

AUGUST 2003

ACADEMIC
YEAR
2002-2003

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan

Accredited by the Western Association
of Schools and Colleges

THIRD ANNUAL INSTITUTIONAL ASSESSMENT REPORT

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

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 2002-2003, members of the committee included Dr. John Rider, Dr. Dennis Slyter, Bernice Pearson, Robert Epstein, Dr. Michelle Santos, Michael Setzer II, and Barbara Bouchard-Miller. With assistance from program specialist Dan Guerrero, **Dr. Ray Somera**, CCA Chair, was primarily responsible for the preparation of this report.

Third Annual Institutional Assessment Report
Guam Community College
Academic Year 2002-2003

Executive Summary

Despite the *limited institutionalization* of the GCC assessment initiative three years after its initial implementation, the college's comprehensive assessment process is now firmly established. Though severe budget challenges have been solely responsible for this state of affairs, the college's Board and administration must however take critical action soon. To successfully prepare the college community for its WASC accreditation in Spring 2006, a funded *Office for Assessment and Institutional Effectiveness* must be created and staffed as soon as the budgetary environment allows it.

The college continues to move its systematic assessment process further along. Compliance rates improved this academic year, with approximately 81% of programs, services and administrative units submitting assessment plans (74% the previous year), and roughly 71% submitting assessment reports (51% last year). While monitoring the use of assessment results remains a difficult challenge, several programs (included in the programs for *assessment recognition* list) have begun meaningful work in curriculum review, revision, and development in order to reflect their assessment findings. At the same time, some programs continue to struggle with data collection challenges and have been unable to meet their assessment requirements (included in the programs on *assessment probation* list). In addition, two major assessment pieces –Board of Trustees and students—were also successfully completed.

Laying the groundwork for automating the assessment process took a significant effort this year. A decision to purchase TRACDAT, an assessment data management software, was the result of a lengthy process of research and electronic training. With the software's installation on the college's server in July 2003, campus-wide user training and implementation are formidable challenges for the whole college community this academic year.

GCC has also exerted leadership in modeling its assessment process to other institutions, particularly those needing information and guidance in assessment processes. Through the college's regular representation at AAHE's national assessment conference, this has given the GCC assessment model great visibility and has put the college squarely on the "national assessment map". In the process, the college's assessment process has attained a level of maturation, as well as a great degree of recognition from ACCJC and assessment leaders in various institutions across the country.

Several recommendations are given at the end of the report in order to provide the college its preparation and readiness to welcome its WASC accreditors in six semesters' time.

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ACADEMIC YEAR 2002-2003

Committee on College Assessment

INTRODUCTION

With four sections comprising this year's report, this **Third Guam Community College Annual Institutional Assessment Report** builds upon the first and second year accomplishments of the comprehensive assessment initiative begun at the college in Fall 2000. The first section, *Overcoming the Challenges of Institutionalization*, discusses the previous academic year's assessment-related milestones in the life of the institution; this, in spite of the challenges that have impeded the *full* institutionalization of the whole GCC assessment initiative. The second section, *Implementing a Technology-Enhanced Assessment Process*, details the process leading to the college's implementation of TRACDAT, an electronic assessment data management tool that is certain to generate rich data and insights that will prove valuable in demonstrating institutional accountability, as well as promoting internal improvements at the level of programs, services and administrative units within the college. The third section, *Modeling Assessment for Other Institutions*, highlights the leadership of the GCC assessment team in sharing its assessment model to other institutions in the region and beyond, particularly those needing information and guidance in assessment processes. The fourth and final section, *Looking Ahead: Preparing for WASC Accreditation in Spring 2006*, concludes that, given the relative success of the GCC assessment process, it is imperative that full institutionalization is reached by the time that the college is due for its WASC accreditation.

PART I: OVERCOMING THE CHALLENGES OF INSTITUTIONALIZATION

In her letter to GCC President H. delos Santos on 17 January 2003, ACCJC Executive Director Barbara Beno wrote in her response to the Accreditation Interim Report that “the college is commended for the significant progress it has made in addressing the Commission’s recommendations and *for the excellent design of its program review/assessment process*” (our italics). It must be emphasized that this recognition of the college’s assessment model was built on several years’ worth of systematic work on building a culture of assessment on campus. Indeed, the college has achieved tremendous success in its institutional assessment process within the past three academic years, despite several drawbacks that have *not* allowed its full institutionalization. *Why has assessment not been fully institutionalized at GCC?* Several compelling reasons account for this actuality:

- (1) the severe budget shortfall plaguing Government of Guam agencies system-wide has affected the college’s overall planning processes¹, which in turn, has severely impacted on the college’s ability to offer quality programs and services;
- (2) specifically, such fiscal challenges have impeded the creation of an **Office of Assessment and Institutional Effectiveness** (AIE) under the Academic Affairs Division, despite the indication of such a plan to be realized in Fall 2003 in the *Comprehensive Institutional Assessment Plan* document originally written by the Vice President of Academic Affairs and subsequently refined by the members of the College Assessment Committee;

¹ While GCC’s strained finances are reflected in the college’s declining budget over the last 12 years, this fiscal year presented a more problematic scenario. With the government’s severe cash shortfall, it has been unable to keep up with its allocation schedule which, in turn, has resulted in the unpredictability of cash releases to various GovGuam agencies, including GCC. This fiscal uncertainty has deterred planning processes at the college to a large extent, and has led to institutional measures to deal with the lack of predictable releases from the government.

- (3) staff shortages have necessitated the assignment of primary assessment responsibility to an Associate Dean in order to oversee the comprehensive assessment process, *in addition to* his other associate dean responsibilities (e.g., faculty evaluation, Service-Learning grant implementation); and
- (4) faculty engagement needs greater reinforcement through further capacity-building activities (e.g., workshops in data analysis, focus groups, etc.) but has been constrained by other more pressing issues such as emergency responses to typhoon aftermaths (i.e., Chata'an and Pongsona) as well as budget-related challenges (e.g., 10% salary cuts and 32-hour workweek).

Despite these very difficult drawbacks, however, the college continued to “do more with less,” in keeping with the community college response to the current economic challenges plaguing many campuses across the nation. As a consequence of this indomitable spirit, the college, within a three year period, has carefully built a comprehensive and systematic assessment process, with procedures, protocols, timelines, and templates developed by the Assessment Committee already firmly integrated within existing institutional processes. Moreover, a robust dialogue about assessment continues to gather momentum all over campus. A great majority of faculty and staff have become engaged participants in the assessment process as evidenced by the increasing rates of compliance with their assessment requirements. Truly, the bulk of assessment data generated during the past three years has yielded very rich information that now meaningfully guides faculty in their departmental planning processes.

Among the various assessment-related accomplishments for Academic Year 2002-2003 include the following:

- (1) the adoption of a new General Education (GE) core curriculum (beginning Fall 2003) requiring all students in regularly-scheduled postsecondary courses to meet a minimum general education requirement regardless of their educational intent or status as a student;
- (2) the ongoing revamp of all academic programs in order to integrate the above GE core requirements;
- (3) the forging of a memorandum of understanding and agreement regarding the articulation of UOG and GCC courses that will redound to the mutual benefit of students in both institutions, particularly in reinforcing the new GCC GE core curriculum through a broadened clientele;
- (4) the faculty-initiated deletion of programs from the GCC Catalog to reflect the realities of zero student enrollment, as well as lack of resources to support programs' needs, both in terms of faculty and equipment;
- (5) the Tourism program faculty utilizing assessment data and insights to consolidate the department's various programs into a single, more viable program called Hospitality Industry Management, as well as the development of a separate Culinary Arts program;
- (6) the development of an associate degree in Liberal Arts (within a largely-vocational curriculum) to provide students with a strong academic foundation that will ensure their success as they pursue higher education or begin their career paths;
- (7) the Assessment Committee's identification of four semester goals (see **Appendix A**) that guide the assessment activities of all programs and units under Groups A, B, C, and D in the college's assessment taxonomy.² Considered valuable in monitoring assessment

² For scheduling and monitoring purposes, the Assessment Committee grouped programs, student services and administrative units into the following: **Group A**, all associate degree programs; **Group B**, all certificate programs; **Group C**, all student services and administrative units, and **Group D**, special programs (including general education, secondary, skill development milestone, and federally-funded programs).

activities campus wide, these four semester goals (as dictated by a determined timeline) included the following: a) review and refinement of existing plan; b) continuous data-gathering; c) reporting of assessment results; and d) implementation of assessment results; and

- (8) the committee's development of a viable timeline –widely disseminated to all GCC constituents-- for a bi-annual assessment cycle schedule (see **Appendix B**) that governs all assessment activities on campus.

In addition, a major institutional research project completed this past academic year was the systematic assessment of the functioning of the GCC Board of Trustees (BOT). (See Executive Summary, **Appendix C**; for details on methodology, results and recommendations, see separate document, *Board of Trustees' Assessment Report*, January 2003, 31pp). This project directly addressed the remaining issue discussed in ACCJC's Interim Report Evaluation (2002, p. 1)³ which stated that "although evidence of trustee awareness related to its role regarding institutional effectiveness exists, a formal board self-assessment process has not yet been established." The report also added that "as the institution begins to adopt its assessment responsibilities, an opportunity for the trustees, **by example and action**,⁴ to affirm its commitment to self examination, would contribute substantially to sustainable institutional improvement." This BOT leadership by *example* was finally realized with the completion and campus-wide dissemination of the **BOT Assessment Report** in Spring 2003. This was of course a consequence of a meaningful BOT *action* through the members' earlier approval of the *Comprehensive Assessment of*

³ The two other issues were discussed in last year's annual institutional report. These two issues included the CEO's leadership by example, and the faculty/staff "buy in" of the GCC assessment process.

⁴ While the BOT cooperated fully during the assessment process, the Foundation Board --a subgroup of the BOT--did not. Despite repeated follow-ups, only two (2) members out of ten (10) returned completed surveys.

Instructional Programs, Student Services, Administrative Units and the Board of Trustees (Policy 306) in September 2002.

A crucial student assessment piece was also completed this past academic year. Utilizing a standardized instrument called the Community College Student Experiences Questionnaire (CCSEQ), the survey represented the third assessment piece needed to complete the college's comprehensive assessment process. (See Executive Summary, **Appendix D**; for details on methodology, results and recommendations, see separate document, *What Are GCC Students Like? CCSEQ Survey Report*, April 2003, 30pp). An assessment of the college's President (in July 2001) and the BOT (in December 2002) represented the first two assessment studies. (See separate document, *President's Evaluation Survey Report*, 2001, 50pp, for details on methodology, results and recommendations.)

Significant progress has also been made in the area of institutional data quality and integrity. In the past, the lack of systematic guidelines regarding the collecting and reporting of program statistics, for example, has resulted in a lot of confusion about student enrollment figures, as well as retention and completion rates, among other data indicators. This past academic year, the Assessment Committee embarked on a data quality project in order to rectify the prevailing situation. Because it was deemed vital to the college's institutional assessment efforts and institutional planning, finding the source of these problems and identifying solutions to quickly making the data useful was therefore a priority.

A careful review of insights generated from the college's end users of the student database system –National Institute for Administrative Systems or NIAS --has yielded meaningful insights regarding the manner of collecting and reporting student data for internal or external (i.e., federal) purposes. As a result, several issues have been identified as the cause of significant discrepancies

in student records within the NIAS system, which in turn, have hindered accurate reporting of program statistics. These issues include programming, database conversion (from the AS400 to NIAS) and data input errors. A more detailed inventory of these issues and ongoing action taken to correct them are contained in **Appendix E** of this report.

The heightened focus on institutional data quality and integrity has yielded program statistics crucial to assessment and planning at the departmental and program level. In the absence of an institutional researcher (due to budgetary constraints discussed earlier) who can coordinate, guide and implement data collection and reporting protocols within the college, the CCA Committee chair, in close collaboration with the college's Registrar (who up until her appointment in February 2003 was an assessment program specialist), has taken the challenging task of data management. As a result of the collaborative efforts of the CCA chair and the Registrar, this report includes program statistics for all GCC associate degree and certificate programs in terms of a rank order by declared student enrollment, as well as status of program assessment of each of these programs (see **Appendix F**: Tables 1A, 1B, 1C, & 1D). Coupled with program assessment results and faculty-administration dialogue, this information should be valuable in generating insights and decisions regarding program expansion as well as program cuts (when deemed necessary) in light of the challenges posed by an island-wide declining economic situation.

PART II. IMPLEMENTING A TECHNOLOGY-ENHANCED ASSESSMENT PROCESS

Since Fall 2001, the GCC assessment initiative has been primarily supported by funding from the Vocational Education Act (VEA) budget awarded on a competitive basis. A program agreement proposal is written in May, is reviewed by a 5-member panel from the Guam State Agency for Vocational Technical Education in June, and if it meets approval, the program

agreement receives funding by July 1. This year marks the third program year that the VEA funding source is being tapped to further the GCC comprehensive assessment process.

Funds received during the first funding year went to capacity-building activities that equipped and empowered GCC constituents with the knowledge base necessary to bring the initiative forward. As the Assessment Committee began to develop templates, guidelines, timelines, and protocols, the assessment process eventually began to take root and prosper. Training Assessment Committee members in the areas of evaluation methods, tools, trends, and best practices (through attendance in various assessment conferences) was also given a high priority.

The program agreement for the second funding cycle focused on the attainment of two goals: (1) to heighten the GCC program improvement effort through a directed research program grounded in the collection, management and analysis of core indicators data that will focus on the use of assessment results for departmental and institutional planning; and (2) to transform the campus-wide assessment initiative from a hard copy, paper-driven process to an electronic or online environment. This section's focus will be on the latter since the first goal has already been discussed in the first section of this report.

TracDat Assessment Software

Much of the effort this past academic year has been spent on laying the groundwork for a technology-enhanced assessment process at the college. The search for a viable assessment software closely resembling GCC's various assessment templates was lengthy and systematic. Through careful research, the *TracDat* Assessment Management Software, an assessment software tool marketed by Nuventive of Pittsburgh, Pennsylvania, proved feasible and was highly recommended by other post-secondary institutions (see **Appendix G**). Working in concert with

GCC's own MIS division and the Computer Science department, hardware and software requirements were drawn up to accommodate TracDat. In November 2002, the Committee on College Assessment recommended acquisition of TracDat to the Vice President of Academic Affairs, and on December 31, 2002, the decision to purchase the site license of the software was made, with approval from the President.

The recommendation to acquire TracDat was based on the reasons indicated below:

- Nuventive is the only company (in Nov 2002) offering a web-based assessment management software designed for higher education institutions;
- Assessment leaders in six (6) college campuses whom the Assessment committee contacted have rated the software satisfactorily in terms of its functionality and ease of use;
- The licensing structure can be applied towards campus-wide use (i.e. all segments of GCC can access TracDat);
- A demonstration of the software yielded positive feedback from GCC participants. The collective impression was that the software features make a good fit to the assessment process already in place at GCC.

In addition, added testimony from end-users of the software yielded the following observations and insights:

- Assessment plans can be documented and revised with minimal effort and faculty time.
- TracDat enables completion of the feedback loop. It facilitates the use of assessment data for program improvement and allows efficient documentation of

the impact of assessment activities on the educational program (Assessment Impact Report).

- Some key reports can be quickly produced with minimal demand on faculty or staff time. This allows the reporting process to keep up with the fast pace of institutional information needs.
- Objectives at all levels of the institution, from institutional mission, can be systematically related to each other with minimal clerical effort. Dynamically generated reports allow the relationships to be easily examined for consistency.
- A wide variety of assessment data from all institutional levels, from classroom to institutional mission, can be stored and reliably accessed with TracDat. This is immensely helpful.
- The database features of TracDat efficiently provides the bulk of the information needed to make a convincing case for the effectiveness of a program for program review purposes.

Current Status of TracDat

A. Hardware & Software

Hardware and software requirements, consisting of a file server (Dell PowerEdge 2600 Tower) and a Windows MS 2000 server license, were purchased locally on March 2003. The TracDat software was installed in early July 2003 and stands ready (as of this writing) for configuration and administrative setup. This process includes the designation of a system administrator, security codes, and assignment of user identification codes for all GCC users.

B. Prerequisites to Database Population

Prior to populating the TracDat database with assessment data from plans and reports, data field requirements were aligned with GCC's architecture. The existing templates were mapped with TracDat's fields and labels. A series of teleconferences with a Nuventive consultant, as well as static demonstrations, were held to facilitate this process. Notably important was the hierarchy of GCC's program functions. For each of the four assessment groups (i.e. *Group A* – Associate Degree programs; *Group B* – Certificate programs; *Group C* – Administrative Units & Student Services; and, *Group D* – Special Programs), individual units, departments, and programs were identified and established. The architecture of GCC's assessment process is essentially a hierarchy of the various levels of programs. This task has been completed, and the GCC assessment architecture diagram is found in **Appendix H**.

Another important prerequisite towards data input operations is training for data entry activities. All assessment data necessary for input has been compiled. Logistics for data entry activities have also been identified with the assistance of the MIS Administrator and the Vice President for Administrative Services.

What's Next?

The campus-wide implementation of the TracDat software is set to begin this academic year. General tasks which remain are as follows: 1) assignment of user ID codes for all program levels of GCC users to include the system administrator, department head, program head, and faculty and staff; 2) recruitment and training of data control clerks to conduct data input activities; and 3) user training sessions for all GCC users, beginning Fall 2003.

PART III: MODELING ASSESSMENT FOR OTHER INSTITUTIONS

Last year's annual report ended with this seemingly farfetched goal: "it is anticipated that in 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" (*Second Annual Institutional Assessment Report*, p. 26). GCC is indeed moving closer to the attainment of this vision, through its regular participation in the activities of the American Association of Higher Education (AAHE), particularly in its annual assessment conference. The GCC assessment team has dramatically evolved from *learner* (2001 conference, in Denver) to *presenter* (2002 conference, in Boston) to *mentor* (2003 conference, in Seattle) in the three successive years that it has participated in the AAHE assessment conferences.

The starting point in this logical development is perhaps traceable to the attendance of four (4) members of the GCC Assessment Committee at AAHE's national assessment conference in Denver, Colorado in June 2001. Armed with infectious zeal and the willingness to learn, the team of assessment beginners absorbed everything they could in various pre-conference workshops and widely interacted with participants of conference workshop sessions in order to build an assessment knowledge base that they were tasked to share with the rest of the college community. Assuming the role of teachers the following year, another team of three (3) GCC Assessment Committee members presented the lessons learned and insights gained from a year-long implementation of the college's assessment initiative through a conference paper that showcased the story of GCC assessment. To make this story available to other institutions, a 10-minute documentary video, "Building a Culture of Evidence: Program Improvement Efforts at Guam Community College" was produced by the college's Assessment Committee. This documentary

eventually garnered a *bronze award* for the video program category at the **2002 Medallion Awards**, as sponsored by the National Council for Marketing and Public Relations (NCMPR), District 6, consisting of Arizona, California, Hawaii, Micronesia, Nevada, Northern Marianas, Utah, American Samoa, Australia, Guam, New Zealand, Trust Territories and Wake Island. (See **Appendix I** for the NCMPR listing of all 2002 Medallion Award winners in various categories.)

Apart from the assessment video award, the achievements of the GCC assessment team may be seen in other measures, as well. A healthy dialogue about assessment is ongoing throughout the campus, and continues to gather momentum. A great majority of the college constituents have accepted the rationale for doing assessment, as validated by the increasing rates of compliance with assessment requirements. For Academic Year 2002-2003, approximately 81% of programs and services have submitted assessment plans; and roughly 71% have submitted assessment reports. In contrast, about 74% of the various programs submitted assessment plans and 51% produced assessment reports the previous year. (For the assessment status of various programs and units of the college vis-à-vis completion or non-completion of semester goals, see **Appendix J**; Tables 2A, 2B, 2C, & 2D.) Although the monitoring of assessment activities remains to be a difficult challenge, the system of rewards and sanctions implemented by the Assessment Committee last year seems to be a step in the right direction. Programs placed on assessment probation last year, for example, have sought consistent guidance from the committee in order to comply with their respective program assessment requirements. For this report, a listing of programs and units under *probation* as well as for *recognition* is included in **Appendix K** and **L**, respectively.

Another way of measuring the achievements of the GCC assessment team is to determine the extent with which the GCC model of assessment (or aspects of it) has been implemented and/or

replicated in other campus environments. The AAHE national assessment conference has been a perfect forum for publicizing the success elements of the GCC assessment process, thereby putting Guam Community College squarely on the “national assessment map.” As a result, there have been numerous email requests from various campuses across the country for GCC assessment information and materials that would assist them in the strengthening their own assessment initiatives. A careful review of the email messages excerpted below gives the reader an idea of the kind of modeling that GCC assessment is having upon the wide-ranging institution types represented here:

- *I was very impressed with the information that GCC had developed regarding your assessment effort and with your permission, I would like to share the information with my MCC colleagues. (Sept. 23, 2002)*
- *Thank you for agreeing to assist us. I have shared some of your and GCC's assessment design and strategies with our acting provost Flo Wiger and I believe she has shared the information with our acting dean Suzette Robinson and our assessment coordinator, Dr. Lynn Yankowski. This is to electronically introduce all of our MCC family to Ray who was described to our Visiting Team as being “unrelenting” in his commitment to get the entire campus involved in assessment. Lynn has been moving our campus successfully along the assessment and learning outcomes path. Given our relative isolation, except for workshops held in Honolulu, it's been a challenge to access more information about meeting this accreditation expectation. Ray did a masterful job in humoring, enticing, and persisting in explaining the rationale for and benefits of assessment to all segments of GCC and included the whole campus in the process. Thank you in advance for your willingness to share your expertise and experiences to strengthen our efforts. (Sept. 25, 2002)*

Dr. Clyde Sakamoto
Provost, Maui Community College
Kahului, Hawaii

- *Many thanks for sending Bernadette Howard and I the hyperlink to GCC's assessment report. As you know, Leeward Community College is struggling with beginning its own assessment plan and in some regard, it is not going as smoothly as many of us would like. We will continue to profit from the excellent work you are doing and through your kindness and generosity our task will be easier. (Sept. 5, 2002)*
- *There's one more thing I forgot to mention. I will certainly convey to the Accrediting Commission how helpful you are to the University of Hawaii Community Colleges by sharing the work you've done so far on assessment. You certainly personify the true spirit of the mission of ACCJC: quality improvement*

through sharing efforts and outcomes with member institutions. (Sept. 5, 2002)

Garman (Jack) Pond
Professor, English
Leeward Community College
Pearl City, Hawaii

▪ *How do you define student learning outcomes? Is it the general education outcomes that the Hawaii community college system has developed for critical thinking, quantitative reasoning, oral communication, information retrieval, and written communication? Or is it what used to be called course objectives? Or is it something else? (I thought it was the gen ed outcomes that we have defined for the areas listed above but others here on campus think it is something else altogether. Any light you can shed on this would be appreciated. (Nov. 19, 2002)*

▪ *Thanks so much. We will certainly use the attachments. (Nov. 25, 2002)*

Bernadette Howard
Asst. Dean of Instruction (Acting)
Leeward Community College
Pearl City, Hawaii

▪ *My academic dean met you at the 2002 AAHE conference and has asked me to follow up on issues we are concerned here. We are at the beginning stages of establishing an Institutional Research office and could use some thoughts from other campuses. Also, could you send me any documentation you have on an Assessment Plan and Institutional Effectiveness Plan? (Sept. 9, 2002)*

Marlene Gorman
Management Information Systems
Central Maine Technical College
Auburn, Maine

▪ *I have heard many good things about your assessment efforts at GCC. (Jack Pond sent me your email address.) At this time, we are planning our overall strategy for assessment and program review. I have been assigned to support the assessment process and have been collecting information. I do think that there is some confusion about SLOs and Program Review and I too would like to make a clear distinction. I saw your annual assessment report on the web and was wondering if you could briefly describe your program review process. (Feb. 10, 2003)*

▪ *Thank you so much for sending the material. I looked them over briefly and they are going to be very helpful. I can't wait to share them with the Task Force. (Feb. 26, 2003)*

Ramona Kincaid
Acting Asst. Dean of Instruction
Kaua'i Community College
Lihue, Hawaii

▪ *Please plan to join us on Friday, February 28th at the Hilton Guam Resort for*

University of Guam (UOG) Faculty Development Day, featuring a variety of presentations and workshops on the theme of "Assessment in the Classroom." We are fortunate to have as lead presenters and trainers Dr. John Rider, formerly of the UOG Center for Continuing Education and Outreach Programs and currently Vice-President for Academic Affairs at Guam Community College, and Dr. Ray Somera, GCC's Associate Dean Of the School of Technology and Student Services and Chair of the Committee on College Assessment. Drs. Rider and Somera will be sharing with us their extensive experience in institution-wide assessment of student learning outcomes. We are also pleased to welcome Dr. Dennis Slyter and Barbara Bouchard-Miller, who will provide specific information and training in the use of templates and other tools for assessment in the classroom. Drs. Rider and Somera will be available for continued support and consultation as UOG continues to put an assessment structure in place. (Feb. 14, 2003)

▪ *I will look forward to sharing with you in person the very favorable feedback I received on your presentations and on Faculty Development Day as a whole, but I wanted to take this opportunity now to thank you once again for all you did to make Friday a success. I was overwhelmed by the amount of preparation, thoughtfulness and insight that went into your presentations, and many attendees remarked on these as well, and how pleasant it was to be a part of a Faculty Development function in which they learned something so important to their work. (March 3, 2003)*

Dr. Kyle Smith

Chair, Faculty Excellence Committee
& Professor, Dept. of Psychology
University of Guam
Mangilao, Guam

▪ *Thank you very much for the presentations you and your GCC colleagues made at the UOG Faculty Development Day. I am so glad we have such great role models here on island. (April 17, 2003)*

Dr. Maria Schefter

Evaluation Coordinator, RISE Program
University of Guam
Mangilao, Guam

These aforementioned examples illustrate the breadth and scope of assessment modeling that the GCC assessment team has given to various institutions that have requested guidance and assistance within the past year. In return, the college's assessment process has attained a level of maturation and a great degree of recognition from assessment leaders in these institutions. In a corollary way, this has given a strong internal boost to the morale of GCC constituents who have gone through various struggles (mostly data-collection difficulties) in their respective program

assessments, knowing full well that other institutions are likewise faced with various assessment challenges.

This maturation is perhaps best seen in GCC's visibility at the recently-concluded 2003 national assessment conference in Seattle, Washington. The college's Assessment Committee chair participated in three (3) events that drew a significant audience from various colleges across the country. These events included the following:

- **Roundtable Presentation** (1 hour): "Something Old, Something New, Something Borrowed in Community College Assessment," 10 participants (see **Appendix M** for a listing of attendees, email addresses, titles and institutional affiliations)
- **Interactive Session** (1.5 hours): "Going Electronic: Laying the Groundwork for A Technology-Enhanced Assessment Process," 34 participants (see **Appendix N** for a listing of attendees, email addresses, titles and institutional affiliations)
- **Special Interest Group Meeting** (45 min): "Community College Assessment," 46 participants (see **Appendix O** for a listing of attendees, email addresses, titles and institutional affiliations)

Of these three events, the interest group meeting was listed as a conference highlight at the 2003 AAHE assessment pre-conference program (see **Appendix P**). Facilitated by GCC's Assessment Committee chair, this event was organized and coordinated in collaboration with AAHE's Senior Scholar (Assessing for Learning) and assessment conference director, Dr. Peggy Maki. The latter communicated with the CCA chair and emailed him an invitation "*to lead a special interest group meeting for community colleges... as I know you said last year you thought we should schedule more for community colleges.*" (Personal communication, Feb. 25, 2003)

Because of the relative dearth of community college presentations at the conference, this event in fact attracted over a hundred pre-registrants, both from 2-year and 4-year institutions. In the end, and for various reasons, forty-six (46) attendees (including no less than the president of AAHE, Dr. Yolanda Moses), participated in a township-style meeting that discussed the need for greater community college representation in next year's assessment conference in Toronto, Canada. At the forefront of the issues discussed in the interest group meeting are the following identified areas:

- Assessment and Resource Allocation
- Economics and Politics of Assessment
- Assessment Leaders among Community Colleges: Sharing their Know-How
- Community College as Community of Practice
- Adjuncts & Full-time Faculty: Integrating Expertise in Assessment
- Vocational/Technical Program Assessment
- Bridging Disconnections on Campus through Assessment
- Assessing Non-Traditional Students and Educational Intent
- Assessment Grantsmanship in Community Colleges
- Community College Accreditation
- Indicators of Assessment Success in Community Colleges
- Assessing Online Courses
- Networking and Information Sharing of Best Practices in Community College Assessment
- Open Admissions and the Opportunity to Assess Diversity
- Assessment and Preparation for Transfer Students

- Building a Community College Assessment Resource Website
- Assessing Career Planning in Community Colleges
- Integrating Course, Program and Institutional Assessment at the 2-Year College
- Tracking the Non-Traditional/Part-time/Drop Out/Inconsistently Enrolled Student at the 2-Year College

As a consequence of this interest group meeting of 2-year college assessment practitioners, a Community College Assessment Core Group (CCACG) was organized and formed during the meeting, with 18 volunteers from various institutions agreeing to initiate an online discussion of community college assessment issues, as well as to ensure the greater representation of community colleges in various events in next year's assessment conference. It was also the group's consensus that the GCC Assessment Committee chair (Dr. Ray Somera) will lead and guide the core group members in this endeavor (see **Appendix Q** for a listing of participants, email addresses, titles and institutional affiliations).

Another significant contribution of the GCC Assessment Committee chair to the conference was his participation in the two-year old AAHE mentor-mentee program. In this event, newcomers to the conference and to the topic of assessment are matched with veterans, to the benefit of both. Excerpts from email messages of the program coordinator and assigned assessment mentees of the CCA chair in last year's and this year's conference point to the immense value of mentoring in assessment:

- *Thank you for agreeing to be a Mentor for the AAHE Mentor-Mentee Program. I'm sure whatever wisdom you can share will be appreciated --- assessment is always overwhelming to newcomers and they seem to just need some grounding, handholding, and encouragement in the beginning.* (June 6, 2002)

Dr. Kathie Mackin

Coordinator, AAHE Mentor-Mentee Prog.

- *I think a conference mentor is great. I hope you can provide a general*

overview for me and perhaps point out some sessions that would be interesting—a must! I am currently in a position at the Univ. of Wisconsin—Madison where I will be evaluating instructional technology grants and programs. As part of that, I am very interested in assessing student learning outcomes. I have also served as an examiner on Wisconsin’s state quality award. (June 7, 2002)

Dr. Mary McEniry

Consultant in Evaluation & Assessment
Division of Information Technology
University of Wisconsin
Madison, Wisconsin

▪ *I am currently chairing our Instructional Quality Assessment process on campus. The IQA process is in need of a revision that will streamline and simplify the process for everyone involved while getting the critical information we need as an institution. We have recently hired an institutional researcher and she will also be attending the conference. I look forward to meeting you as my assessment mentor at the conference. (June 7, 2002)*

Carol Mattson

Student Development Instructor
Cypress Community College
Cypress, California

▪ *I look forward to meeting you as my assessment mentor in Seattle. I teach chemistry courses at the College of Technology and Aviation at Kansas State University-Salina, which serves about 1,100 students with an emphasis on the fields of aviation and engineering technologies, awarding both two and four-year degrees. I am interested in portfolio assessment in general education science course-level assessment and engineering technology program-level assessment. I would like to learn how best to use the portfolio to document and assess laboratory skills, how to utilize it beyond its repository function, and how to build electronic portfolio systems. (June 30, 2003)*

Dr. Jung Oh

Assistant Professor, Chemistry
Kansas State University –Salina
Salina, Kansas

Modeling assessment for other institutions may also be viewed as a kind of validation for the “good fit” of the GCC assessment model for other community colleges, and in some instances, even with 4-year institutions (for some applicable aspects of the assessment process). Requests for assessment information, guidance and assistance have therefore come from various institution types and assessment practitioners, as evidenced by the email messages excerpted below:

▪ *I met you at the breakfast roundtable for community college assessment at the AAHE conference. I have a strong background in evaluation and assessment which is why I was very impressed with your presentation at breakfast and later at your interactive session. I would like to share the assessment plans you discussed with our college administration. Your two-year approach is very rational and more doable than the one-year “do-it-now!” method most of us get stuck with. I also love the “release time” idea—that makes all the difference! I would also be very interested to receive your comprehensive assessment plan to assess the different strands of the institution.*

Theresa Housden
Professor, Math Department
& Member, Board of Trustees
Truckee Meadows Community College
Reno, Nevada

▪ *I attended your interactive presentation and was very impressed with what you have accomplished at GCC. Would you please email the presentation from that session?*

Dr. Janice Gygi
Associate Dean, School of Business
Utah Valley State College
Urem, Utah

▪ *I think what you have done at Guam Community College is fantastic and there is much to be learned. I thoroughly enjoyed your session; you were an excellent presenter and a pleasure to listen to. I am requesting for an electronic copy of your presentation to share with my supervisor and to have on file. Please send me your template for student services as well.*

Katie Tesmer
Executive Secretary to the
Vice Chancellor for Student Services &
Enrollment Management
University of Michigan—Flint
Flint, Michigan

▪ *I attended your session in Seattle and enjoyed the presentation. I think some components of your presentation might be transferable to Rider University where I am Dean of the College of Liberal Arts, Education and Sciences. May I request for an electronic version of your presentation? Keep up the good work.*

Dr. Joe Nadeau
Dean
Rider University
Lawrenceville, New Jersey

▪ *Would you please send me your PowerPoint presentation that you delivered at the AAHE conference in Seattle? I am most interested in how you created a*

web page to disseminate your assessment findings and how best to communicate (regarding assessment activities).

Dr. Scott Moats
Associate Dean & Director, Institutional
Research
Crown College
Saint Bonifacius, Minnesota

▪ *Thank you for sending me your PowerPoint presentation. My college will learn from your assessment achievements.*

Stasia Callan
Professor, English
Monroe Community College
Rochester, New York

▪ *Thank you very much for your excellent presentation at the conference and for sharing the Powerpoint files with me. I placed them on our server so the rest of our faculty could share in the insights you learned from your assessment process.*

Stephen O'Brien
Program Director, Project Management
City University
Bellevue, Washington

As these anecdotal evidence above indicate, the GCC assessment model has been favorably received by other institutions, particularly by those that are struggling with issues like faculty “buy-in,” template development, report cycle, automation and other assessment-related challenges. In all of these cases, the GCC assessment team, in the spirit of cooperation and assessment sharing, has freely given relevant information, guidance and assistance to these post-secondary institutions.

PART IV: LOOKING AHEAD: PREPARING FOR WASC ACCREDITATION IN SPRING 2006

The dramatic evolution of the college’s comprehensive assessment initiative from an *internally-based* (within GCC) to an *externally-adopted* (outside of GCC) process took three years to build and nurture. As a consequence of this development, GCC’s model for assessment has received commendation from no less than ACCJC (as discussed in Part I) and has proven valuable

for other institutions as well, particularly those that are new to assessment processes (as discussed in Part III of this report).

Four important characteristics lie at the core of the institution's success in its comprehensive assessment initiative. These can be summed up in the following terms:

- it is student learning outcomes-based;
- it is faculty-driven;
- it is administration-supported; and
- it is technology-enhanced.

The assessment activities in the coming academic year will move the process further along, particularly in the goal of automation. The long-range vision is that assessment becomes deeply entrenched in institutional processes, and therefore routinely-done from semester to semester. To make this happen, institutional support in terms of human and material resources is a necessary investment. Yet, what implications does the government-wide budget shortfall have upon the college's comprehensive assessment process?

Budget shortfall implications

“When resources diminish, you get to the point where there has to be something that gives, and we’re nearing that point,” Dr. John Rider, GCC’s Vice President for Academic Affairs, was quoted as saying in a *Pacific Daily News* (PDN) item on June 29, 2003. Reflective of the college’s bleak financial situation, the paper’s banner headline read: GCC programs at risk. Essentially, this headline captured the worsening fiscal condition of GCC and its increasing difficulty to maintain quality programs and services, if the same conditions persist. As a result, the college has taken on a “survival mode” position (i.e., very good at ‘not spending’) and in the process, it has been commended as “the only government agency to remain within its budget” over

the last 3 years. Yet, despite its financial discipline, the college is not immune to further budget cuts due to the government's severe cash shortfall. As such, the government has not kept up with its allocation schedule, which has resulted in a lack of predictability in cash releases to the college. Due to this constant fiscal uncertainty, the overall planning processes at the college have been severely compromised. Planning becomes more difficult without *predictable* budgetary support. Moreover, assessment results can not be implemented when funding restrictions are in the way.

Recommendations

It is imperative that the whole GCC assessment process attains *full institutionalization* as soon as the budgetary environment permits it. In order to realize this goal and thereby prepare the college for ACCJC's upcoming accreditation visit in Spring 2006, the following valuable steps must be taken in a timely manner:

- (1) Create and staff an **Office of Assessment and Institutional Effectiveness (AIE)** under the supervision of the Vice-President for Academic Affairs, Division of Academic Affairs, to oversee and implement the *Comprehensive Institutional Assessment Plan* as it continually seeks input from various departments and units to improve and strengthen assessment protocols, procedures and processes already in place, thereby promoting an ongoing assessment dialogue among campus constituents. Given the breadth and scope of the work involved, the office staff should consist of one (1) Director or Assistant Director, one (1) Institutional Researcher or Program Specialist and one (1) Administrative Assistant;
- (2) Complete the **Assessment Website** begun in the last program year, and utilize this electronic site as an important repository of assessment-related documents that includes model assessment plans and reports, assessment updates, memos, program

statistics, and other materials that document the successful story of GCC assessment;

- (3) establish an **Electronic Portfolio Task Force** (EPTF) ---with equal representation from administration, faculty and staff--- that will ask the following questions: How does GCC begin to organize itself to develop an electronic institutional portfolio? What are the first steps, and who needs to be involved? Furthermore, how can the electronic institutional portfolio be used in accreditation? The EPTF, once convened, will formulate guidelines in creating and sustaining types of portfolios, as well as solicit input from various college stakeholders in order to gauge their levels of interest and commitment to the development and uses of the portfolio for both assessment and accreditation purposes;
- (4) Build and maintain an **Institutional Fact Book** that will serve as the sole authoritative source of student data and program statistics crucial to departmental and program planning, as well as institutional decision-making;
- (5) Track the college's level of *actual* program spending relative to the *budgeted or planned* spending (longitudinally, if possible) in order to generate a ratio of allocated budget to ratio of expenditures for individual programs. This information will be valuable for internal and external stakeholders that maintain an interest in the cost of education at GCC;
- (6) Assess the work of the Assessment Committee *internally*, as a validation of the mostly-positive *external* feedback about the GCC assessment model;
- (7) Comply with WASC's recommendation that the college reviews the institution's mission statement in order to assess whether it "conveys the mission of the

college”, both internally and externally, and whether the mission “statement drives institutional planning and decision-making.”⁵

When these recommendations are acted upon in an appropriate and timely manner, the huge investment in time and effort typically accorded to an upcoming accreditation team visit will be greatly lessened. Much of the institutional energy will then be invested in ensuring that student learning becomes the cornerstone of all teaching and learning processes at the college. Moreover, the crucial collaboration among campus stakeholders on the planning, design and implementation of an electronic institutional portfolio as early as next academic year will go a long way in ensuring a successful accreditation visit six (6) semesters from now. The countdown has begun. The time to act is now.

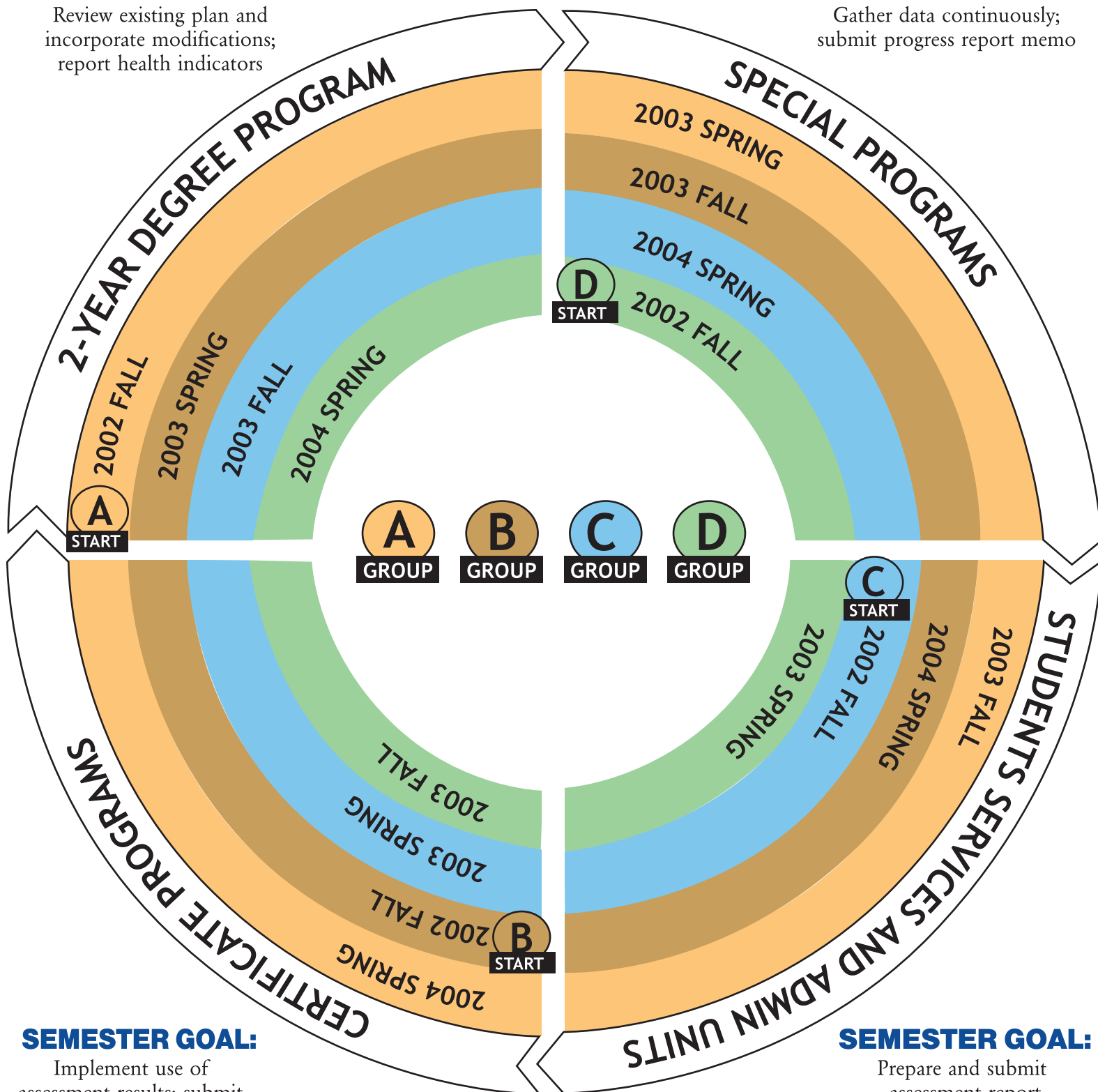
⁵ Due to typhoon-related challenges that the college faced this past academic year, the review of the mission statement, slated for January 2003, was not completed. Board Resolution 9-2003 (Policy 100), adopted on June 18, 2003 essentially moved back this scheduled re-examination of the mission statement to January 2004. (See **APPENDIX R**)

SEMESTER GOAL:

Review existing plan and
incorporate modifications;
report health indicators

SEMESTER GOAL:

Gather data continuously;
submit progress report memo

**SEMESTER GOAL:**

Implement use of
assessment results; submit
implementation memo

SEMESTER GOAL:

Prepare and submit
assessment report



FOUR SEMESTER GOALS GOVERNING ALL GCC ASSESSMENT ACTIVITIES

EFFECTIVE FALL 2002



GCC's TWO YEAR ASSESSMENT CYCLE SCHEDULE

EFFECTIVE FALL 2002

	GROUP A	GROUP B	GROUP C	GROUP D
	ASSOCIATE DEGREE PROGRAMS	CERTIFICATE PROGRAMS	STUDENT SERVICES & ADMIN UNITS	SPECIAL PROGRAMS
FALL 2002	Review existing plan and incorporate modifications; report health indicators Deadline: Nov. 29, 2002	Implement use of assessment results; submit implementation memo Deadline: Nov. 29, 2002	Prepare and submit assessment report Deadline: Dec. 3, 2002	Gather data continuously; Submit progress report memo Deadline: Dec. 3, 2002
SPRING 2003	Gather data continuously; Submit progress report memo Deadline: Apr. 8, 2003	Review existing plan and incorporate modifications; report health indicators Deadline: Apr. 8, 2003	Implement use of assessment results; submit implementation memo Deadline: Apr. 8, 2003	Prepare and submit assessment report Deadline: Apr. 8, 2003
FALL 2003	Prepare and submit assessment report Deadline: Sept. 23, 2003	Gather data continuously; Submit progress report memo Deadline: Sept. 23, 2003	Review existing plan and incorporate modifications; report health indicators Deadline: Sept. 23, 2003	Implement use of assessment results; submit implementation memo Deadline: Sept. 23, 2003
SPRING 2004	Implement use of assessment results; submit implementation memo Deadline: Mar. 13, 2004	Prepare and submit assessment report Deadline: Mar. 13, 2004	Gather data continuously; Submit progress report memo Deadline: Mar. 13, 2004	Review existing plan and incorporate modifications; report health indicators Deadline: Mar. 13, 2004

BOARD OF TRUSTEES ASSESSMENT REPORT
January 2003

EXECUTIVE SUMMARY

This *Guam Community College's Board of Trustees' Assessment Report* presents the results of a systematic process that attempted to gauge the effectiveness of board functioning among members of the board itself, as well as among other college stakeholders directly involved in board meetings and discussions. Two instruments, the Board Self-Evaluation Questionnaire (BSEQ) and the Governing Board Assessment Questionnaire (GBAQ) were utilized in a survey of perceptions among twenty (20) study participants. In addition, two structured focus group discussions (FGD) were held with the board members and the chief executive officer (CEO) to probe certain issues that dealt directly with board-CEO relations, board organization and dynamics, decision-making processes, trustee education and development, among other topics.

Survey and FGD results indicate that there exists a strong relationship built on mutual trust and respect between the board and the CEO. Among the board members themselves, the respect for the board chair's authority is also strong. Evidently, strength indicators such as members' interaction built on civility and personal demeanor that reflects the college's public image appear to validate these findings. Moreover, "outside voices" included in the survey lend credence to the board's efficient functioning in areas of information flow, both from the CEO to the board and the board chair to the members. There also exists a climate of dialogue that allows members the freedom to speak their minds on key issues. Yet, these very same strengths could also be the source of needed improvements in board functioning. The results likewise show that the board needs to

work on improving its meeting procedures and processes. At the root of these improvements are two pressing issues that deserve utmost attention: (1) the board's understanding of the difference between policy and operations; and (2) its commitment to undergo systematic assessment on a regular basis. The power of assessment to mobilize various voices should help keep the board continuously engaged in a meaningful conversation with all concerned stakeholders.

While the accomplishments identified by the board and the “outside voices” were in themselves praiseworthy, they nonetheless appear broad, uneven and fragmented. As such, they do not seem to be anchored upon specific goals and objectives that the board has set for itself as an organized body. Since the primary purpose of assessment is the measurement of success against set goals and outcomes, clearly, the board has to exert greater and coordinated effort in meeting this important criterion for sound assessment. What the board needs to do is to muster its wealth of resources to chart a clear direction for itself in terms of agenda-setting; one that should include short-term, mid-term and long-term goals. Indeed, this should pave the way for a more effective and efficient board functioning that is solidly grounded on results and outcomes.

Several recommendations given at the end of the report address the strengths in board functioning, as well as areas needing work and improvement.

What Are GCC Students Like?
CCSEQ Survey Report, April 2003

Executive Summary

This report presents the key findings of a Spring 2002 survey focused on the views and perspectives of six hundred thirty eight (638) students regarding their overall educational experience at Guam Community College (GCC). The survey represents a third assessment piece needed to complete a comprehensive assessment process. An assessment of the college's President and the Board of Trustees represented the first two assessment studies.

Results indicate that a majority of students express an intent to transfer to a 4-year institution. As to how students spend their time, most generally had active levels of classroom involvement while a great majority indicated they were not regular users of library services and resources. Interaction with faculty and other students were reported as "occasional" while involvement in campus clubs and organizations showed a lack of sustained participation. With respect to how students estimate their educational progress or gain, "greater self-understanding of abilities and interests" received the highest mean followed by "developing clearer career goals". In terms of student satisfaction, favorable ratings were focused on "overall educational experience at GCC", "relevance of coursework to future career plans", and "overall quality of instruction". The students, however, also reported they were least satisfied with the physical and social environment of the college. On their knowledge of the college's institutional mission, all students reported that they have a general understanding of the college's mission statement.

The study's conclusions include the following:

- Though GCC students plan their lives around prospective jobs (short term) and further education (long term), their immediate goals concern the development and enhancement of their skills that will make them productive members of the workforce.

- The holistic education of GCC students goes beyond the skills they acquire in the classroom; it also involves their quality social interaction with their peers and teachers through in-class and out-of-class activities.
- GCC students learn occupational skills in their classes, and in the process, they also learn life skills that allow them to gain more social cognition and deeper self-understanding.
- Students value the quality of their overall educational experience at GCC despite its limitations.
- Students are able to connect their educational goals to the college's mission as they work towards becoming productive members of the workforce.

To address the aforementioned conclusions, several recommendations are provided at the end of the report. These recommendations focus on furthering GCC's comprehensive assessment endeavor in the area of student development services.

**IDENTIFIED ISSUES REGARDING NIAS USE AND
RECOMMENDATIONS TO RECTIFY THEM**

Issues	Description of the Problem	Recommendations from NIAS Representative
Programming	NIAS screens are reported to be non-relational; consequently, the integrity of data between screens must be verified.	Careful review of the NIAS manual will demonstrate that screen problems identified are procedural in nature. Familiarity with the database will occur through constant and consistent use.
Database Conversion	<p>In terms of programs with specialized areas, in some cases a distinction is made between the specialties, and in other cases, no distinction is made. As a result, depending on how a query is designed, not all of the relevant program information is being reported.</p> <p>In NIAS, information for some programs is collected under different field names.</p> <p>Program categories used in the previous “Student Information Form” is still being used in NIAS.</p> <p>In some instances, the program categories are too broad or inaccurate.</p> <p>Sometimes program changes are not being reflected in NIAS.</p>	NIAS data source came from the AS400. A manual verification of data between the AS400 and the NIAS system has to be conducted continually.
Data Input Errors	<p>NIAS users reported that data might have been inputted incorrectly.</p> <p>Data on students pursuing program certificates may be inflated.</p>	All registration clerks (who also serve as data entry operators) are continually trained to ensure data integrity. Specifically, they are trained to verify all student data through established procedures. Once data is verified, the respective data fields are updated.

**Table 1A. AS Degree Programs by Student Enrollment Over a 3-Year Period Based on the NIAS Student Database
Academic Year 2002-2003**

Associate Degree Program	School	Fall 2000 Number of Declared Students	Fall 2001 Number of Declared Students	Fall 2002 Number of Declared Students	3-Year Average	Comments
Accounting	TSS	79	106	114	100	
Computer Science	TSS	88	122	110	107	
Medical Assisting	TPS	40	45	98	61	
Criminal Justice; Emphasis in CJ Admin.	TPS	38	67	89	65	
Early Childhood Education	TPS	85	92	88	88	
Education	TPS	23	31	53	36	
Office Technology	TSS	36	44	51	37	
Travel Agency Management	TPS	28	33	51	44	Deleted in '03-'04 catalog. Merged into Hospitality Industry Management which begins Fall 2003.
Supervision and Management	TSS	42	46	47	45	
Marketing	TPS	21	30	39	30	
Automotive Tech. - Automobile	TPS	8	16	32	19	
Criminal Justice	TPS	21	22	26	23	
Visual Communications	TSS			23	8	
Electronic Engineering Technology	TSS	29	36	22	29	
Hospitality Management	TPS	10	18	16	15	Deleted in '03-'04 catalog. Merged into Hospitality Industry Management which begins Fall 2003.
Architectural Engineering Technology	TPS	4	7	6	6	DC memo of 11-13-02 states low enrollment, lack of faculty & facilities; request program to remain in catalog for one more year to recruit. Program deletion to be decided by faculty and administration.
Sign Language Interpreting	TPS	9	1	4	5	Recommend for program deletion if Spring 2003 enrollment is low, as per DC memo of 10-17-02.
Food and Beverage Management	TPS	2	2	3	2	Deleted in '03-'04 catalog. Merged into Hospitality Industry Management which begins Fall 2003.
Civil Engineering Technology - Construction	TPS	5	1	2	3	DC memo of 11-13-02 states low enrollment, lack of faculty & facilities; request program to remain in catalog for one more year to recruit. Program deletion to be decided by faculty and administration.
Criminal Justice:Emphasis in Corrections Admin.	TPS	2	4	2	3	Not listed in 2003-2004 catalog.
Fire Science Technology	TPS	4	4	1	3	
Culinary Arts	TPS					NEW PROGRAM (starts in Spring 2004).
Hospitality Industry Management	TPS					NEW PROGRAM included in '03-'04 catalog.
Liberal Arts	TPS					NEW PROGRAM included in '03-'04 catalog.

**Table 1B. Certificate Programs by Student Enrollment Over a 3-Year Period Based on the NIAS Student Database
Academic Year 2002-2003**

Certificate Programs	School	Fall 2000 Number of Declared Students	Fall 2001 Number of Declared Students	Fall 2002 Number of Declared Students	3-Year Average	Comments
Cosmetology	TSS	0	23	34	19	
Accounting Clerk	TSS	8	28	32	23	
Nursing Assisting	TPS	0	12	23	12	
Computer Science	TSS	10	24	21	18	
Medical Assisting	TPS	12	17	21	17	
Office Administration	TSS	11	8	21	13	
Automotive Tech. - Automobile	TPS	13	15	21	12	
Travel and Ticketing Operations	TPS	17	22	15	18	Deleted in '03-04' catalog. Merged into Hospitality Industry Management.
Early Childhood Education	TPS	8	12	13	11	
Refrigeration and A/C	TPS	12	13	10	12	DC memo of 11-13-02 states low enrollment, lack of faculty & facilities; request program to remain in catalog for one more year to recruit. Program deletion to be decided by faculty and administration.
Supervision and Management	TSS	1	7	5	4	
Hospitality Operations	TPS	2	4	4	3	Deleted in '03-04' catalog. Merged into Hospitality Industry Management.
Education	TPS	20	6	3	10	
Family Services	TPS	8	7	2	6	Deleted program, per DC memo of 9-19-02. No longer listed in 2003-2004 catalog.
Sign Language Interpreting	TPS	5	1	2	3	Recommend for program deletion if Spring 2003 enrollment is low, as per DC memo of 10-17-02.
Marketing	TPS	3	2	2	2	Deleted program, per DC memo of 11-20-02. No longer listed in 2003-2004 catalog.
Construction Drafting	TPS	1		2	1	DC memo of 11-13-02 states low enrollment, lack of faculty & facilities; request program to remain in catalog for one more year to recruit. Program deletion to be decided by faculty and administration.
Construction Electricity	TPS	2	2	1	2	DC memo of 11-13-02 states low enrollment, lack of faculty & facilities; request program to remain in catalog for one more year to recruit. Program deletion to be decided by faculty and administration.
Food and Beverage Operations	TPS	2	2	1	2	Deleted in '03-04' catalog. Merged into Hospitality Industry Management.
Hotel Operations	TPS	0	1	1	1	Deleted in '03-04' catalog. Merged into Hospitality Industry Management.
Information Systems	TSS	0	0	1	0.33	Deleted program, per DC memo of 12-03-02. No longer listed in 2003-2004 catalog.
Plumbing	TPS	0	0	0	0	DC memo of 11-13-02 states low enrollment, lack of faculty & facilities; request program to remain in catalog for one more year to recruit. Program deletion to be decided by faculty and administration.
Systems Technology	TPS	2	4	2	2.7	Listed in 2003-2004 catalog.

Table 1B. Certificate Programs by Student Enrollment Over a 3-Year Period Based on the NIAS Student Database
Academic Year 2002-2003

Certificate Programs	School	Fall 2000 Number of Declared Students	Fall 2001 Number of Declared Students	Fall 2002 Number of Declared Students	3-Year Average	Comments
Welding	TPS	0	1	2	0	Listed in 2003-2004 catalog.
Criminal Justice	TPS	0	0	0	0	Assessment begins Fall 2003 per DC memo of 4-16-03. Program transferred from PROTECH.
Fire Science Technology	TPS	0	0	0	0	Assessment begins Fall 2003 per DC memo of 4-16-03. Program transferred from PROTECH.
Basic Surveying Technology	TPS	0	0	0	0	DC memo of 11-13-02 states low enrollment, lack of faculty & facilities; request program to remain in catalog for one more year to recruit. Program deletion to be decided by faculty and administration.
Carpentry	TPS	0	0	0	0	DC memo of 11-13-02 states low enrollment, lack of faculty & facilities; request program to remain in catalog for one more year to recruit. Program deletion to be decided by faculty and administration.
Masonry	TPS	0	1	0	0.33	DC memo of 11-13-02 states low enrollment, lack of faculty & facilities; request program to remain in catalog for one more year to recruit. Program deletion to be decided by faculty and administration.

Table 1C. Rank Order of AS Degree Programs' Current Student Enrollment by Schools (TPS, TSS)
(as of Spring 2003)

Trades and Professional Services (TPS)

Program Rank	Associate Degree Program	School	Total Number of Declared Students (Spring 2003)
1	Medical Assisting	TPS	96
2	Criminal Justice; Emphasis in CJ Admin.	TPS	83
3	Early Childhood Education	TPS	82
4	Education	TPS	51
5	Travel Agency Management ¹	TPS	48
6	Marketing	TPS	37
7	Automotive Tech. - Automobile	TPS	32
8	Criminal Justice; Emphasis in Law Enforcement	TPS	25
9	Hospitality Management ¹	TPS	16
10	Architectural Engineering Technology	TPS	6
11	Sign Language Interpreting	TPS	4
12	Food and Beverage Management ¹	TPS	3
13	Civil Engineering Technology - Construction	TPS	2
13	Criminal Justice:Emphasis in Corrections Admin.	TPS	2
14	Fire Science Technology	TPS	1
New	Culinary Arts	TPS	
New	Hospitality Industry Management	TPS	
New	Liberal Arts	TPS	
	Criminal Justice: Admin & Law Enforcement ²	TPS	

Technology and Support Services (TSS)

1	Accounting	TSS	104
2	Computer Science	TSS	98
3	Office Technology	TSS	47
4	Supervision and Management	TSS	46
5	Visual Communications	TSS	24
6	Electronic Engineering Technology	TSS	20

¹Consolidated (Hospitality Industry Management, Fa2003).

²Ranking and student enrollment based on areas of concentration.

Table 1D. Rank Order of Certificate Programs' Current Student Enrollment by Schools (TPS, TSS)
(as of Spring 2003)

Trades and Professional Services (TPS)			
Program Rank	School	Certificate Programs	Number of Declared Students (Spring 2003)
1	TPS	Nursing Assisting	24
2	TPS	Automotive Tech. - Automobile	21
3	TPS	Medical Assisting	20
4	TPS	Travel and Ticketing Operations ¹	15
5	TPS	Early Childhood Education	11
6	TPS	Refrigeration and A/C	9
7	TPS	Hospitality Operations ¹	4
8	TPS	Education	2
9	TPS	Construction Drafting	2
9	TPS	Family Services ¹	2
9	TPS	Marketing ¹	2
9	TPS	Sign Language Interpreting	2
10	TPS	Construction Electricity	1
10	TPS	Food and Beverage Operations ¹	1
10	TPS	Hotel Operations ¹	1
11	TPS	Plumbing	0
11	TPS	Systems Technology	0
11	TPS	Welding	0
11	TPS	Basic Surveying Technology	0
11	TPS	Carpentry	0
11	TPS	Masonry	0
NEW	TPS	Criminal Justice	
NEW	TPS	Fire Science Technology	

Technology and Support Services (TSS)			
1	TSS	Cosmetology	32
2	TSS	Accounting Clerk	30
3	TSS	Office Administration	20
4	TSS	Computer Science	19
5	TSS	Supervision and Management	5
6	TSS	Information Systems ¹	1

¹No longer listed in 2003-2004 catalog.

Feedback From Existing TRACDAT Users In Other
Postsecondary Institutions

TracDat User	Date of Software Installation	Number of Licenses	Comments
Jeanne Williams Curriculum/Alternative Delivery Specialist Blackhawk Technical College (608) 743-4450 jwilliam@blackhawk.tec.wi.us	March 20, 2002	15	<ul style="list-style-type: none"> The Blackhawk Technical College currently has 50 departments (academic/non-academic). They are piloting the TracDat software with 15 of their academic departments. The College is strongly considering moving towards a site licensing structure and bringing the rest of the departments (academic/non-academic) on board. They anticipate doing this in a couple of years. <p><u>Strengths-</u></p> <ul style="list-style-type: none"> The institutional reporting aspect of the software is useful. After the initial use of the software, not many support calls were made to Nuventive. <p><u>Concerns-</u></p> <ul style="list-style-type: none"> No concerns at this time. <p><u>Training-</u></p> <ul style="list-style-type: none"> On-site user training was provided by Nuventive. Jeanne indicated that, if the college had to do it all over again, they would schedule user training at a later time—after more people were exposed to the TracDat assessment software. <p><u>Necessary Hardware/Software-</u></p> <ul style="list-style-type: none"> The college's Information Technology department coordinated these requirements. The college is using a web hosting company to host its site.

APPENDIX G

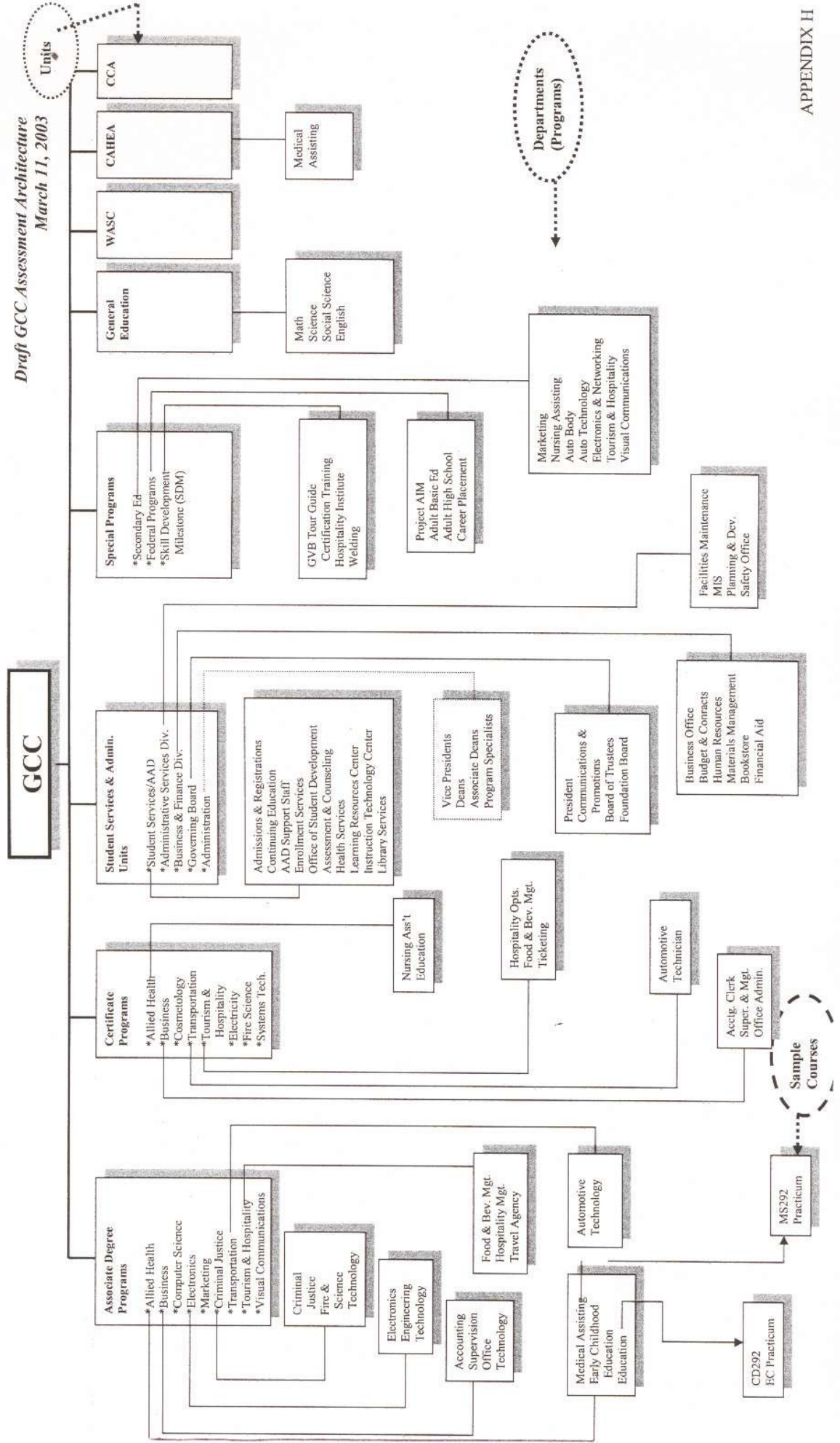
			<ul style="list-style-type: none"> Jeanne noted that communication issues often arise because of the use of an external web hosting company.
Joe Schmiedl Dean, Options College Hawaii Pacific University (808) 544-1105 jschmiedl@hpu.edu	August 2002	15	<u>Comments-</u> <ul style="list-style-type: none"> Although the TracDat software was installed a couple of months ago, it hasn't really been implemented. The university selected certain departments to pilot the software. Ten licenses were purchased for academic departments and five licenses were purchased for non-academic departments. <u>Training-</u> <ul style="list-style-type: none"> The university plans to schedule teleconference training with Nuventive. <u>Necessary Hardware/Software-</u> <ul style="list-style-type: none"> No additional hardware and software was needed to implement the TracDat database.
Fran Oblander Assessment Consultant Mount Union College (330) 829-8175 (office answering machine) or (330) 829-0435 (home) oblandfw@muc.edu	Spring 2000	30	<u>Strengths-</u> <ul style="list-style-type: none"> It is a good organization tool for maintaining objectives It is helpful for accreditation purposes <u>Concerns-</u> <ul style="list-style-type: none"> There are not many users. <u>Necessary Hardware/Software-</u> <ul style="list-style-type: none"> No additional hardware and software was needed to implement the TracDat database.
Ray Sickinger Director of Assessment Providence College (401) 865-2190 rsicking@providence.edu	Spring 2000	50	<u>Comments-</u> <ul style="list-style-type: none"> When TracDat was first installed it was not web-based, however, it is now. Mr. Sickinger recommends the TracDat software. He noted that in addition to TracDat, the school has put in place the SCT Banner system and TracDat will be coordinated with that system. <u>Strengths-</u>

APPENDIX G

			<ul style="list-style-type: none"> The three key strengths are uniformity of reporting, ease of storing and reporting assessment data, and ability to easily relate courses and outcomes to both departmental and institutional mission. <p><u>Concerns-</u></p> <ul style="list-style-type: none"> Mr. Sickinger indicated that he is not sure that there is a glaring weakness other than this is a universal product intended to be used by many and occasionally there may be specific concerns that need to be tweaked to fit the pattern of what is provided as a template. <p><u>Training-</u></p> <ul style="list-style-type: none"> Mr. Sickinger noted that Providence College provided workshops for interested people and that they are also putting information given to them by departments into TracDat for them whenever a department is not using it. He mentioned that they want to have that uniformity, but not mandate it. <p>**information provided by the user via email</p>
Thomas Flynn, Faculty Head of Assessment Committee, Slippery Rock University (724) 738-2559 thomas.Flynn@sru.edu	February 2001	50	<p><u>Strengths-</u></p> <ul style="list-style-type: none"> The software standardizes the basic principles of assessment for users The university has received good technical support from Nuventive The software provides a departmental as well as institutional perspective The software is simple to use; So far, there have been minimal support calls made to Nuventive The software simplifies the feedback process Departments actually use the data collected for assessment purposes <p><u>Concerns-</u></p> <ul style="list-style-type: none"> Would like to see some flexibility in terms of labeling fields Would like to better use some of the existing software features

			<p><u>Training-</u></p> <ul style="list-style-type: none"> On-site software training was provided by Nuventive <p><u>Necessary hardware/software-</u></p> <ul style="list-style-type: none"> The university did not need to purchase additional hardware/software. It had all the necessary tools to implement TracDat. The university is currently using Microsoft Windows 2000 and MS SQL Server 2000
<p>Erinn Lake, Continuous Improvement & Assessment Coordinator, Edinboro University of Pennsylvania (814) 732-2656 lakee@edinboro.edu</p>	<p>February 2001</p>	<p>50</p>	<p><u>Strengths-</u></p> <ul style="list-style-type: none"> TracDat is a great product. No complaints. The software brings the whole planning and assessment process into perspective (from departmental to institutional) Reports can be tailored to meet user needs The university has received good technical support (very responsive) from Nuventive. The software allows users to cut and paste information from other applications (ex. Microsoft Word) <p><u>Concerns-</u></p> <ul style="list-style-type: none"> She wishes that more faculty would use the software. Currently, the software is being used on a voluntary basis. <p><u>Training-</u></p> <ul style="list-style-type: none"> On-site software training was provided by Nuventive <p><u>Necessary hardware/software-</u></p> <ul style="list-style-type: none"> The university purchased its own servers.

*Draft GCC Assessment Architecture
March 11, 2003*



**2002 NCMPR DISTRICT 6
MEDALLION AWARDS
BY CATEGORY**

Annual Report

Gold	East Los Angeles College, CA
Silver	College of the Redwoods, CA
Bronze	Western Nevada Community College, NV

Black-and-White Photo

Silver	Grossmont College, CA
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Brochure/Flyer 2, Division A

Silver	San Diego Miramar, CA
Bronze	Chandler-Gilbert Community College, AZ

Brochure/Flyer 2, Division B

Gold	Arizona Western Community College, AZ
Silver	Grossmont Community College, CA
Bronze	Maricopa Community College, AZ

Brochure/Flyer 3, Division A

Gold	Coast Community College District, CA
Silver	Los Angeles Pierce College, CA
Bronze	Rio Hondo College, CA

Brochure/Flyer 3, Division B

Gold	Mt. San Antonio Community College, CA
Silver	Arizona Western Community College, AZ
Bronze	College of San Mateo, CA

Catalog, Division A

Gold	East Los Angeles College, CA
Silver	Crafton Hills College, CA
Bronze	El Camino Community College, CA

Catalog, Division B

Gold	Cochise College, AZ
Silver	Grossmont College, CA
Bronze	College of the Redwoods, CA

College Promotional Video

Gold	Mt. San Antonio Community College, CA
Silver	Mt. San Antonio Community College, CA

Color Photo – Unmanipulated

Gold	Mt. San Antonio Community College, CA
Silver	Mt. San Antonio Community College, CA
Bronze	Cochise College, AZ

Computer – Generated Illustration

Gold	Pima Community College, AZ
Silver	GateWay Community College, AZ

Feature Article, Division A

Gold	Coast Community College, CA
Silver	East Los Angeles College, CA
Bronze	West Valley-Mission Community College District, CA

Feature Article, Division B

Gold	Fresno City College, CA
Silver	Orange Coast College, CA
Bronze	Grossmont College, CA

Folder Cover

Gold	Los Angeles Community College District, CA
Silver	Orange Coast College, CA
Bronze	Rio Salado College, AZ

Government or Community Relations Project

Gold	Maricopa Community College, AZ
Silver	East Los Angeles College, AZ

Logo Design

Gold	Maricopa Community College, AZ
Silver	Pima Community College, AZ
Bronze	Grossmont College, CA

Media Success

Gold	Grossmont-Cuyamaca Community College District, CA
Silver	Phoenix College, AZ
Bronze	College of the Redwoods, CA

Newsletter, Division A

Gold	San Diego Community College, CA
Silver	Los Angeles Community College, CA
Bronze	West Valley-Mission Community College District, CA

Newsletter, Division B

Gold	Orange Coast College, CA
Gold	Orange Coast College, CA
Silver	DeAnza College, AZ
Silver	Grossmont College, CA

Nifty and Thrifty

Gold	Fresno City College, CA
Silver	Grossmont College, CA
Bronze	Pima Community College, AZ

Outdoor Advertising

Gold	Phoenix College, AZ
Silver	College of the Redwoods, CA
Bronze	Golden West College, CA

Postcard

Gold	Phoenix College, AZ
Silver	Rio Salado College, AZ
Bronze	Arizona Western College, AZ

Poster, Division A

Gold	Rio Hondo College, CA
Silver	East Los Angeles College, CA
Bronze	Rio Hondo College, CA

Poster, Division B

Gold	Riverside Community College, CA
Silver	College of the Redwoods, CA
Bronze	Maricopa District Office, AZ

Print Ad – Series

Gold	Arizona Western Community College, AZ
Silver	San Diego Community College District, CA
Bronze	Pima Community College, AZ

Print Ad – Single

Gold	Cochise College, AZ
Silver	Arizona Western Community College, AZ
Bronze	Pima Community College, AZ

Promotion for a Special Event

Gold	San Diego Mesa College, CA
Gold	Pima Community College, AZ
Silver	Maricopa Community College, AZ

Radio Advertisement/PSA (Single or Series)

Gold	City College of San Francisco, CA
Silver	Phoenix College, AZ
Bronze	Rio Salado College, AZ

Schedule, Division A

Gold	San Diego Miramar College, CA
Silver	Palomar Community College, CA (Summer 2002)
Bronze	Palomar Community College, CA (Fall 2002)
Bronze	Palomar Community College, CA (Spring 2002)

Schedule, Division B

Gold	Cochise College, AZ
Silver	College of the Redwoods, CA
Bronze	DeAnza College, AZ

Sports Brochure

Gold	North Orange County Community College, CA
Silver	Mt. San Antonio Community College, CA
Bronze	Grossmont College, CA

Successful Recruitment Program

Gold	Truckee Meadows community College, NV
Silver	East Los Angeles College, CA

Video Advertisement/PSA

Gold	Los Angeles Mission College, CA
Silver	City College of San Francisco, CA
Bronze	Western Nevada Community College, NV

Video Program

Gold	Chandler-Gilbert Community College, AZ
Silver	Arizona Western Community College, AZ

Bronze	Guam Community College
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Viewbook

Gold	Phoenix College, AZ
Silver	Mt. San Jacinto College, CA
Bronze	Western Nevada Community College, NV

Web Page

Gold	West Valley-Mission Community College District, CA
Silver	Grossmont College, CA
Bronze	Orange Coast College District, CA

Wild Card

Gold	Pima Community College, AZ
Silver	Cochise College, AZ
Bronze	College of the Redwoods, CA
Bronze	Rio Salado College, AZ

**Table 2A. Monitoring of Assessment Activities for Group A
Academic Year 2002-2003**

APPENDIX J, TABLE 2 A

Associate Degree Program	School	# Of Assessment Semester Goals Missed ²	On Track?	Assessment Plan Submitted?	Health Indicator Memo?	Data Collection Progress Report Memo?	Assessment Report?	Comments
Accounting	TSS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Architectural Engineering Technology	TPS	5	No	No	IFB ³	No	No	No assessment activity since Spring 2001.
Automotive Tech. - Automobile	TPS	4	No	Yes	IFB ³	No	No	No followup assessment activity after CCA approval of plan.
Civil Engineering Technology - Construction	TPS	5	No	No	IFB ³	No	No	No assessment activity since Spring 2001.
Computer Science	TSS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Criminal Justice: Admin & Law Enforcement	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Criminal Justice:Emphasis in Corrections Admin.	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Criminal Justice; Emphasis in CJ Admin.	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Criminal Justice; Emphasis in Law Enforcement	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Culinary Arts	TPS	NEW						NEW PROGRAM (starts in Spring 2004).
Early Childhood Education	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Education	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Electronic Engineering Technology	TSS	3	No	Yes	IFB ³	No	Yes	Assessment report needs to be re-worked and submitted to CCA by 8/30/03.
Fire Science Technology	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Food and Beverage Mgt.¹	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Hospitality Industry Management	TPS	NEW						NEW PROGRAM included in '03-'04 catalog.
Hospitality Management¹	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Liberal Arts	TPS	NEW						NEW PROGRAM; included in '03-'04 catalog.
Marketing	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Medical Assisting	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Office Technology	TSS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Sign Language Interpreting	TPS	5	No	No	IFB ³	No	No	No assessment activity since Spring 2001.
Supervision and Management	TSS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Travel Agency Management¹	TPS	0	Yes	Yes	IFB ³	Yes	Yes	For assessment recognition.
Visual Communications	TSS	1	No	Yes	IFB ³	No	Yes	Report needs to be revised.

¹Consolidated (Hospitality Industry Management, Fa2003).

²Two semester goals equal Fall/Spring of each academic year.

³Pending Institutional Fact Book (IFB). Applies to semester goal AY2002-2003.

**Table 2B. Monitoring of Assessment Activities for Group B
Academic Year 2002-2003**

APPENDIX J, TABLE 2B

Certificate Programs	School	# Of Assessment Semester Goals Missed ¹	On Track?	Assessment Plan Submitted?	Health Indicator Memo?	Assessment Report?	Use of Assessment Results by Implementation Memo?	Comments
Accounting Clerk	TSS	0	Yes	Yes	IFB ²	Yes	Yes	For assessment recognition.
Automotive Tech. - Automobile	TPS	4	No	Yes	IFB ²	No	No	No followup activity after CCA approval of plan.
Basic Surveying Technology	TPS	5	No	No	IFB ²	No	No	No assessment activity since Spring 2001. Listed in 2003-2004 catalog.
Carpentry	TPS	5	No	No	IFB ²	No	No	No assessment activity since Spring 2001. Listed in 2003-2004 catalog.
Computer Science	TSS	0	Yes	Yes	IFB ²	Yes	Yes	For assessment recognition.
Construction Drafting	TPS	5	No	No	IFB ²	No	No	No assessment activity since Spring 2001. Listed in 2003-2004 catalog.
Construction Electricity	TPS	5	No	No	IFB ²	No	No	No assessment activity since Spring 2001. Listed in 2003-2004 catalog.
Cosmetology	TSS	1	No	Yes	IFB ²	Yes	No	No followup activity after CCA approval of report.
Criminal Justice	TPS	NEW						Assessment begins Fall 2003 per DC memo of 4-16-03. Program transfer from PROTECH.
Early Childhood Education	TPS	0	Yes	Yes	IFB ²	Yes	Yes	For assessment recognition.
Education	TPS	0	Yes	Yes	IFB ²	Yes	Yes	For assessment recognition.
Family Services	TPS	5	No	No	IFB ²	No	No	Deleted in 2002-2003 catalog.
Fire Science Technology	TPS	NEW						Assessment begins Fall 2003 per DC memo of 4-16-03. Program transfer from PROTECH.
Food and Beverage Operations	TPS	0	Yes	Yes	IFB ²	Yes	Yes	Deleted in '03-04' catalog.
Hospitality Operations	TPS	0	Yes	Yes	IFB ²	Yes	Yes	Deleted in '03-04' catalog.
Hotel Operations	TPS	0	Yes	Yes	IFB ²	Yes	Yes	Deleted in '03-04' catalog.
Information Systems	TSS	5	No	No	IFB ²	No	No	Deleted in '03-04' catalog.
Marketing	TPS	5	No	No	IFB ²	No	No	Deleted in '03-04' catalog.
Masonry	TPS	5	No	No	IFB ²	No	No	No assessment activity since Spring 2001. Listed in 2003-2004 catalog.
Medical Assisting	TPS	0	Yes	Yes	IFB ²	Yes	Yes	For assessment recognition.
Nursing Assisting	TPS	0	Yes	Yes	IFB ²	Yes	Yes	For assessment recognition.

¹Two semester goals equals Fall/Spring of each academic year.

²Pending development of Institutional Fact Book (IFB). Applies to semester goal AY2002-2003.

**Table 2B. Monitoring of Assessment Activities for Group B
Academic Year 2002-2003**

APPENDIX J, TABLE 2B

Certificate Programs	School	# Of Assessment Semester Goals Missed ¹	On Track?	Assessment Plan Submitted?	Health Indicator Memo?	Assessment Report?	Use of Assessment Results by Implementation Memo?	Comments
Office Administration	TSS	0	Yes	Yes	IFB ²	Yes	Yes	For assessment recognition.
Plumbing	TPS	5	No	No	IFB ²	No	No	No assessment activity since Spring 2001. Listed in 2003-2004 catalog.
Refrigeration and A/C	TPS	5	No	No	IFB ²	No	No	No assessment activity since Spring 2001. Listed in 2003-2004 catalog.
Sign Language Interpreting	TPS	5	No	No	IFB ²	No	No	For program deletion, if Spring 2003 enrollment is low (DC memo of 10-17-02).
Supervision and Management	TSS	0	Yes	Yes	IFB ²	Yes	Yes	For assessment recognition.
Systems Technology	TPS	5	No	No	IFB ²	No	No	No assessment activity since Spring 2001. Listed in 2003-2004 catalog.
Travel and Ticketing-Operations	TPS	0	Yes	Yes	IFB ²	Yes	Yes	Deleted in '03-04' catalog.
Welding	TPS	5	No	No	IFB ²	No	No	No assessment activity since Spring 2001. Listed in 2003-2004 catalog.

¹Two semester goals equals Fall/Spring of each academic year.

²Pending development of Institutional Fact Book (IFB). Applies to semester goal AY2002-2003.

Table 2C. Monitoring of Assessment Activities for Group C**Academic Year 2002-2003**

Admin Unit & Student Services	On-Track?	No. of Semester Goals Missed ¹	Assessment Plan Submitted?	Health Indicator Memo?	Assessment Report?	Use of Assessment Results By Implementation Memo?	Comments
AAD Support Staff	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Admissions & Records	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Apprenticeship Training	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition. Awaiting CCA review of assessment submittals.
Assessment & Counselling	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Boat of Trustees	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Budget & Contracts	No	4	Yes	IFB ²	No	No	No followup activity after CCA approval of assessment plan in Fall 2002.
Business Office	No	4	Yes	IFB ²	No	No	No followup activity after CCA approval of assessment plan in Fall 2002.
Communications & Promotions	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Continuing Education	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Enrollment Services	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Facility Maintenance	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
GCC Foundation Board	No	2	No	IFB ²	No	No	Only 2 out of 10 members returned completed surveys.
Health Services Center	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
HRO	No	4	Yes	IFB ²	No	No	No followup activity after CCA approval of assessment plan in Fall 2002.
ITC	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Learning Resource Center	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Materials Mgt.	No	4	Yes	IFB ²	No	No	No followup activity after CCA approval of assessment plan in Fall 2002.
Materials Mgt. And Bookstore	No	4	Yes	IFB ²	No	No	No followup activity after CCA approval of assessment plan in Fall 2002.
MIS	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Planning & Development	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition.
Safety Office	No	1	Yes	IFB ²	Yes	No	Revised report submitted and awaits CCA review.
Student Development Office	NEW	NEW					Begin assessment in Fall 2003 due to change in leadership.
Student Financial Aid	No	4	Yes	IFB ²	No	No	No followup activity after CCA approval of assessment plan in Fall 2002.
Work Experience	Yes	0	Yes	IFB ²	Yes	Yes	For assessment recognition. Awaiting CCA review of assessment submittals.

¹Two semester goals equals Fall/Spring of each academic year.²Pending development of Institutional Fact Book (IFB).

Table 2D. Monitoring of Assessment Activities for Group D
Academic Year 2002-2003

Special Program	On-Track?	No. of Semester Goals Missed ¹	Assessment Plan Submitted?	Assessment Report?	Health Indicator Memo?	Data Collection Progress Report Memo?	Comments
Adult Basic Ed	Yes	0	Yes	Yes	IFB ²	No (new timeline)	New timeline set to coincide with federal reporting requirements.
Adult High School Program	Yes	0	Yes	Yes	IFB ²	No (new timeline)	New timeline set to coincide with federal reporting requirements.
Automotive Body (HS)	No	5	No	No	IFB ²	No	No assessment activity since Spring 2001.
Automotive Technology (HS)	No	2	Yes	No	IFB ²	No	No followup activity after CCA approval of assessment plan.
Construction Trades (HS)	No	2	Yes	No	IFB ²	No	No followup activity after CCA recommendation to re-submit assessment plan.
Electronics & Networking (HS)	No	2	Yes	No	IFB ²	No	No followup activity after CCA recommendation to re-submit assessment report.
English (GE)							Due to new GE core curriculum, assessment of GE program will commence in Fall 2004.
ESL ²	No	4	Yes	No	IFB ²	No	CANCELLED PROGRAM. Courses now offered through Continuing Ed.
ETS	NEW						NEW
GVB Tour Guide Certification Training	Yes	0	Yes	Yes	IFB ²	Yes	For assessment recognition.
Hospitality Institute	Yes	0	Yes	Yes	IFB ²	Yes	For assessment recognition.
Marketing (HS)	Yes	0	Yes	Yes	IFB ²	Yes	For assessment recognition.
Math (GE)							Due to new GE core curriculum, assessment of GE program will commence in Fall 2004.
Nursing Assisting (HS)	Yes	0	Yes	Yes	IFB ²	Yes	For assessment recognition.
Project AIM	Yes	0	Yes	Yes	IFB ²	Yes	For assessment recognition.
Science (GE)							Due to new GE core curriculum, assessment of GE program will commence in Fall 2004.
Social Science (GE)							Due to new GE core curriculum, assessment of GE program will commence in Fall 2004.
Tourism & Hospitality (HS)	Yes	0	Yes	Yes	IFB ²	Yes	For assessment recognition.
Welding (SDM)	No	4	Yes	No	IFB ²	No	No followup activity since CCA approval of plan.

¹Two semester goals equals Fall/Spring of each academic year.

²Pending development of an Institutional Fact Book (IFB).

PROGRAMS/UNITS ON ASSESSMENT PROBATION¹ AT THE END OF ACADEMIC YEAR 2002-2003*

GROUP A

FULL PROBATION

Architectural Engineering Technology
Automotive Technology-Automobile
Civil Engineering Technology
Sign Language Interpreting

PARTIAL PROBATION

Visual Communications

GROUP B

FULL PROBATION

Automotive Technology – Automobile
Basic Surveying Technology
Carpentry
Construction Drafting
Construction Electricity
Masonry
Plumbing
Refrigeration & A/C
Sign Language Interpreting
Systems Technology
Welding

PARTIAL PROBATION

Cosmetology

GROUP C

FULL PROBATION

Budget & Contracts
Business Office
HRO
Materials Management
Materials Management & Bookstore
Student Financial Aid
GCC Foundation Board

PARTIAL PROBATION

Safety Office

GROUP D

FULL PROBATION

Automotive Body (HS)
Automotive Technology (HS)
Construction Trades (HS)
Electronics & Networking (HS)

PARTIAL PROBATION

***“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 year 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 year. The CCA will be responsible for guiding and monitoring the progress of departments as they work towards the fulfillment of their assessment requirements.” (SOURCE: 2nd Annual Institutional Assessment Report, January 2003).*

¹Programs and services missing two or more semester goals are placed on full probation while those missing one semester goal are placed on partial probation. See semester goals on Appendix A.

PROGRAMS/UNITS FOR ASSESSMENT RECOGNITION¹ AT THE END OF ACADEMIC YEAR 2002-2003

GROUP A

Accounting
Computer Science
Criminal Justice
Early Childhood Education
Education
Fire Science Technology
Food & Beverage Management

Hospitality Management
Marketing
Medical Assisting
Office Technology
Supervision & Management
Travel Agency Management

GROUP B

Accounting Clerk
Computer Science
Early Childhood Education
Education
Hospitality Operations

Medical Assisting
Nursing Assisting
Office Administration
Food & Beverage Management
Supervision & Management
Travel & Ticketing
Operations

GROUP C

AAD Support Staff
Admissions & Registration
Apprenticeship Training
Assessment & Counseling
Board of Trustees
Communications & Promotions
Continuing Education

Enrollment Services
Facility Maintenance
Health Services Center
Instructional Technology Center
Learning Resources Center
Management Information Systems
Planning & Development
Work Experience

GROUP D

Adult Basic Education
Adult High School
GVB Tour Guide Certification Training
Hospitality Institute

Marketing (HS)
Nursing Assisting (HS)
Project AIM
Tourism & Hospitality (HS)

¹ The Rewards and Recognition Subcommittee of the Assessment Committee concluded on its report on April 9, 2003 that "rewards should not be given for work that is expected from people; however, recognition is an important aspect of keeping people motivated. The ideas behind the positive recognition rest on two reasons: first, to balance the perceived negativity of a probation list, and second, to create a community awareness and ownership of the assessment process."

Roundtable Discussion Participants of
COMMUNITY COLLEGE ASSESSMENT

AAHE Assessment Conference
June 24, 2003

LAST NAME	FIRST NAME	E-MAIL	TITLE	INSTITUTION
Bayard	Susan	sbayard@northshore	Director of Teaching Learning & Assessment	Monroe Community College
Drake	Jim	drakej@suny.edu	Professor	Onondaga Community College
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By GCC Assessment Committee Chair

AAHE Assessment Conference
June 24, 2003

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Note: Due to an oversight, this listing is admittedly incomplete. Nonetheless, acknowledgment is given to **Elisapeta Jones** of American Samoa Community College for her valuable assistance during the entire presentation.

**PARTICIPANTS OF THE SPECIAL INTEREST GROUP (SIG) MEETING
ON COMMUNITY COLLEGE ASSESSMENT**

AAHE Assessment Conference
June 24, 2003

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Conference Highlights

Be sure to check out communities of practice, reading discussion groups, special interest group meetings, open houses, and the Mentor/Mentee program.

Featured Interactive Sessions

Accreditors' Expectations for Assessing Student Learning

Tuesday, June 24, 9:45 – 11:15 a.m.

In the past several years, regional accreditors have developed new standards and criteria focused on student outcomes assessment, or they have developed new policies. Hear about these developments from leaders of four regional accrediting commissions.

Presenters: Steve Crow, executive director, Higher Learning Commission of the North Central Association of Schools and Colleges; Sandra Elman, executive director, Commission of Colleges; Universities of the Northwest; Barbara Beno, executive director, Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges; and Mary Ann Baenninger, executive associate director, Middle States Commission on Higher Education.

How Did They Do It?

Developing a sustained commitment to assessing student learning and development occurs over time. Just how have institutions with a track record been able to develop this institutional commitment? Learn from three institutional leaders about the kinds of processes, strategies, commitments, and principles that have contributed to the successful integration of assessment into their institutions' cultures.

Presenters: Dan Bernstine, president, Portland State University; Sister Joel Read, president, Alverno College; and Gloria Rogers, vice president of institutional research and planning, Rose-Hulman Institute of Technology

How Are They Doing It?

As institutions build a commitment to assessing student learning, how do they undertake this work? Who initiates and monitors progress? Where are significant starting points that engage a campus community? How are efforts sustained? How is progress defined? Observe the scenarios of three different kinds of institutions through the eyes of campus leaders who have launched and sustained efforts to integrate assessment into their institutional cultures

Presenters: Gail Mee, dean of instruction, Mesa Community College; Maria Vaz, vice president and dean of graduate studies, Lawrence Technological U.

Reading Groups

Sunday, June 22, 11:30 a.m. – 1 p.m. &
Monday, June 23, 11:45 a.m. – 1 p.m.

Join colleagues in a discussion about the report *Knowing What Students Know: The Science and Design of Educational Assessment* from the National Research Council. Each of the groups meets twice during the conference.

Communities of Practice.

Sunday, June 22, 11:30 a.m. – 1 p.m. &
Monday, June 23, 11:45

COP01 Assessing the Learning That Learning Communities Make Possible

Over 500 campuses have instituted versions of learning communities. As the curricular designs for courses get more intricate, it is often difficult to keep assessments of learning equally complex. We form a community of practitioners interested in assessing the learning (rather than retention, GPAs', etc) connected to learning communities.

Facilitators: Gillies Malnarich, co-director, and Emily Decker Lardner, co-director, Washington Center for Improving Undergraduate Education, The Evergreen State College.

COP02 Toward Robust Student-Centered Learning
How can we empower students to take responsibility for and "own" their education through new pedagogies and institutional structures? How can we engage students in the production of their educations by diminishing the instructor-student divide? How can we enhance the learning process by fostering a sense of community and mutual responsibility within our majors and departments? If you are interested in seeking the answers to these questions join this community of practice for discussion and collaborative problem solving.

Facilitator: Christopher D. Campbell, assistant professor, Department of Urban Design and Planning, University of Washington

Special Interest Groups

Join others interested in and committed to the same topics, special interests, or field of work. Groups will meet once on Tuesday, June 24th from 11:45 a.m. - 12:30 p.m. Bring your lunch along and make new connections!

SG1 Assessment of Ethics and Character Development

There is a growing concern for ethics and character development on campuses across the United States. All institutions are responding to recent events such as September 11th and corporate scandals.

In addition, institutions are concerned with issues of academic integrity and honesty like the increase in plagiarism that has come with new developments in information technology and the use of campus networks and computers for sharing music and copyrighted materials. Renewed attention is focused on teaching and assessing character, morality, and ethics.

Facilitators: John Truslow, assistant director, Center for the Study of Professional Military Ethics, United States Naval Academy; and Charles R. Pastors, professor and chair of the Department of Political Science, Northeastern Illinois University

SG2 Community College Assessment

Need a more specific focus on assessment in community colleges? Join other conference attendees as you collaborate on assessment issues specific to community colleges. Bring questions for discussion or examples of good practice on your campus.

Facilitator: Ray D. Somera, associate dean of the School of Technology and Student Services and chair of the Committee on College Assessment, Guam Community College

Mentor/Mentee Program

Building on the success of last year's conference, in 2003 we again are offering a Mentor/Mentee Program where newcomers to the conference and the topic of assessment are matched with veterans, to the benefit of both. Please check our website at www.aahe.org/assessment/2003 for more information on the program and instructions on how to participate.

Electronic Portfolios Virtual Community of Practice Meeting Saturday, June 21, 9 a.m. – 1 p.m.

In partnership with NLII, AAHE hosts a meeting for current and future members of EPAC, a virtual community of practice focused on electronic portfolios. EPAC members share experiences and collaborate on projects related to electronic portfolios tool-building, program implementation, and research.

Conference attendees interested in attending the meeting or participating in EPAC online should write eport@educause.edu. For more information about EPAC, see educause.edu/vcop/eport.

Community College Assessment Core Group
(CCACG) Members

**AAHE Assessment Conference
June 24, 2003**

***Facilitator: Dr. Ray D. Somera
Special Interest Group Meeting on Community College Assessment***

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Special participation: Dr. Yolanda Moses, AAHE President (former)

MISSION STATEMENT

WHEREAS, Guam Community College was created by Public Law 14-77 in 1977 to provide secondary and postsecondary educational programs with emphasis in vocational-technical education, adult and continuing education, community education, and short-term specialized training; and

WHEREAS, the College seeks to provide Guam's youth and adult student clientele with uniquely valuable preparation and services which are responsive to their needs and desires, and which enables them to achieve their career and quality of life goals; and

WHEREAS, the College endeavors to be perceived by industry clients as a responsive and valued partner in serving their needs for a trained workforce and in supporting their further growth and development; and

WHEREAS, the College strives to provide a vibrant campus environment - a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development; and

WHEREAS, the College seeks to satisfy our major financial supporters and to make them proud of the manner in which our mission objectives are met; and

WHEREAS, the College must continue its long history of demonstrated effective management practices, fiscal responsibility, and academic integrity; and

WHEREAS, continuation as a leader responsive to the needs and concerns of our community in Guam and Micronesia demands that the institution's Mission Statement be reexamined periodically.

NOW, THEREFORE, BE IT RESOLVED, that the Mission Statement be scheduled for reexamination in due course by the College community in January 2004:

GCC MISSION STATEMENT

Our mission as a unique community college is to be Guam's lead vocational 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.

Adopted: June 18, 2003
Resolution 9-2003