and discuss best practices in comprehensive assessment as implemented in various colleges across the United States.

When GCC faculty and administrators speak about the role and impact of assessment on program and institutional improvement, they actively contribute to the building of the college's "culture of evidence." The aforementioned video demonstrates that this "culture of evidence" is gradually gaining ground at GCC, as the anecdotal excerpts below clearly reveal:

Assessment is essentially answering the question, Did we do what we said we were going to do? One of the reasons we are so involved in assessment is that in several of our accreditation visits, it has been mentioned that we didn't have a good planning cycle; and in order to have a good planning cycle, you have to base that on the information that you are gathering internally. And so, what we needed to do was to create an internal dialogue about assessment so that we know what we

are doing and how well we are doing and then we can use that to improve our programs over time. (Dr. John Rider, Vice President for Academic Affairs)

Our first assessment attempt was a comprehensive survey of perceptions among different constituents on campus in order to assess the performance of our president after his first year. I think that by being transparent, and by the president agreeing to be the guinea pig in this process, he made the rest of us know of the seriousness of our assessment effort. And by opening himself to scrutiny, he was able to communicate to us that yes, we need to take a look at ourselves as well, not only as individual programs, not only as student services, but as a whole institution. (Dr. Ray Somera, Associate Dean and Chair, Committee on College Assessment, CCA)

One of the goals of our assessment process is to involve our Advisory Committee, to try to get industry involved in it. We want to make sure that we get input from our industry partners to make sure that we are on the right track and we know that we are leading and preparing our students to meet the needs of the workforce. ...we found so far that our program is pretty much on track, but we need to do more. We need to stay more in touch with technology and we are leading into that area. We are looking into industry certification as one of the options for our students. (Yvonne Flores, Chair, Technology Studies Department)

We are all learning in the process; it is not like set in stone, so there would be some changes. But we are very fortunate that our Advisory Committee members are very willing to put in their time and they are very dedicated because they think that they are doing a worthwhile thing for GCC. (Liberty Viray, Chair, Business Department)

...the public has a role in assessment. We want to know what other people think about us and we want this to be a transparent exercise that is ongoing. We want the public to feel that they are justified in spending money on us as a public institution. (Dr. John Rider, AVP)

(The assessment process) required everybody's participation. It won't work if it's just a "pocket here, pocket there;" everyone has to agree that this is what we need to do for the good of our program. It was tough, but I think we're glad we did it. And now, once we get going, hopefully, it will just be part of the normal things we do every year. (Eric Chong, Chair, Tourism and Hospitality Department)

We discovered very early on that it was quite impossible for us to assess general education because the different programs did not have a common core of courses...as a result, our faculty Academic Affairs took a look at it and made some recommendations

for a common core of courses to the Academic Vice President.
(Dr. Dennis Slyter, Professor, Criminal Justice, and Chair, College Affairs Council)

Accountability is extremely important, especially based on the way in which GCC is funded by the government of Guam. We are not funded by property taxes which tend to stay the same year after year. We don't get state aid for each student that we teach. So what we need to do is we need to show the legislature and the taxpayers that we are actually delivering what it is we say we would do. **(Jamie Mason, Dean, School of Technology and Student Services)**

We have taken great strides in equipping our faculty with the right tools, the right methodologies with which to do assessment. The plans and the reports that have been submitted to the Assessment Committee testify to the fact that we have been quite successful. **(Dr. Ray Somera, Associate Dean and Chair, CCA)**

What we have tried to do is to make assessment a conversation --a meaningful conversation-- throughout the campus. And I think we have accomplished that. **(Dr. John Rider, AVP)**

PART II. REVIEWING PROGRAMS, EXAMINING OUTCOMES

For purposes of organization and facility of reporting, the discussion below classifies the college's instructional programs, services and administrative units into four convenient categories: (1) associate degree; (2) certificate; (3) student services and administrative units; and (4) special programs. For the latter category, this includes secondary, general education, skill development milestone, and federally-funded programs.

This new assessment taxonomy (see Appendix A) will guide the Assessment Committee in terms of its general oversight functions this current academic year. Reflecting these four categories described above, a newly revised assessment schedule following a two-year cycle is in Appendix B of this report.

Of 18 Associate degree programs listed in the college catalog, 56% (n=10) completed both assessment plan and report during the academic year. Twenty two per

cent (n=4) submitted a plan but were unable to submit a report while 22% (n=4) did not comply at all with their assessment requirements.

Out of 30 identified Certificate programs, 60% (n=18) had compliance difficulties because they did not complete both a plan and a report, 27% (n=8) completed both assessment plan and report while 13% (n=4) submitted a plan only and were unable to submit a report. It must also be noted here that the high rate of non-compliance may be attributed to the low-enrollment, or in some cases no-enrollment of students in these programs. For instance, enrollment data reveal that programs like *Turf Management*, *Landscaping*, *Basic Surveying Technology*, among others, have had no declared students for about 2-3 years now (even longer for some programs). As a result, there have been no course offerings to support these programs for the same amount of time. Yet, these programs are still published in the annual college catalog and hence, departments offering these certificate programs need to make a systematic assessment of their continued viability or possible closure. If these programs need revival or strengthening, it is imperative that issues of student recruitment, personnel, and fiscal resources need to be addressed by the individual departments immediately.

Submission rate for student services' plans and reports was at 88%, with 8 (out of 9) programs in full compliance. The administrative units, on the other hand, had 92% submission rate, with 12 various units meeting the plan submission deadline. It is also noteworthy that all assessment plans were reviewed and approved by the respective division vice presidents. Administrative unit assessment reports, however, will not be due until December 2002.

Under the special programs category –encompassing federally-funded, general education, skill development milestone, and secondary programs-- 65% (n=11) had full compliance while 35% (n=6) completed their plans only. It is also worthwhile to note that all general education areas (Math, English, Science and Social Science) underwent

course-based outcomes assessment this academic year. Starting Fall 2003, when the new General Education Policy as indicated in the 2002-2003 catalog² will take effect, a more comprehensive general education assessment will be implemented at the college.

Programs and services that did not comply at all with their assessment requirements shall be placed on *full assessment probation*, while those that did not complete reports for the academic shall be placed on *partial probation*. Every effort will be made to provide these departments or units with the assistance and the resources available in order to bring them to full compliance *within one academic year*. If after one semester, such probation has not been lifted, the Academic Vice President, in consultation with the Assessment Committee and the department faculty, will make an administrative decision regarding the fate of these programs for the next academic year³. The CCA will be responsible for guiding and monitoring the progress of departments as they work towards the fulfillment of their assessment requirements. It is worthwhile to note that the departmental responsibility towards assessment is in fact stipulated in the 2000 Board-Faculty Agreement (Article IX, Sect. A, No. 4, p. 22), which reads:

Departments share with administration the responsibility for curriculum quality and the *continuous evaluation and assessment* of that curriculum (emphasis added).

The following table presents basic patterns of responses among selected programs in the areas of program improvement, training needs and action plans, as gleaned from the program review component of the assessment report submitted to the CCA (IP Form D, Program Review Narrative). Selected excerpts from the report are

² By Fall 2003, all Associate Degree Programs will require a uniform core of 19-20 credits of General Education courses while all Certificate Programs will require successful completion of EN110 and MA105 or higher. The 2002-2003 Catalog further states that “all students enrolled in regularly scheduled post secondary courses will be required to meet this minimum general education requirement regardless of their educational intent or status as a student” (p. 14).

³ A listing of programs and services on assessment probation (full and partial) status at the end of Academic Year 2001-2002 is included in Appendix C of this report.

reproduced below to give the reader an idea of program needs and concerns that definitely impact on individual departmental planning and budgeting, as follows:

Table 1. Patterns Of Responses In Departmental Program Review

Program	Major needs for program improvement	Recommendations for program improvement	Training needs (in priority order)	Departmental action plan
AS Accounting	<ul style="list-style-type: none"> *Integration of computer-aided instruction in accounting courses *Inclusion of capstone experiences in elective courses *Classroom upgrade for more conducive learning environment 	<ul style="list-style-type: none"> *Increased consultation with Advisory committee *Budget monies for classroom upgrade of D6 and D7 *Include computerized learning component to AC101, 102, 103, 110 	<ul style="list-style-type: none"> *College assessment *Payroll Certification *Powerpoint *NIAS *Microsoft Word 	<ul style="list-style-type: none"> *Schedule working session with Advisory committee by October 2002 *Revise 3 accounting course guides to reflect capstone experiences in AC240, 250 and 225 by May 2003 *Explore room upgrade possibility with MIS by Sept 2002 *Faculty training in areas of need (SY 2002-2003)
AS Criminal Justice	<ul style="list-style-type: none"> *Update of course guides *Technology-enhanced instruction *Vigorous recruitment effort *Terminal degrees for adjunct faculty *Development of a viable internship program 	<ul style="list-style-type: none"> *Update course revisions *Add relevant electives *Streamline operations by combining CJ and Pro-Tech operations *Networking with public and private schools for student recruitment *Adjunct faculty training 	<ul style="list-style-type: none"> *Conference attendance in subject or teaching area *Technology integration training *Goal-setting training for the department *Continued training of adjunct faculty towards terminal degree 	<ul style="list-style-type: none"> *Continue to establish rapport with Pro-Tech to combine and streamline operations *Assess outcomes of departmental plans every semester
AS Fire Science Technology	<ul style="list-style-type: none"> *Course offerings must reflect the “platoon shifts” at GFD in order to attract enrollees *GFD perceptions of the program’s value needs work, considering the current practice of political, rather than merit-based, appointments 	<ul style="list-style-type: none"> *Special scheduling for classes to accommodate the 24/7 schedule of firefighters 	<ul style="list-style-type: none"> No additional training needs are anticipated, as all courses are taught by off-duty firefighters 	<ul style="list-style-type: none"> For Fall 2002, develop a more comprehensive needs assessment survey for about 130 firefighters to gauge student needs and course interest. This will impact on course scheduling and instructor recruitment.
AS Marketing	<ul style="list-style-type: none"> *Bring level of faculty educational attainment to Bachelor’s degree and Master’s degree *Revision and upgrade of curriculum documents to reflect current industry standards 	<ul style="list-style-type: none"> *Continued coursework for faculty pursuing advanced degrees *Collaboration with Business and Visual Communications in the upgrade of curriculum documents, MK123, MK220, MK224 *Combine <i>Retailing</i> and <i>Merchandising</i> courses into one course and 	<ul style="list-style-type: none"> *Training in technology-aided marketing instruction (e.g. Photo Shop, Illustrator) *Curriculum writing *Grant writing *Dynalogue, NIAS 	<ul style="list-style-type: none"> *Solicit input from Advisory committee for continuous program growth (continuous) *Faculty training in areas of need by October 2002 *Develop a department-wide professional development plan by August 2002 *Write a new program

		write a substantive revision to the course guide *Develop a new <i>E-Commerce</i> and an <i>International Marketing</i> course		document to incorporate course changes and the new GE requirements by December 2002
AS Medical Assisting	<ul style="list-style-type: none"> *Address areas of concern raised in CAAHEP accreditation report⁴ *Recruit another full-time faculty *Faculty training to remain current in the field *Strengthen protocols for practicum evaluation processes *Adjunct faculty training on general program requirements 	<ul style="list-style-type: none"> *Hire full-time post secondary faculty to ensure continuity and program growth *Encourage faculty to include course revisions in their IFP *Community networking for student recruitment *Provide training and support for adjunct faculty *Train practicum evaluators more effectively 	*Continue updating knowledge and skills with courses and conferences for full-time faculty in the department	<ul style="list-style-type: none"> *Allocate budgetary resources to support departmental goals *Assess outcomes of plans with regularity *Apply for professional development funds to attend a conference for skill and knowledge upgrade in subject or teaching area
AS Hospitality Management	<ul style="list-style-type: none"> *Better report writing skills for students prior to 200-level class enrollment *Protocols for special projects courses must be indicated in the catalog to prevent abuse *Delete reference to student choice of Co-op/Work Experience or Special Project on page 59 of GCC catalog *Revisit HS208 exemption 	<ul style="list-style-type: none"> *Require students to pass EN110 prior to enrollment in 200 level courses *Tighten control of enrollment in special projects by students; only granted on a case-by-case basis *Require Co-op/Work Experience for all Hospitality students 	*In-service training in the area of bartending and Fidelio Front Office computer system	<ul style="list-style-type: none"> *Develop a profile listing of HS tourism students *PS faculty and DC must collaborate to monitor outcomes *Establish and implement prerequisites for 200 level classes *Network with GHRA to promote faculty and program
AS Office Technology	<ul style="list-style-type: none"> *Revision of the Certificate program in Office Administration *Room upgrade of D1 and D7 for a more conducive learning environment *Faculty professional certification in MOUS 	<ul style="list-style-type: none"> *Faculty commitment to revise cert. program *Administration commitment to upgrade D1 and D7 *Revise OA240 to include HL120 as a prerequisite course *Pursue MOUS professional certification *Collaborate with Allied Health to ensure proper advisement to OA240 	<ul style="list-style-type: none"> *Grant writing workshop *Professional certification in MOUS *Dynalogic *NIAS 	<ul style="list-style-type: none"> *Revise certificate program in Office Administration by end of Spring 2003 *Allocate budgetary resources to improve learning environment in D1 and D7 (FY 2003 budget) *Secure funding thru VEA grant (apply Dec 2002) for MOUS certification (Summer 2003)
AS Supervision & Management	This is the 3 rd year since the department lost its full-time Supervision and Management faculty. As a	*Hire a new full-time faculty member who will take charge of the program	<ul style="list-style-type: none"> *College assessment *Curriculum development *Advisement 	*Propose program revision in terms of number of credits and other changes by Sept

⁴ The Medical Assisting program, the first GCC program to be granted external accreditation status, received its 3-year accreditation from CAAHEP on 19 April 2002. CAAHEP is the acronym for the Commission on Accreditation of Allied Health Education Programs based in Chicago, Illinois.

	result, major concerns have arisen on the following categories such as: assessment, program revision, course development, advisement and student retention.	<ul style="list-style-type: none"> *Revisit program revision proposal, as completed partially in April 2002 *Re-assess the total number of credits (64/65 plus credits) for the program 	<ul style="list-style-type: none"> (including the use of NIAS) *Teaching methods (with focus on student-learner centered approach) 	2002 <ul style="list-style-type: none"> *Present final recommendation to Advisory Committee and solicit feedback and approval by Oct 2002 *Prepare course guides for new courses identified, Nov 2002-May 2003 *Complete revised program document for AAC submission by September 2003
AS Travel Agency Management	<ul style="list-style-type: none"> *Program in need of certification by the Institute of Certified Travel Agents (ICTA) *Update curriculum to reflect industry changes and meet student needs *Ticketing handbook *Language component added to program credits 	<ul style="list-style-type: none"> *Update course guides that have not been revised within the last 3 years *Suggest program name change *Re-instate Corporate Traveler component (1 credit) *Add a Travelers' with Disabilities component (1 credit) 	<ul style="list-style-type: none"> *Certification training for AMADEUS CRS (computer reservation system) *CTC certification training *Weisman software training *Virtue training 	<ul style="list-style-type: none"> *Work closely with Advisory committee to pinpoint program changes *Update program and curriculum guides, to reflect industry needs, Fall 2002-Spring 2004 *Prepare curriculum documents for submission to AAC
Marketing Education (secondary)	<ul style="list-style-type: none"> *Need to use similar assessment instruments to measure student outcomes *Vocational methods training for new faculty *Training in marketing software *Program growth limited by lack of space (JFKHS) and new faculty hiring *More efficient counseling and advisement for students 	<ul style="list-style-type: none"> *Faculty commitment to participate in technology training *Pursue certification in marketing instruction *Sharing of assessment instruments for uniform results *Increased cooperation in counseling student registration (DOE and GCC) 	<ul style="list-style-type: none"> *Technology training in the performance of marketing instruction (e.g. Photo Shop, Illustrator, POS operations) *Curriculum writing *Certification training by NBTS *Grant writing *Dynalagic *NIAS 	<ul style="list-style-type: none"> *Continue DOE-GCC partnership *Allocate budgetary resources to improve technology in instruction *Develop a comprehensive Student Store Policies and Procedures Manual by March 2002 *Solicit industry input for continuous program improvement *Develop a department professional development plan by May 2002
Electronics and Networking (secondary)	<ul style="list-style-type: none"> *Greater collaboration between GCC instructor and DOE counselor regarding student enrollment *Training in PC systems to prepare faculty for new program emphasis *Regular monitoring of facilities/equipment that brings about a conducive learning environment 	<ul style="list-style-type: none"> *Greater control needs to be exerted in enrolling upper class students *Educating DOE counselors on the nature of GCC programs *Christmas break training on PC systems for faculty *Hire lab technician and repairman to oversee facilities and equipment 	<ul style="list-style-type: none"> *Training in PC systems *Technology training for instructional purposes (e.g. multi-media projector, scanner, digital camera) *Website development *Telecommunication 	<ul style="list-style-type: none"> *Work towards better working relationship with DOE *Continue working with GCC-DOE maintenance departments for better functioning learning settings *Sharing of teaching resources among schools *Seek input from advisory committee for continuous program improvement

As the above table reflects, discernible patterns in these responses reveal a recurring major need for program revision, specifically the updating of program and curriculum guides, regularly-scheduled technology training for instructional purposes, as well as continual faculty training, development and certification. Recommendations for program improvement inevitably focus on increased consultation and dialogue with Advisory committees for program improvement input, knowledge and skill upgrade for full-time and adjunct faculty, and increased cooperation with DOE and industry regarding student recruitment and retention. Although training needs vary from department to department, the most commonly-identified training needs focus on instructional technology, Dynalogic and NIAS database systems, curriculum development, grant writing, and certification training in various subject areas (MOUS, AMADEUS CRS, etc.). Upgrade of knowledge and skills through conference attendance was also identified by the following departments: Criminal Justice, Medical Assisting, Tourism & Hospitality, Electronics, among others. These aforementioned training needs should guide the Professional and Research Development Committee (PDRC) in its periodic evaluation of professional development applications from the faculty and identify and prioritize key areas for funding in this regard.

Tables 2, 3, and 4 below summarize content analysis results from Form A (also known as the 5-column model), *Assessment of Student Learning Outcomes*, as submitted to the CCA. Though selective and incomplete, the programs indicated in the following tables represent a sample of program-based outcomes assessment during the past year, as follows:

Table 2. Patterns of Program Outcomes and Instruments Used

Name of program	Intended Program Outcomes	Assessment Tools Utilized
Office Technology	*Be proficient in various administrative skills such as formatting legal and medical documents. *Be skilled in the use of various computer applications, office equipment and machine transcription	*Student projects *Written tests *Assignments

	*Be knowledgeable in business, legal and medical terminology	
Supervision and Management	*To demonstrate interpersonal skills necessary to perform the role of a supervisor *To make sound decisions based on alternatives or options available *To identify the ethical and legal issues of management as they relate to the workplace	*Student role play on conflict resolution *Essay on decision-making *Case study analysis
Marketing	*To prepare students for entry-level and middle management employment in the field of marketing, the program seeks to: (1) provide students skills used in retailing, purchasing, merchandising, advertising and sales; (2) equip students with fundamental knowledge, and attitudes to be successful in a marketing profession	*Promotional mix essay *Advertising plans *Advertising budget
Fire Science Technology	*Graduates of the program will (1) possess the technical knowledge required to command a fire company; (2) be able to command a fire company during emergency response situations; (3) possess requisite knowledge of NFPA and OSHA regulations pertaining to the fire service	*Mock promotional examination *Graduate survey *Written test on NFPA and OSHA regulations
Tour Guide Certification Training	*Upon completion of the training, students will be able to (1) summarize Tour Guide rules and regulations and Tour Guiding principles (Part I); and describe the history, culture, and geography of Guam (Part II).	Pre-and-post written test scores
English (GE)	*Students will express their thoughts in a written, coherent and acceptable way *Students will write for different purposes	*In-class final essay exam
Social Sciences (GE)	*Students will learn to promote respect for different cultures and opinions, understand self and human behavior, and be familiar in the social, economic and political foundations of modern society	*Ten (10) embedded test items in 10 midterm exams in EC110, PY120 and SO 130. *Written test
Science (GE)	*Students will be able to demonstrate knowledge regarding the classification of organisms, describe the worldwide impact of pollution, and define/provide examples of symbiosis.	*Final essay exam
Travel Agency Management	*Students will possess a general knowledge of the fundamentals in the travel industry, like creating client reservations. *They will be familiar with world geography. *They will strive to be timely in their execution of the transactions.	*Computer printouts of reservations *Tests and quizzes *Work sheets *Assignments *Performance checklist
Criminal Justice	*Students should be able to (1) describe the process of the criminal justice system and the duties and responsibilities of the criminal justice professional; (2) identify the legal procedures for gathering information about crimes, criminal procedure and the defendant's rights; and (3) demonstrate the ability to understand the interrelations, ethics and role expectations of the criminal justice professional and society,	*CJ Exit Examination *Student Satisfaction Survey
Assessment and Counseling	*Students will be satisfied with services provided by the department	*Student Needs Assessment Survey

	*Students, faculty and staff will be aware of and have confidence in counseling services. *Students receiving tuition assistance under special populations will complete their courses.	*Faculty Needs Assessment Survey *Student Satisfaction Survey
Admissions and Registration	*Students will receive services within designated deadlines. *Students will be provided complete and accurate information. *Students will receive prompt and courteous service.	*Electronic survey on needs assessment and client satisfaction

As the table above indicates, a majority of the programs represented reveal educational outcomes that are learner-focused and student-centered. Essentially, these intended program outcomes, in various forms and means, answer the three most important questions of assessment: *What do students know? What can they do? What do they think?* The tools utilized for assessment are heavily favored towards students' output produced in-class (e.g. assignments, tests, final exam, worksheets) or out-of-class (projects, surveys, practicum, etc.). These outputs were systematically collected randomly in pre-selected classes and were then rated by a team of evaluators (in most cases, 2-3 members of the department's Advisory committee), using a scoring rubric established by the department itself.

The table below presents patterns of departmental criteria for student success in program-based assessment, and then provides an evaluation of whether such criteria were met or not, as gleaned from the submitted report:

Table 3. Patterns of Criteria for Success and Degree of Attainment

Name of program	Criteria for success	Level of success (<i>Exceeded expectations, Met expectations. Did not meet expectations</i>)
Office Technology	90% of Office Technology students will successfully meet program outcomes	Exceeded expectations
Supervision and Management	70% of enrolled major students will demonstrate knowledge and skills in 3 identified program outcomes	* Exceeded expectations (80%) in interpersonal skills * Did not meet expectations (67%) in decision-making outcome * Did not meet expectations (67%) in ethical and legal issues
Marketing	80% of students will gain proficiency in developing advertising plans while 85% will demonstrate mastery of marketing mix outcomes	* Exceeded expectations in advertising outcome * Exceeded expectations in marketing mix outcome

Fire Science Technology	70% of recent graduates will successfully pass a mock promotional exam meant to measure 3 intended program outcomes	<i>Note: Rate of participation was insufficient to draw valid conclusions; only 1 out of 11 graduates took the exam.</i>
Tour Guide Certification Training	All trainees will significantly improve their scores in Part I and II of the written pre-and post-test.	*Exceeded expectations (67% improvement from pre to post test in Part I) *Exceeded expectations (43% improvement from pre to post test in Part II)
English (GE)	50% of students will successfully gain effective writing skills.	*Exceeded expectations
Social Sciences (GE)	No criteria for success identified in Form A	“..high level of mastery on competencies identified in the course guides”
Science (GE)	75% of students will achieve the 3 identified course outcomes.	*Exceeded expectations for pollution impact and symbiosis definition outcomes *Did not meet expectations (58%) in organism classification outcome
Criminal Justice	All students will successfully pass an Exit Examination and indicate satisfaction with the program.	*Exceeded expectations
Assessment and Counseling	Various clients will indicate awareness, confidence and satisfaction with counseling services on campus.	*Exceeded expectations
Admissions and Registration	85% of identified clients will express satisfaction with services offered.	*Did not meet expectations (only 70% voiced agreement)

Although expectations were reported to have been exceeded in majority (n=10) of the identified program outcomes above, a few of the outcomes (n=4) were reportedly not successfully met. It is also worthwhile to note that the criteria for program success varied considerably and hence, the measure of success was similarly variable. A close examination of the response patterns also indicates certain informational gaps provided in the 5-column model (e.g. no means of criteria identified or no data summary provided).

Although a grand total of fifty-six (56) assessment handbooks (*The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness*, and *The Department Head's Guide to Assessment Implementation in Administrative and Educational Support Units*, both authored by James and Karen Nichols, 2000), have been distributed to faculty, staff and key administrators within the past year for their use as a

step-by-step guide in assessment reporting, it would seem that faculty have not fully utilized them as resource guides. Additional individualized training in assessment principles, particularly in the 5-column model, should minimize the problem of incomplete reporting in the next assessment cycle.

The next table consolidates the data collected in the assessment process, and by way of implication, provides the anticipated use of results in terms of program improvement:

Table 4. Patterns of Data Collected and Anticipated Use of Results

Name of program	Assessment Data Generated	Use of Results
Early Childhood Education	Though students obtained an average score of 3.6 (out of 4) in 81 competencies for 8 major areas, a few of them scored below a 3 in the scoring rubric.	Strengthen procedures for practicum evaluation; evaluators need more information on rubric completion; practicum teacher needs to ensure that students are placed in areas where as many competencies as possible can be practiced and observed.
Accounting	82% of those taking the national examination passed above 60% and received a certificate from the Educational Institute. 90% of the scores were above 70% and the highest score was 87%.	Continue to seek qualified faculty in hospitality accounting to teach this discipline. Re-evaluate the program's flexible structure and develop one or more capstone experiences in the electives above AC200.
Office Technology	Though students' average rubric score was 3.8 in administrative skills, deficiencies were marked in language skills and grasp of business, legal and medical terminology.	Enforce prerequisite courses (EN110 and MA105); revise OA240 to require HL120 as a prerequisite course and develop a course in legal terminology as a prerequisite course to OA240.
Supervision and Management	Students' ratings ranged from 78% to 96% on 1 outcome while they scored only 67% on 2 other outcomes.	Major program revisions needed, including the development of a Human Relations Management course; hire full-time faculty to implement program
Marketing	Average rubric score for all students was 2.63 in the advertising outcome and 3.35 in the marketing mix outcome.	<i>No use of results was indicated in Form A.</i>
Tour Guide Certification Training	Part I pre-test average score was 55%; Part I post-test score was 92% Part II pre-test average was 68%, Part II post-test average was 97%	Continue with current curriculum and adapt to changes in the industry
Travel Agency Management	Though students scored 80% and higher in ticketing reservations, there is a lack of real life "hands-on" training for them.	Work towards the release of the AMADEUS inhibitor so students can actually do ticketing or issue an invoice.

Criminal Justice	Exit exam results indicate that students possess mastery of CJ100, CJ150, CJ200 and CJ206; satisfaction survey results indicate 75% agreement with program being outstanding and 25% reporting it as satisfactory.	<i>No use of results was indicated in Form A.</i>
Assessment and Counseling	100% of students who responded to the survey indicated they were satisfied with the quality of counseling they received; 97% indicated they would return for counseling if needed.	Department will continue to maintain quality counseling services; will monitor waiting period to see counselor and student perception of connection between counseling and success in school.
Work Experience	90% of the eligible secondary and post-secondary students received training related to their field of study in a community setting; 100% of them indicated that placements were relevant to the vocational program.	Monitoring, as well as evaluation, tools need to be developed to assess students' progress in the workplace. Marketing strategies for the program needs to be strengthened through formal sharing sessions.
Admissions and Registration	Courtesy of staff and promptness of service was rated 69% and 62% respectively by survey respondents.	Improve the turnaround time for services, with 3-5 working days for transcript requests, certifications, transcript evaluations and admission as declared student.

While the program improvement strategies listed in the above table are incomplete, they should serve as a representative sample of the course, curriculum and program strengthening that are anticipated to be implemented in this academic year. If these initiatives are to provide the necessary “shot in the arm” for these selected programs, the Assessment Committee must make it a priority to oversee, monitor, and evaluate the implementation of these program improvement strategies by the departments involved. The bigger responsibility of departments in the assessment process therefore goes beyond the submission of assessment plans and reports. When assessment results lie at the foundation of program changes, and when student learning outcomes become the basis of program strengthening or revision, then assessment will have done the greatest good for the college.

PART III. IDENTIFYING AREAS OF GROWTH AND FUTURE DIRECTION

After two years of full implementation, the assessment initiative at the college continues to refine its processes to meet these identified challenges and areas of growth:

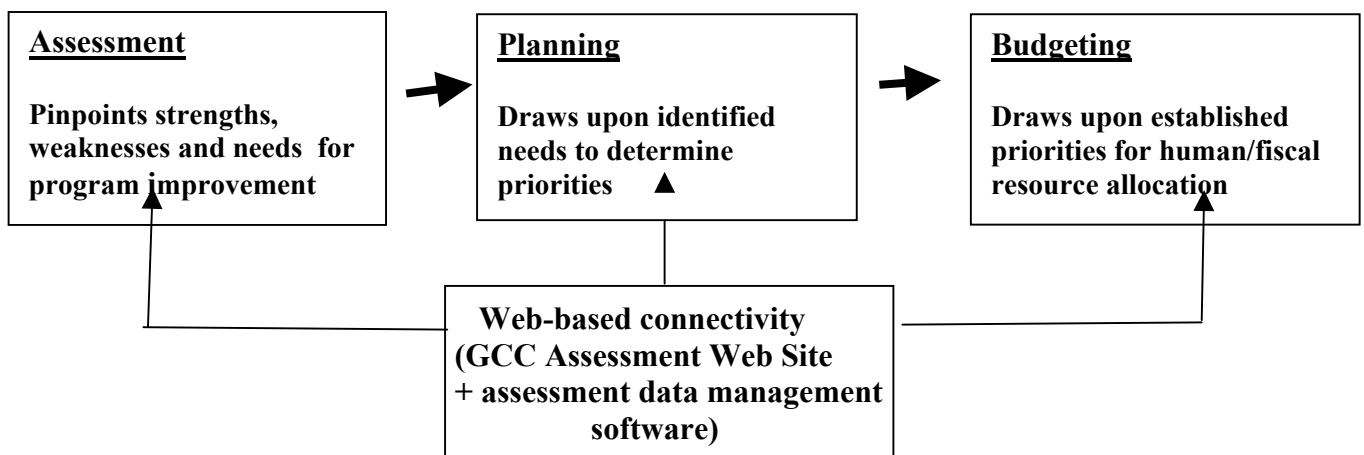
- (1) Achieve **full** compliance for all programs, student services, and administrative units in meeting their assessment deadlines, as established by the Committee on College Assessment (CCA);
- (2) Streamline assessment reporting through more user-friendly forms;
- (3) Improve the enforcement of the new assessment cycle, with an established system of rewards, as well as sanctions;
- (4) Disseminate the assessment-based rationale of the new General Education (GE) Policy --seeking to establish a uniform core of GE courses for all associate and certificate programs, regardless of major-- for its smooth implementation in Fall 2003;
- (5) Strengthen secondary assessment processes, and mobilize the full participation of satellite faculty in meeting assessment responsibilities; and
- (6) Develop membership procedures and protocols in the CCA (e.g., terms and length of membership, succession rules, etc.) for inclusion in the 2000 Board-Faculty Agreement that stipulated the creation of the Assessment Committee.

WHAT NEXT?

How do we ensure the continuity of the previous year's program improvement efforts so that the college's goal of a comprehensive assessment initiative is sustained? This is the most formidable challenge the college faces in the coming year.

In order to propel the initiative further and to continue building institutional capacity (as well as sustaining the level of engagement among the college's constituents), the *whole initiative must be elevated to the next level of its development: planning*. One way to accomplish this is to bring the ongoing, already-institutionalized program improvement efforts to the level of *planning* so that assessment activities will be ultimately linked to planning processes at the level of the departments. When program

faculty are able to make connections between assessment and planning, they become empowered to engage in long-range decision-making (a.k.a. strategic planning) because they will realize that their plans are inevitably tied to departmental goals, objectives, and resources that will dictate their program's survival. This is eventually linked to institutional planning, as the department plans comprise the building blocks of the college's planning cycle. In this light, technology becomes a powerful tool in linking assessment, planning, and budgeting processes into an integrated system, as exemplified in the diagram below:



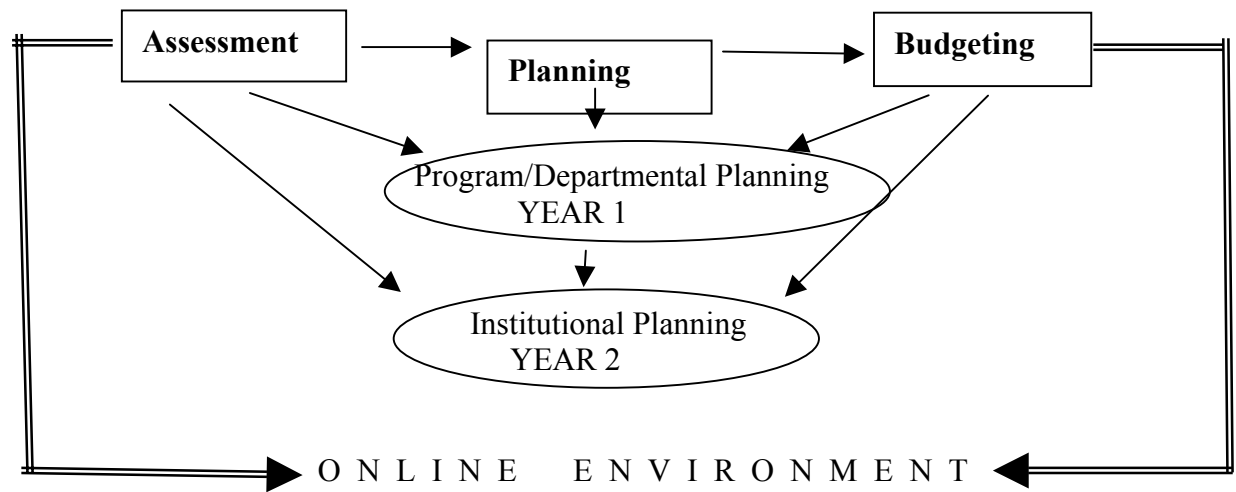
As the above diagram illustrates, the first step to take in accomplishing this objective will be through internet-based connectivity between and among departments at the college. Funds from the GCC-Vocational Education Act (VEA) grant have been tapped in order to implement a program agreement, “*Online Environment for Program and Departmental Planning*” that will make this possible. This is envisioned to be a two-year project. Year 1 will focus on linking assessment processes with departmental and program planning, including curricular development, improvement and expansion. Performance-based institutional planning, a major objective of Year 2 of the project, will be the inevitable outcome of these department-based processes. This year, four (4) post-secondary departments –*Business, Tourism and Hospitality, Computer Science, and Marketing*-- will serve to represent selected disciplines. The remaining departments and

programs are envisioned to follow this model in the succeeding year.

Two technical information workshops will be conducted in order to: (1) formulate a plan of action vis-à-vis the objectives of the electronic assessment program with the department chairs and program faculty in these departments; and (2) train key people in online assessment, electronic portfolios, and assessment data management systems. Additionally, software training sessions on an assessment data management software will also be necessary in order to build the capacity of department chairs, program faculty, and selected key administrators to run and manage the software most effectively. Based on common goals and objectives, these above named departments will begin the implementation of a technology-driven assessment system that will emanate from the processes described below:




- (a) An assessment Program Specialist will develop, construct and maintain an internet-based GCC Assessment Website that will be linked to the institutional website (www.guamcc.edu);
- (b) Once this website is built, he/she will assist the aforementioned 4 departments in building their respective sites, following a standardized template that will include the departmental and program profile, declared majors, program completion data, assessment planning and reporting, among other components; and
- (c) The assessment Program Specialist will also build links that will provide a layered environment to assessment planning and reporting at the department level. Results of assessment learning outcomes and program review will then be used to justify departmental needs and priorities in staff development training, space allocation, equipment procurement, as well as personnel resources, to support the attainment of student learning outcomes at the programmatic level.

The experience of the aforementioned four departments will provide the model for the next level of assessment development at the college: from *departmental*, *program*-based planning to *institutional* planning. The layered format of the online environment will generate the interdepartmental, inter-program perspectives (Year 1, 4 departments) that will allow for a *performance-based* process of planning at the institutional level (Year 2, remaining departments). This interrelationship is best illustrated in the following conceptual framework:



As envisioned, the table below outlines the transition and outcomes from Year 1 to Year 2 of the online environment project (which is essentially Year 3 and 4 of the GCC Assessment Initiative), i.e., from program/department planning that eventually builds into institutional planning:

Timeline	Components	Objective 1	Objective 2	Objective 3	Outcome
<p>YEAR 1</p> <p>↓</p>	<p>4 departments, 17 programs, (both Certificate and AS degrees) serve as pilot for the project</p>	<p>Development of GCC's ASSESSMENT WEBSITE; uploading of templates, model plans and reports; building links, etc.</p> <p>→</p>	<p>Department websites to be built, following a template for standardized construction</p>	<p>Online database building, including:</p> <p>Core indicators data collection of:</p> <p>*primary data (<i>focus group, survey</i>) *secondary data analysis of</p>	<p>Program/ Departmental Planning</p> <p>↓</p>

				enrollment data in these programs	
 YEAR 2	Remaining departments, 30+ programs, both Certificate and AS degrees	 Further development of GCC's ASSESSMENT WEBSITE; uploading of assessment data from all remaining departments/programs	Department websites to be built, following a template for standardized construction	Online database building for: (a) Graduate and Completer Follow up Survey (b) Employer Follow up Survey (in online format) Also: core indicators data collection of: *primary data (<i>focus group, survey</i>) *secondary data analysis of enrollment data in the remaining programs	 Institutional Planning

It is predicted that the provision of an online environment as a context for program assessment and departmental planning will improve assessment compliance rates since this relates to submission of assessment plans and reports to the Assessment Committee. As shown in last year's assessment program, the development and implementation of the assessment web page (though short-lived) contributed significantly to the high attendance rates of faculty and staff in the scheduled assessment training sessions because the web page included an electronic registration for the workshops. The advances in instructional technology at the GCC campus, including the high computer literacy rate of GCC faculty and staff, primarily served as facilitating factors in this regard.

This demonstrates the powerful boost that technology (via an Assessment Website) can provide to the processes of departmental and institutional planning at the college. As the college's comprehensive assessment initiative moves forward, this will

facilitate the development of inter-departmental internet connectivity to *performance-based* planning processes. This will be implemented at the program level initially, and gradually, to the institutional level in the next academic year.

PART IV. ESTABLISHING POLICY: AT THE CORE OF THE INITIATIVE

While it is true that the college has been largely guided by the newly-approved standards imposed by ACCJC⁵, the college's institutional mission, as the foundation of all assessment activities, needs to be revisited. The Board of Trustees itself directed the college to re-examine the mission statement by January 2003, in its resolution adopting the current mission statement almost three years ago. Two key questions were indicated to be at the forefront of this institutional mission review, as follows:

- (1) How effectively does the statement convey the mission of the college,
both to the college community and the larger community?
- (2) Does the statement drive institutional planning and decision-making?

(ACCJC Accreditation Report, 2000, p. 12)

The Academic Vice President has in fact spearheaded this institutional mission review effort by developing a comprehensive planning document entitled "*Getting the Planning Cycle Started at GCC*" (Draft 2, Planning Agenda, 01 July 2002), that encompasses other various components in the day-to-day operations of the college, in addition to the mission statement discussion. Towards this broad goal, there will be an institution-wide dialogue throughout the year as the discussion gathers strength and momentum.

⁵ Dr. Barbara Beno, Executive Director, and Dr. Gari Browning, Associate Director of the Accrediting Commission for Community and Junior Colleges (ACCJC) visited GCC on October 10 & 11, 2001 in order to seek input on Draft A of the then-proposed Accreditation Standards. In the process, selected key leaders among the faculty, administration, staff, students and members of the Board of Trustees actively participated in the two-day discussion and dialogue.

Moreover, the accrediting team also reported on the seeming lack of enforcement on the part of the Board with regard to its policies dealing with assessment. The report read:

“The team found Board policies in place that deal with assessment of programs on a 5-year cycle. However a review of the Board policies did not clearly indicate that procedures existed to insure compliance. Through a cross-section of interviews and discussions as well as a review of the Self-Study files, faculty, staff, and administration have effectively developed plans but have yet to consistently follow-through with analyses, evaluations and refinements to complete the cycle.” (ACCJC Accreditation Report, 2000, p. 29)

This policy as it currently exists –BOT Policy 305, *Instructional Program Evaluation*—will now be superseded by BOT Policy 306 (Resolution 13-2002; see Appendix C). This new policy aptly titled *Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees* will serve as the driving force of the college’s campus-wide assessment effort. Based on the lessons and insights gathered from the previous year’s assessment efforts, the new policy appropriately specifies an annual or two-year assessment cycle and also stipulates that the Board of Trustees, along with the GCC Foundation Board, shall set an example of compliance with the new ACCJC standards.

Finally, this new institutional policy affirms the college’s commitment to the comprehensive assessment process and leaves little doubt that Guam Community College has indeed taken “the responsibility for defining its mission and characteristics of quality and excellence in the context of that mission and for *presenting evidence that such quality and excellence are being achieved*” (ACCJC Accreditation Standards, Draft C, 2002, p 1, emphasis added).

CONCLUSIONS

Several major conclusions emerge out of the two-year old assessment initiative at the college:

- (1) A healthy dialogue about assessment is ongoing, and continues to gather momentum;
- (2) A great majority of the college constituents have accepted the rationale for doing assessment, as evidenced by the increasing rates of compliance with assessment requirements;
- (3) The assessment process is firmly in place, with procedures, protocols and templates developed by the Assessment Committee in order to assist GCC faculty, staff, and administrators in completing their assessment requirements efficiently and effectively;
- (4) The bulk of assessment data generated during the past two academic years has yielded very rich information that now meaningfully guides faculty in their departmental planning processes;
- (5) The institutional commitment to follow through with the assessment initiative has been formalized through the establishment of Board Policy 306 --*Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees*--- passed by members of the college's Board of Trustees.

With policy and practice now acting in concert, it is anticipated that in the Academic Year 2002-2003, Guam Community College's resolve to lead the region in quality educational experiences grounded in assessment excellence will soar to even greater heights.

APPENDIX A

NEW ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2002-2003

GROUP A

Associate Degree Programs

Accounting	Fire Science Technology
Architectural Engineering Technology	Food & Beverage Management
Automotive Technology Auto/Truck	Hospitality Management
Civil Engineering Technology	Marketing
Computer Science	Medical Assisting
Criminal Justice	Office Technology Executive/Medical
Early Childhood Education	Sign Language Interpreting
Education	Supervision and Management
Electronic Engineering Technology	Travel Agency Management
	Visual Communications

GROUP B

Certificate Programs

Accounting Clerk	Human Resources Management
Automotive Technology Auto/Truck	Information Systems
Basic Law Enforcement	Marketing
Basic Surveying Technology	Masonry
Carpentry	Medical Assisting
Computer Science	Nursing Assisting
Construction Drafting	Office Administration
Construction Electricity	Plumbing
Corrections	Refrigeration & Air Conditioning
Cosmetology	Rooms Division Management
Early Childhood Education	Sign Language Interpreting
Education	Supervision & Management
Electricity	Systems Technology
Fire Science Technology	Travel and Ticketing Operations
Food & Beverage Management	Welding Technology
Food & Beverage Operations	Welding Technology (Advanced)
Hospitality Operations	

GROUP C

Student Services & Administrative Units

Admissions & Registration	Business Office
Apprenticeship Training	Communications & Promotions
Assessment & Counseling	Continuing Education
Campus Life	EEO Compliance
Enrollment Services	Facility Maintenance
Health Services Center	Human Resources Office
ITC/Graphics	Management Information System
Learning Resource Center	Materials Management/Bookstore
Work Experience	Planning & Development
	Professional Tech. Institute
AAD Support Staff	Safety Office
Budget & Contracts	Student Financial Aid

GROUP D

Special Programs

(All federally-funded, general education, skill development milestone and secondary programs)

Adult Basic Education	Marketing Education (Secondary)
Adult High School Diploma	Math (GE)
Apprenticeship Training	Nursing Assisting (Secondary)
Construction Trades (Secondary)	Project AIM
Auto Technology	Science (GE)
Electronics and Networking (Secondary)	Social Science (GE)
English (GE)	Tourism & Hospitality (Secondary)
English as a Second Language	Tour Guide Certification (GVB)
Hospitality Institute	Visual Communications (Secondary)
	Welding

GUAM COMMUNITY COLLEGE
COMMITTEE ON COLLEGE ASSESSMENT
ACADEMIC YEAR 2002-2003

TWO-YEAR ASSESSMENT CYCLE SCHEDULE¹

2002FA2003SP2003FA2004FA

<u>GROUP A:</u> <i>Associate degree programs</i> Submit new plan and report health indicators	Collect and analyze new assessment data	Prepare and submit a new assessment report	Implement plan of action using assessment results; report challenges and areas of growth, develop monitoring report that includes strategies and solutions
<u>GROUP B:</u> <i>Certificate programs</i> Implement plan of action using assessment results; report challenges and areas of growth; develop monitoring report that includes strategies and solutions	Submit new plan and report health indicators	Collect and analyze new assessment data	Prepare and submit a new assessment report
<u>GROUP C:</u> <i>Student Services and Administrative Units</i> Prepare and submit a new assessment report	Implement plan of action using assessment results; include challenges and areas of growth; develop monitoring report that includes strategies and solutions	Submit new plan and report health indicators	Collect and analyze new assessment data
<u>GROUP D:</u> <i>Special Programs</i> Collect and analyze new assessment data	Prepare and submit a new report	Implement plan of action using assessment results; include challenges and areas of growth; develop monitoring report that includes strategies and solutions.	Submit new plan and report health indicators

¹. Specific deadlines for submission of plans, reports and other forms are forthcoming.
The Assessment Committee will also develop forms and templates that will simplify the processes described above.

PROGRAMS ON ASSESSMENT PROBATION AT THE END OF ACADEMIC YEAR 2001-2002

GROUP A

Associate Degree Programs

FULL PROBATION

Architectural Engineering Technology
Automotive Technology Auto/Truck
Civil Engineering Technology
Sign Language Interpreting

PARTIAL PROBATION

Computer Science
Electronic Engineering Technology
Education
Food & Beverage Management

GROUP B

Certificate Programs

FULL PROBATION

Automotive Technology Auto/Truck
Basic Surveying Technology
Carpentry
Construction Drafting
Construction Electricity
Systems Technology
Family Services
Food & Beverage Operations
Information Systems
Landscaping
Marketing
Plumbing
Refrigeration & Air Conditioning
Sign Language Interpreting
Turf Management

PARTIAL PROBATION

Computer Science
Cosmetology
Education
Food & Beverage Management

GROUP C

Student Services & Administrative Units

FULL PROBATION

EEO Compliance
Instructional Technology Center (ITC)

PARTIAL PROBATION

GROUP D

Special Programs

(e.g., federally funded, general education, skill development milestone and secondary programs)

FULL PROBATION

PARTIAL PROBATION

Construction Trades (Secondary)

Policy 306
1st Reading (8/7/02)

**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, Board Policy 305, adopted on April 6, 1994, provided for a 5-year cycle of program evaluation to fulfill the following objectives:

Assess program quality, productivity, need and demand;

Improve the quality of academic offerings and vocational training;

Ensure wise allocation of resources;

Determine the program=s effectiveness and to implement program improvement strategies, and

WHEREAS, newly-approved accreditation standards mandate a more 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 new accreditation standards, and

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

WHEREAS, the Board of Trustees and its sub-group, the Foundation Board, shall set an example of compliance with the new 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

BE IT FURTHER RESOLVED, that the Comprehensive Assessment for Instructional Programs, Student Services, Administrative Units and the Board of Trustees Policy shall supersede Board Policy 305, and shall take effect in the 2002-2003 Academic Year and each academic year thereafter.

Adopted:
Resolution 13-2002