

AUGUST 2004

**ACADEMIC
YEAR
2003-2004**

FOURTH ANNUAL INSTITUTIONAL ASSESSMENT REPORT

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

GCC

GUAM COMMUNITY COLLEGE

*Kulehon Kumunidât Guáhan
Accredited by the Western Association
of Schools and Colleges*

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 2003-2004, members of the committee included Dr. John Rider (ex-officio), Dr. Dennis Slyter, Cathy Leon Guerrero, Michael Setzer II, Barbara Bouchard-Miller, Frances Danieli, Dr. Michelle Santos and Eric Chong. **Dr. Ray Somera**, CCA Chair, was primarily responsible for the preparation of this annual institutional assessment report. The editorial comments of Dr. John Rider, VP for Academic Affairs, are also acknowledged.

Fourth Annual Institutional Assessment Report, AY 2003-2004
Committee on College Assessment

Executive Summary

This report follows the college's various levels of assessment achievement through three developmental stages: (1) converting data into knowledge; (2) translating knowledge into action; and (3) transforming results into planning. As such, this report compiles assessment lessons learned and insights gained from the implementation of GCC's four-year old comprehensive assessment initiative begun in Fall 2000

Compliance rates, budget expenditures, enrollment data, identified program outcomes, curricular changes, workshop evaluations, and survey results are utilized in this report to generate important knowledge about college processes that need further development and strengthening. In the process, issues of accountability and improvement become clearly evident and are therefore brought to the forefront of campus dialogue, and consequent institutional action.

Translating assessment knowledge into action is an achievement that has yielded the re-orientation of various college processes in order to conform to a growing "culture of evidence" on campus. Some of these processes have included the creation, staffing and funding of a new Office of Assessment and Institutional Effectiveness (AIE); a newly-updated Curriculum Manual; Job Specifications amendment and a revitalized faculty evaluation system in the Board-Faculty Agreement; hands-on training for users of TRACDAT, an assessment data management software; development of a dedicated website for assessment; creation of a General Education Assessment subcommittee; "cleaned-up" college catalog as a direct result of curricular changes; and strengthened student advising procedures.

Various levels of planning, as fueled by assessment results, are also at work at the college. Sometimes overlapping and oftentimes intersecting, these levels of planning at the course, program, and institutional levels have been the direct consequence of GCC's systematic and regularized assessment process.

The recommendations at the end of the report reflect GCC's firm commitment to sustain the momentum gained in implementing a highly successful assessment process that is grounded in, and measured by, student learning outcomes.

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FOURTH ANNUAL INSTITUTIONAL ASSESSMENT REPORT
GUAM COMMUNITY COLLEGE
ACADEMIC YEAR 2003-2004

Committee on College Assessment

INTRODUCTION

As Guam Community College ushers in the fifth year of its comprehensive assessment initiative, an all-encompassing question needs to be asked: How has the systematic implementation of assessment at the college contributed to accountability and improvement within the institution? This is the question that underlies the substance, and thereby frames the discussion, of this year's report, the **Fourth Guam Community College Annual Institutional Assessment Report (AY 2003-2004)**. As such, it builds upon the cumulative accomplishments of the campus-wide assessment program begun at the college in Fall 2000. Admittedly, the bulk of discussion in previous reports focused on *process* and *structure*, which was truly intended to initiate and sustain an ongoing conversation on assessment across campus. In light of the WASC Accreditation Reports of 1994 and 2000, this was a relatively important task given the college's history of planning and implementing sporadic assessment activities in prior years. Indeed, laying the foundation of assessment and grounding it in processes, procedures, and protocols was the necessary first step to develop a "culture of evidence" among the various stakeholders of the college. The ten-minute assessment video, "Building a Culture of Evidence: Program Improvement Efforts at Guam Community College," (produced by the Committee on College Assessment in 2001) served to document the process and structure of GCC assessment after its first year.¹

¹ This video won the *bronze award* in the video program category of the Medallion Awards, sponsored by the National Council for Marketing and Public Relations (NCMPR), District 6 in October 2002. A DVD format of this video is now also available.

This year's report shifts its emphasis from a discussion of *process* and *structure* to the real essence of doing assessment at the college: *accountability* and *improvement*. As an institution, to what extent have we been accountable to our students and the community-at-large insofar as our college mission is concerned? What assessment results have we considered significant, and how have we used them to improve the way we do things on campus? How have our assessment results informed our decisions on curriculum review, course/ program document revision, faculty development, and most important of all, our processes of planning at various levels within the institution? What improvements in teaching and learning processes have resulted as a consequence of our continuous assessment of programs, student services, and administrative units at the college? With these and other similar questions forming the core of the discussion in this year's assessment analysis, this report compiles assessment lessons and insights from the college's four-year old campus-wide assessment process.

With its data generated from *direct measures* (e.g., student artifacts), *indirect measures* (e.g., survey results), and *non-measures* (e.g., enrollment data), this report will follow GCC's challenging route in three developmental stages: (a) converting data into knowledge; (b) translating knowledge into action; and (c) transforming results into planning. For purposes of organization and clarity, this report is divided into three parts, paralleling the aforementioned stages of achievement vis-à-vis the college's implementation of its comprehensive assessment initiative.

Part I. CONVERTING DATA INTO KNOWLEDGE

Data: *Assessment Compliance Rates*

Knowledge: *Though assessment has now become an integral part of “doing things” at the college, the variable levels of compliance necessitate further grounding in the culture of evidence, particularly in the use of assessment results for program and curricular improvement.*

Nationally recognized assessment authors like Maki (2004), Palomba & Banta (1999), and Huba & Freed (2000) have all commented that it takes about six to ten years before a campus assessment program can attain full maturation. Because the comprehensive assessment process at GCC has been continuously implemented since Fall 2000, it is instructive to look at the patterns of compliance for the past three academic years. The table below reflects the variable compliance rates of the four groups (Group A, B, C, and D) included in the college's assessment taxonomy:²

Table 1. GCC Assessment Compliance Rates For Groups A, B, C, And D

Compliance Rates by Academic Year (in %)	GROUP A (Associate Degree Programs)	GROUP B (Certificate Programs)	GROUP C (Student Services & Admin Units)	GROUP D (Special Programs)
AY 2000-2001	---	---	---	---
AY 2001-2002	56%	27%	90%	65%
AY 2002-2003	72%	48%	65%	67%
AY 2003-2004	81%	35%	70%	71%

Note: No compliance data are available for AY 2000-2001 since the first year of the assessment initiative was spent “setting the stage” for the GCC assessment process through the development of structures, processes, procedures and protocols.

The above figures reflect a consistent increase in compliance rates for Group A (56% to 81%) and Group D (65% to 71%) whereas Group B and C have had variable compliance rates over the years. Several explanations for such variability primarily include data-collection difficulties, zero-to-low enrollment for certificate programs (e.g. Construction Trades), or inability to follow through with assessment reports because of heavy workload or staffing constraints (e.g. Business & Finance Division). While the data above do not reflect a dramatic rise in assessment compliance year after year, the implication however is clear: a “culture of evidence” has developed over the

² Albeit the GCC assessment initiative was first implemented in Fall 2000, the assessment taxonomy was put in place only in AY 2001-2002. The submission of an assessment plan and an assessment report was the sole measure of “compliance” in the above table. For a discussion of the assessment taxonomy, please refer to last year’s annual assessment report.

course of four years of implementing assessment at GCC. The assessment plans and reports that have been submitted to the Committee on College Assessment (henceforth referred to as CCA)³ serve as concrete evidence of the long and hard work put in by the CCA vis-à-vis the development of assessment vocabulary, protocols, procedures, and templates during the past four academic years. The formalization of the whole assessment process, in fact, began on March 6, 2001, when eight members of the CCA began meeting on a weekly basis. This schedule has remained unchanged for the past four years. All told, the CCA has met eighty-nine (89) times since Spring 2001⁴, for an estimated total of 793 hours of dedicated discussion about assessment by the committee as a whole. This means that each committee member has devoted an average of 264 hours to the weekly CCA meetings, which has ranged from 24 to 31 times per year since the meetings were formally started in 2001. Minutes of these meetings on file at the Assessment office reveal that there exist a total of 89 documents (called *GCC Updates*) recording the activities of the CCA on a weekly basis since that time.

As part of its oversight responsibility, a monitoring matrix has also been developed by the CCA (see APPENDIX A) to track the campus-wide compliance of individual program, student services, and units with their respective assessment requirements. A careful review of the monitoring matrix reveals some interesting observations. The college's Board of Trustees, as a case in point, never followed through with their implementation plan, as outlined in an implementation memo submitted to the CCA earlier in the academic year (see APPENDIX B). This means that after the completion and release of the *Board of Trustees' Assessment Report* in 2002, the members did not at all exert any conscious effort to work on the report's recommendations as indicated in the

³ The CCA is an institution-level committee created under the terms of the 2000-20005 Board-Faculty Agreement that took effect in Fall 2000.

⁴ The CCA meetings formally begun in Fall 2000 when the initiative was first launched, but systematic documentation of the committee's weekly meetings actually began on March 6, 2001. No records of those pre-March 2001 meetings have been found.

BOT memo to the CCA. This essentially implies that assessment has not gained complete grounding and acceptance at the highest level of governance at the college. This fact notwithstanding, it is clearly evident that a favorable acceptance of assessment is currently pervasive at the college, despite the BOT's inaction with its own assessment. Admittedly, it will take more years for the assessment initiative to reach its full maturation on campus –from the highest level of governance (i.e., with the Board) to where it matters the most: the classroom. Armed with this knowledge, the college continues to implement its systematic assessment process, as guided by its two-year assessment cycle schedule.⁵

Yet, the extent to which assessment results are being used to plan for course and program improvement needs more careful tracking and monitoring. In this light, the role of the Deans of the two schools at the college becomes most crucial since they make the decisions that guide departments to either expand programs or make programs inactive. The monthly assessment reports submitted to the deans are meant to bring them into the assessment loop so that the continuity of assessment activities from the level of the *course* to the *program* and to the *institution* is ensured.

Data: *Departmental Budget Expenditures and Student Enrollment Data*

Knowledge: *Despite the shrinking budgetary resources for instructional programs over the years, departments have demonstrated fiscal responsibility and accountability by “living within their means.”*

Fiscal responsibility is one institutional value that GCC is known for in the community. A good measure of accountability concerns the college's ability to work within its allocated budget from the Guam Legislature. This is best seen in the way academic departments at the college have been able to sustain their instructional programs, despite the shrinking budget resources within the

⁵ This two-year assessment cycle schedule has been largely disseminated on campus through the production of 18in. x 24in. posters. These materials have been posted strategically across campus and cover a semester-by-semester schedule that leads toward the WASC accreditation team visit in Spring 2006.

past three years. APPENDIX C details the budget breakdown of GCC's instructional programs over a 3-year period, from FY 2000-2001 to FY 2002-2003⁶. A careful review and analysis of the budget allocation and expenditures data seem to point to the following observations:

- (1) Actual expenditures by departments as generated from figures from the Budget office reflect a pattern of "living within one's means" insofar as budgetary resources are concerned;
- (2) Controlled spending by departments, as evidenced by the percentage of going over or under the budgeted amount, is a consistent pattern seen among the various departments' rates of budget spending.

These observations, when taken in the light of the government-wide budgetary crisis that befell Guam within the past three years or so, generally point towards the college's fiscal responsibility vis-à-vis the sustainability of its various occupational programs. Indeed, this conclusion essentially validates the commendations that GCC has already received from the Office of the Public Auditor, as well as from the editorial staff of the *Pacific Daily News*.

A careful study of student enrollment data also seems to substantiate this observation of accountability. Utilizing unduplicated count from Fall semester registrations, the table below presents GCC postsecondary student data over a three-year period:

Table 2. Record for GCC's Unduplicated Student Count, Seat Count, and Credit Count Over a Three-Year Period

	Fall 2001	Fall 2002	Fall 2003
Student Count by Term	1863	2025	1768
Seat Count by Term	4893	5763	5307
Credit Count by Term	12379	14718	13907

Note: These figures were taken from the Registrar's quarterly reports to the Board of Trustees, AY 2001- AY 2003.

⁶ Because the current year's budget (FY 2003-2004) ends on September 30, 2004, it is therefore not covered in this report.

When Fall 2001 figures are used as baseline data, seat count and credit count productivity for the succeeding semesters (2002 and 2003) tell a more accurate story than the student count figures. Though student count increased by 9% in Fall 2002 and decreased by 5% in Fall 2003, the seat count however registered increases (18% and 8%, respectively) in these two consecutive years. The same pattern holds true for credit count productivity, with registered increases of 19% in Fall 2002 and 12% in Fall 2003. These results indicate that despite the shrinking budget of most departments, programs nonetheless attracted students who enrolled in more classes every year, who were, it could be surmised, more committed to completing their degree programs in the shortest time possible. Course completion rates for three consecutive Fall semesters, as shown in the following table, illustrate the higher ratio for successful outcomes as compared with unsuccessful outcomes, when it comes to students' ability to earn credits for the courses they enroll in:

Table 3. GCC Course Completion Rates for Three Consecutive Fall Semesters

Successful Outcome Earned Credit for the course. No credit, but successfully completed course <i>TOTAL</i>	Fall 2001	Fall 2002	Fall 2003
	3226	3851	3549
	96	51	2
	3322	3902	3551

Unsuccessful Outcome Did not earn credit Withdrew from the course <i>TOTAL</i>	Fall 2001	Fall 2002	Fall 2003
	749	773	893
	349	439	489
	1098	1212	1382

Outcome Pending No grade submitted Incomplete In progress <i>TOTAL</i> <i>TOTAL SEAT COUNT</i>	Fall 2001	Fall 2002	Fall 2003
	134	195	7
	115	250	91
	224	204	276
	473	649	374
	4893	5763	5307

Note: These figures were taken from the Registrar's quarterly reports to the Board of Trustees, AY 2001- AY 2003

When viewed against the student enrollment data, particularly in terms of seat count and credit count productivity, the course completion rates in the above table essentially validate the

observation of accountability among GCC's various instructional programs. As these statistics demonstrate, the college continued to sustain its programs and most importantly, generated high credit count productivity rates among students which consequently contributed to successful completion outcomes; this, despite the budgetary constraints within the past three years that faced the college as a whole.

Data: *Course/Program Revision Matrix*

Knowledge: *As reflected in assessment reports, program and course documents need continuous review and updating, and hence, support for curriculum development must be given priority.*

The matrix in APPENDIX D lists program courses that need revision and updating, as generated from assessment reports submitted to the assessment office for the past four academic years. As the list reflects, a number of programs have several courses that have not been reviewed and updated for as long as two decades or more. Among these courses are **OA206** (Business Correspondence), **CS 102** (Computer Operations), **CS103** (RPG II), **CS252** (Advanced RPG II), **CS198** (Co-Op Work/Experience), **CJ205** (Police Report Writing), **CJ250** (Police Organizational Theory), **EE105** (Semiconductor Devices), **EE106** (Electronic Circuits), **EE107** (Introduction to Instrumentation), **EE110** (Instrumentation), **EE116** (Digital Technology), **EE201** (Communication Systems I), **EE202** (Communication Systems II), **EE203** (Communication Systems III), among others. Further analysis of the course revision matrix reveals that the majority of outdated (i.e., non-updated) courses are found in the following departments: Automotive, Construction Trades, Computer Science, Electronics, Criminal Justice & Social Science, and Business (particularly OA courses). Despite the campus-wide dissemination of such a list, however, there has been no concerted action on the departments involved to review these courses. Either because enforcement has been lacking in this

regard or work on curriculum development has been an issue that has not been clearly delineated as a faculty responsibility, the call for systematic and regularized curriculum revision remains unheeded by some programs. Albeit great strides in curriculum review and revision this past academic year occurred in a few departments (e.g., Education, Marketing), it remains to be seen whether the departments identified above will seriously face the challenge of curriculum review and revision this coming academic year. The Deans, in particular, need to take more determined steps as they “encourage” programs to embark on and follow through with their respective curriculum development projects. One worthwhile suggestion is to make course and program document revision an integral part of the Individual Faculty Plan (IFP) that faculty members negotiate with their respective Deans or Associate Deans at the beginning of the academic year. When this project becomes a guided or directed activity, there is little doubt that program faculty will take this responsibility more seriously. Likewise, faculty standing committees, like the Academic Affairs Committee (AAC), must continue to take the lead in providing support for curricular development or review through a regular and sustained effort in capacity-building amongst faculty and other interested constituents.

Data: *External workshop evaluation surveys and other documents*

Knowledge: *The assessment team at GCC continues to be recognized for its regional and national leadership in assessment initiatives insofar as community college assessment is concerned.*

As discussed in last year’s annual assessment report, the achievements of the GCC assessment team has included active participation in the American Association of Higher Education’s (AAHE) national assessment conferences in June 2001, 2002, and 2003. These conferences, in fact, have served as a perfect forum for sharing the success elements of the GCC assessment process with

various community colleges from across the country. In recognition of GCC's leadership in this arena, the following developments have been added to the GCC team's accomplishments this year:

- (a) appointment of the CCA chair as facilitator of the Community College Assessment Community of Practice (COP)—an online community of community college assessment practitioners—by no less than Dr. Clara Lovett, the president of AAHE (see APPENDIX E). This appointment will cover the duration January 2004 to June 2005 and will span four AAHE conferences where the CCA chair will lead the face-to-face meetings of the COP during these annual conferences;
- (b) invitation to the CCA chair to serve as proposal reviewer for the 2004 AAHE National Assessment Conference by the former Assessment Director of AAHE and an acknowledgment for this role in the 2004 assessment conference program (see APPENDIX F). He eventually reviewed close to fifty (50) conference proposals;
- (c) inclusion of GCC's assessment model and two-year assessment cycle schedule in Peggy Maki's newly released book, Assessing for Learning: Building A Sustainable Commitment Across The Institution (2004)[see APPENDIX G]; and
- (d) requests from various institutions to conduct assessment workshops in their respective campuses in order for the assessment team to share the GCC assessment story (see APPENDIX H for the invitation from Northern Marianas College in Saipan).

Because of its networking opportunities and the visibility that it provides the GCC assessment model, the CCA chair's appointment as COP facilitator is perhaps the most significant leadership achievement this year. After AAHE approved the CCA chair's proposal to lead the development of an online community, the Community College Assessment Community of Practice (CCA COP) was

born. As one of four online communities launched by AAHE in early January 2004 (see APPENDIX I), the CCA COP was described on AAHE's website as follows:

This COP brings together community college assessment practitioners intent on learning from each other through resource-sharing, spirited discussion, and solution-seeking strategies that will advance assessment in two-year institutions.

In order to encourage all interested individuals to join the online communities through the website registration system, AAHE emailed the following press release to all its members across the nation:

AAHE launches four exciting Communities of Practice (COP) to create and share knowledge around a common area of interest and practice. The AAHE COPs will work both Online through the AAHE WebCenter and at AAHE's National Learning to Change and Assessment Conferences in 2004 and 2005. Unlike the short-term and conference-specific Communities of practice offered at past AAHE conferences, these new communities allow community relationships and common practice to grow over the next year and a half.

Through the AAHE WebCenter, community members will be able to share and collectively generate resources for the field; collaborate, coordinate work, and provide feedback and encouragement through chats, listservs, and threaded discussions; keep each other updated on upcoming events through a shared schedule; and to get to know others interested in a common practice. The face-to-face meetings at AAHE's annual conferences will continue building community by giving members a chance to put a name with a face (and voice) and will enhance the work of the group by providing concentrated time for planning and collective work.

Please join AAHE in kicking off this important new work. Join a Community of Practice today! (<http://www.aahe.org>)

Since its launching in January, the CCA COP has attracted a total of 172 assessment practitioners from both two-year and four-year institutions from across the country⁷ (see APPENDIX J for a complete listing of members). Educational institutions, which are currently represented in the COP membership, now include the following:

Allan Hancock College
Anne Arundel Community College
Baker University
Bristol Community College

North Shore Community College
Northampton Community College
Northern Essex Community College
Northern Marianas College

⁷ The CCA COP site may be visited through the AAHE WebCenter at <http://webcenter.aahe.org/chef/portal/ccacop>. To access the site, a new account needs to be created. However, there is no fee to join and one does not have to be an AAHE member to participate in online activities.

Broward Community College
 Camosun College
 City College of San Francisco
 Coastal Carolina University
 College of Lake County
 College of the Desert
 College of the Siskiyous
 De Anza College/USF
 Dodge City Community College
 El Camino College
 Erie Community College
 Farmingdale State University of NY
 Ferris State University
 Genesee Community College
 Gloucester County College
 Guam Community College
 Harper College
 Harvard University
 Heartland Community College
 Hillsborough Community College
 Hong Kong University of Science & Technology
 Hostos Community College, CUNY
 Hudson County Community College
 Hudson Valley Community College
 Indiana University Southeast
 Jefferson Community College
 Johnson County Community College
 LaGuardia Community College/CUNY
 Linn-Benton Community College
 Mesa Community College
 Michigan State University
 Mohawk Valley Community College
 Moraine Valley Community College
 Mt. Hood Community College
 Nassau Community College

Northwestern Michigan College
 Olympic College
 Pontifical Catholic University of Puerto Rico
 Pontifical Catholic University-Arecibo
 Pontifical Catholic University-Ponce
 Prairie State College
 Pueblo Community College
 Riverside Community College
 Riverside Community College, Norco Campus
 Roane State Community College
 Rock Valley College
 San Diego Mesa College
 Santa Rosa Junior College
 South Texas Community College
 Southeast Community College
 St. Board for Comm. & Tech. Colleges
 St. Louis Community College
 St. Norbert College
 Stanford University
 Suffolk County Community College
 The University of Akron
 Ulster County Community College
 University of Alaska Fairbanks
 University of Connecticut/Storrs
 University of Hawaii
 University of Houston
 University of Massachusetts Amherst
 University of North Texas
 University of Phoenix, Philadelphia Campus
 University of Wisconsin – Manitowoc
 Valencia Community College
 Wenatchee Valley College
 Western University of Health Science
 Young Harris College
 Zuckerman Arizona College of Public Health

Because the majority of COP members are lurkers⁸, only about a dozen or more active members form the core membership of the community, with 16 online chats that have been completed thus far, and several discussion threads begun at the discussion section of the site. The topics of these chats and discussion threads have ranged from strategies of assessment implementation to rubric development to securing faculty buy-in, among other topics⁹. In addition, the CCA chair facilitated two face-to-face meetings at AAHE conferences (in San Diego in April 2004 and in Denver in June

⁸ In online communities, “lurkers” stay on the periphery of the ongoing discussions until such time that they become gradually engaged in community work. The length of time prior to engagement usually depends on the individual’s need for information and resources.

⁹ The complete listing of COP chats and topics are posted at the RESOURCES section of the CCA COP site.

2004) where community members met to discuss, strategize, and plan collaborative projects that impact on the practice and direction of community college assessment. The descriptions and outcomes of these COP activities and projects have been posted online and can be accessed through the CCA COP site.

In another arena, the college continued to exert its assessment leadership in the region through its ongoing assistance in institutional capacity building efforts. Like last year, the GCC assessment team again responded to institutional requests for assessment training in various campuses across Micronesia and beyond, as documented in the following activities:

- College of Micronesia-Federated States of Micronesia (COM-FSM), Assessment Workshop, “Linking SLOs and Assessment,” February 29, 2004; Kolonia, Pohnpei. Dan Guerrero served as the workshop leader, with 39 participants.
- Joint WASC/AAHE Assessment Workshop, “Building Learner-Centered Institutions: Developing Institutional Strategies for Assessing and Improving Student Learning,” March 24-26, 2004; Honolulu, Hawaii. Nineteen (19) teams from various WASC colleges and universities across the region (for a total of about a hundred faculty, administrators, and staff) participated in this training workshop. Dr. Ray Somera, along with Dr. Mary Allen (California State University), Dr. Amy Driscoll (California State University, Monterey Bay), served as the workshop leaders and team mentors (see APPENDIX K for a schedule of the workshop).
- AAHE’s 2004 Learning to Change Conference, *Community College Assessment Community of Practice (COP)*, April 1-4, 2004; San Diego, California. Dr. Ray Somera led the meeting, with 34 participants from various campuses across the nation.

- Northern Marianas College (NMC) Assessment Workshop, “ Assessment Capacity Building for NMC Constituents,” April 16, 2004; Saipan, Commonwealth of the Northern Mariana Islands. With over 80 participants, Dr. Ray Somera and Dr. John Rider served as the workshop leaders.
- AAHE’s 2004 Assessment Conference, *Community College Assessment Community of Practice (COP)*, June 11-15, 2004; Denver, Colorado. Dr. Ray Somera led the meeting with 52 participants from various community colleges across the country.

All told, an estimated 350 faculty, administrators and staff attended the above workshop/sessions. Both informal and formal feedback from workshop participants generally indicated their overall satisfaction with assessment knowledge gained from the sessions. As a case in point, the following qualitative comments excerpted from the survey report of the NMC Assessment Workshop (see APPENDIX L for the full report) provide a glimpse of the participants’ perceived satisfaction with the workshop content and structure:

Participant’s Responses to: What was the one best aspect of this training/workshop? Why?

1. Afternoon session where groups worked together to start developing assessment ideas for college departments.
2. Q& A with GCC Admin. and Ray.
3. Consensus building...it began to break down the resistance in our department.
4. Grounding in assessment ideas, process and examples.
5. Ray and John – well organized, sequential and informative.
6. The video gave a good overview and was useful to motivate us to follow GCC’s example.
7. The appropriateness and importance of the subject matter, coupled with the knowledge and enthusiasm of the presenters. Superior and Relevant!!
8. Learning with humor and expertise of presenters.
9. Increased knowledge in general aspect of assessment of our college programs towards the learning outcomes of our students.
10. Presentations based in actual experience.
11. It has a specific use in the overall goal of our institution. It was resented in a manner that is understandable and useful.
12. Clearing the water – understanding assessment and its meaning.
13. Being upfront about the tension around change.
14. Instructors are superb – knowledge/ability. Well done!!

15. Group interaction; real-world examples.
16. Dr. Rider's introduction...highly motivating and humorous.
17. Introduction about this topic to all—an outside source has a better chance at being heard than internal players.
18. Dialogue with a neighboring and comparable institution.
19. Participants—the session speaks for itself—this is the best-attended workshop I've seen to the last minute.
20. Group activities. Involves active participation. Conversations.
21. Last small group breakout—a chance to do something practical.
22. Facilitators were effective speakers.
23. Providing a real application and benefit to NMC and me.

As the anecdotal evidence above exemplifies, the GCC assessment team, in the spirit of cooperation and assessment sharing, has continued to lead in capacity building efforts vis-à-vis assessment knowledge and practice across the region of Micronesia and beyond. The CCA chair's leadership in national initiatives on assessment has provided the much-needed visibility for the college's assessment process and the crucial networking that will keep the college abreast of current developments in the assessment field. In the process, the college has moved gradually closer to achieving a more stable, mature assessment process that is solidly grounded in accountability and improvement.

In pursuit of this worthy goal, the college positively responded to a request for assessment team mentoring from the Director of Institutional Research and Planning, College of Micronesia-FSM National Campus on Pohnpei. Arrangements were made, and a team of four members visited GCC in August 2004 with the following objective:

Here at COM-FSM, our assessment committee has been dormant for more than a year, and we are beginning the process of breathing life into it again. As your work has received high praise from others in the region, and from WASC, we would like to visit your offices to see your operation firsthand. ...We are particularly interested in your data management arrangements, your student services assessment and your committee functions.

(Excerpted from Director's email to CCA chair, July 27, 2004)

In the spirit of assessment sharing and cooperation, the college's assessment team seized this opportunity to showcase and highlight the success components of the GCC assessment story.

Data: *CCA Assessment Results*

Knowledge: *A broader involvement of more stakeholders into the whole GCC assessment process –specifically, students-- is necessary and imperative.*

How has the CCA itself assessed the process of assessment on campus, specifically its level of implementation? Utilizing the instrument called “Levels of Implementation” jointly developed in 2002 by the North Central Association (NCA) and the Higher Learning Commission (HLC), an end-of-the-year survey was conducted among former and current members (N = 14) of the college's Assessment Committee in order to accomplish the following two objectives:

- (a) to gauge members' perceptions of committee effectiveness with regard to the implementation of the college's comprehensive assessment process; and
- (b) to provide the college community with some useful characteristics of progress relative to the three-year old assessment initiative already in place on campus.

The instrument posed a general question, “Where would you place your institution on the continuum of assessment program implementation?” and proceeded to identify four patterns of characteristics (refer to APPENDIX M) to be rated in three levels of progress (Levels 1-3). Moreover, each level was further subdivided into 3 sublevels, thereby assigning the ratings 1, 2, 3 to Level 1 progress; 4, 5, 6 to Level 2 progress, and 7, 8, 9 to Level 3 progress. The following table summarizes the mean ratings of former and current CCA members (N=14) regarding the progress of assessment implementation at the college:

Table 4. Mean Ratings For Levels Of Assessment Progress As Rated By Former And Current CCA Members (N = 14)

FOUR PATTERNS OF CHARACTERISTICS IN ASSESSMENT IMPLEMENTATION	MEAN RATINGS ▪ Level 1 progress = 1 to 3 ▪ Level 2 progress = 4 to 6 ▪ Level 3 progress = 7 to 9	STANDARD DEVIATION	LEVEL OF ACHIEVEMENT ▪ Beginning implementation (L1) ▪ Making progress (L2) ▪ Maturing stages of continuous improvement (L3)
<i>Institutional Culture</i>			
A. Collective/ Shared Values	5.71	.91	Making progress
B. Mission	5.29	1.9	Making progress
<i>Shared Responsibility</i>			
A. Faculty	4.92	1.04	Making progress
B. Administration and Board of Trustees	4.86	1.35	Making progress
C. Students	3.14	1.29	Beginning implementation
<i>Institutional Support</i>			
A. Resources	5.43	1.99	Making progress
B. Structures	6.46	1.27	Making progress
<i>Efficacy of Assessment</i>	5.62	1.19	Making progress

As the above survey results indicate, the highest mean scores (5.71 in IA and 6.46 in IIIB) occur in the patterns dealing with institutional culture and institutional support. This finding augurs well for the entire GCC assessment initiative since it implies a seeming consensus among CCA members that a “culture of evidence” is gradually developing on campus, based on a shared understanding of assessment and the infrastructure necessary to sustain its momentum. The low standard deviation (.91) in “collective/shared values” indicate greater consensus among CCA members in this respect. Needless to say, this observation lends credence to the compliance rates data pointing to the favorable acceptance of the college’s constituents’ acceptance of assessment as an integral part of institutional life. Except for IIC above, the overall Level 2 achievement (i.e., Making progress) in all the four identified patterns of assessment implementation indicates a unity of

perception among CCA members relative to the level of accomplishment vis-à-vis assessment at the college. On the other hand, the data demonstrate that it is in the area of shared responsibility that committee work needs to be strengthened. It is interesting to note that CCA members perceived that faculty (mean = 4.92, s.d., 1.04), administrators and board members (mean = 4.86, s.d., 1.35) need to have greater awareness of their respective responsibilities vis-à-vis assessment. Furthermore, what seems to be the greatest consensus among committee members focuses on the lack of a substantive role for students in assessment; with this item garnering the lowest mean score of 3.14, with a standard deviation of 1.29. This implies a general perception that the assessment initiative has not yet fully brought in students into the picture of GCC assessment. The lack of student representation in the current CCA membership (as reflected in the Board-Faculty agreement earlier discussed) would serve as evidence of this seeming shortsightedness.

When viewed in the context of the qualitative data generated from the survey, these observations reveal important areas for improvement in CCA functioning. In the area of institutional culture, a CCA member commented, “some but not all academic programs have developed statements of purpose and educational goals.” Moreover, another member raised the issue that “some but not all of the institution’s constituents are recognizably supportive of the importance of assessing and improving student learning.” This fact notwithstanding, several members observed, “faculty members are becoming knowledgeable about the assessment program—its structure, components, and timetable.” Likewise, it was generally agreed that department heads have devised strategies “to ensure that their academic departments/programs implement the assessment plans they developed or that they develop them more fully.” Yet, one member asked, “Do administrators have emotional fortitude to deal with under-performing managers?” As indicated earlier, the majority of the members surveyed made the observation that students have not been significantly involved in

GCC assessment. One member aptly captured the group’s sentiment in this way: “prospective and incoming students are provided with few or no explicit public statements regarding the institution’s expectations for student learning.” Admittedly, this is the greatest challenge that faces the committee this coming academic year.

The question however remains: to what extent is the GCC assessment process grounded in the improvement of student learning? This was the general question that another instrument, “Team Assessment of GCC’s Learning-Centeredness,”¹⁰ sought to answer. As in the previous survey, former and current CCA members were again tapped to participate in the survey (N= 14). The table below presents the mean scores of eleven (11) items included in the survey, as rated by members of the Assessment committee:

Table 5. Mean Ratings For CCA Team Assessment Of GCC’s Learning-Centeredness (N=14)

Survey Item	Mean ratings where 1 = no evidence; 2 = little evidence; 3 = emerging; and 4 = exemplary	Standard Deviation
1. Based on published materials (e.g., catalog, website, etc), the college’s programs articulate high and clear expectations for student learning outcomes.	2.86	.53
2. The College values and recognizes an ongoing, sustainable commitment to assessing student learning and using assessment results to improve educational quality.	3.38	.51
3. The College develops and supports channels of communication to discuss and act on results of assessing student learning at all levels.	2.85	.55
4. Constituents across the institution are involved in sustainable, ongoing, and systematic inquiry into what and how well students learn and develop and they use the results of this inquiry to validate or improve student learning.	2.71	.61
5. Faculty, student services and administrative staff work in partnership to support student learning.	2.86	.77
6. Faculty, student services and administrative staff explore how pedagogy and learning experiences contribute to diverse learners and learning styles.	2.64	.74

¹⁰ This is a slightly modified version of the AAHE/WASC instrument utilized in the workshop, “Developing Institutional Strategies for Assessing and Improving Student Learning,” San Ramon, California, January 2004.

7. Faculty within programs/disciplines develop consensus about desired learning outcomes, as well as spend time discussing how students develop those desired outcomes over time.	2.71	.61
8. Key administrative leaders at the college support inquiry into student learning inside and outside of the classroom and support/advocate for allocation of resources to improve student learning.	3	.78
9. Institutional planning, budgeting and decision-making are linked to assessment findings in order to improve educational quality.	2.5	.76
10. Students are actively engaged in their learning and in the assessment of their learning.	2.46	.78
11. The governing board regularly seeks information about student learning and allocates resources based on assessment findings.	1.57	.76

As clearly evident in Item 11 above, it is the CCA's perception that the college's Board of Trustees has not exercised "leadership by example" when it comes to its own assessment process (mean = 1.57, s.d. = .76). Likewise, the perception that students have not been actively involved in the assessment of their own learning (mean = 2.46, s.d. = .78) also mirrors the finding in the earlier survey, and thus serves to validate that result. The lack of visible linkages among assessment, planning and budgeting, which was an issue raised in the earlier survey, also surfaces as an area of improvement (mean = 2.5, s.d. = .76) in this survey. In general, the "emerging" level of achievement for almost all of the items included in this survey parallels the "making progress" achievement level in the previous survey. The qualitative comments generated from each of the eleven items contained in the instrument (see APPENDIX N) likewise give validation of the survey's quantitative results.

Part II. TRANSLATING KNOWLEDGE INTO ACTION

After four years of "doing assessment" at GCC, what have we learned from our systematic and regularized assessment process? How have we translated our newfound knowledge (through assessment results) into action? Highlighting some of the significant insights we have learned

through our assessment initiative, this section of the report discusses how we have utilized those assessment results to close the feedback loop of GCC assessment.

Knowledge: *A comprehensive assessment program needs consistency and sustainability in order to fortify, nurture, and strengthen a **culture of evidence** on campus that is firmly grounded in college policy.*

Action: *A new assessment office has been created, staffed and funded in order to affirm the college's solid commitment to assessment and its unequivocal support of assessment activities for accountability and improvement.*

As reported in last year's report, the severe budget shortfall that has plagued the Government of Guam (GovGuam) in previous years has severely hampered the planning processes at the college, particularly in the creation of an office dedicated to assessment work. Since 2001 when the college embarked on a serious implementation program, assessment was the primary responsibility of an Associate Dean, in addition to his other assigned tasks. Budgetary support was secured through Vocational Education Act's (VEA) program agreements, which had to be conceptualized and re-thought each year. Given this state of affairs, evidence was gathered year after year in order to justify an office that will strengthen the college's assessment impetus and momentum. In February of 2003, the new assessment office finally became a reality. When the Board of Trustees, upon the recommendation of the President, finally approved the creation of a new Assistant Director position, the *Office of Assessment and Institutional Effectiveness* (AIE) was born. Founded on the following three objectives-- (a) to develop and sustain assessment momentum at the college through capacity building efforts that will empower constituents to use assessment results for accountability and improvement; (b) to systematize assessment protocols, processes and policies both in offline and online environment and thereby allow the college

to meet its WASC accreditation requirements; and (c) to exert and affirm community college assessment leadership regionally and nationally—the office received further institutional support with the addition of two new positions, that of a Program Specialist and Administrative Assistant.¹¹ Moreover, the office’s budgetary support in the coming year will also shift from federal (i.e., VEA) resources to local funds. In light of these recent developments, this office now stands squarely behind the implementation of BOT Policy 306, *Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees*, which was adopted on September 4, 2002 (see APPENDIX O). Along with this all-important policy document, the newly created assessment office essentially affirms the college’s commitment to the comprehensive assessment process for purposes of external accountability and internal improvement. Though the creation of this office took almost four years due to GovGuam budgetary constraints, this BOT action fully brings realization to the last paragraph of the GCC document, *Comprehensive Institutional Assessment Plan for Programs, Services, Employees and the Board of Trustees* (original document, Oct. 2000; rev. Dec. 2001; rev. Sept. 2002) which states that “the establishment of a central repository office...will systematize assessment data collection and analysis efforts,” and most importantly, this office “will be primarily responsible for ensuring that findings from assessment activities will be used to improve and strengthen instructional programs, student support services and administrative units within the college” (p. 6).

It must however be emphasized that even prior to the office’s establishment, the college’s administration has always consistently supported all assessment activities on campus. The past academic year, for example, began with the distribution of certificates of

¹¹ A newly-reconstituted Office of Assessment and Institutional Effectiveness (AIE) is now in place for the coming school year. Dr. Ray Somera serves as the Assistant Director, Priscilla Johns as Program Specialist and Rose Taitingfong as Administrative Assistant.

recognition to individual programs that have met all their assessment requirements. These certificates were signed by no less than the college's President, the Vice President for Academic Affairs and Associate Dean, who was serving at the time as overall assessment coordinator. Likewise, letters of probation (prepared by the Assessment office and signed by the Deans) were forwarded to programs that have not met their assessment requirements, along with the promise of assistance with difficulties associated with data collection and analysis¹². Admittedly, the enforcement of this system of rewards and sanctions forms a substantive part of this new office's greatest challenge this coming academic year.

Knowledge: *Though various programs have articulated their learning outcomes in order to fulfill their assessment requirements, further work needs to be done to develop more meaningful program outcomes.*

Action: *A newly-updated Curriculum Manual now guides program faculty in their curriculum development and revision efforts. Moreover, a strengthened Job Specifications document has finally begun to clarify and delineate specific faculty responsibilities vis-à-vis assessment tasks.*

Compliance rates alone do not tell the complete story of GCC assessment. Admittedly, there exists a general perception among GCC constituents that “compliance with an assessment deadline” is enough. This perception has in fact contributed to the dull, almost-mechanical way with which some college constituents have complied with their assessment requirements. Why isn't this sufficient? Because a sound assessment process needs *prior* reflective thought and consequent action based on what findings emerge from the whole process. Beyond the structure and the process of assessment itself, what needs to be emphasized is this: have departments fully articulated intended student learning outcomes for each of their programs? After all, the real measure of program improvement stems from clearly articulated, measurable objectives prior to doing any kind

¹² This system of recognition and probation was lengthily discussed in last year's annual assessment report.

of assessment. As extracted from the assessment reports submitted by various departments to the assessment office, the two tables given below (Table 6 and Table 7) presents the intended program outcomes for Associate degree programs and Certificate programs, respectively:

Table 6. Intended Program Outcomes For *Associate Degree* Programs As Reported By Various Departments

Program	Program Intended Educational Outcomes
Accounting (AS)	<ol style="list-style-type: none"> 1. To interpret and apply fundamentals of accounting principles for business events related to accounting systems for financial accounting and hospitality accounting. 2. To complete accounting tasks similar to those performed in a business environment, to include. <ol style="list-style-type: none"> (a) Create adjusting journal entries for a business applying accounting concepts and software procedures using Peachtree company files. (b) Prepare computer generated financial statements utilizing Peachtree Accounting software. 3. Prepare payroll for a small sole proprietorship for one pay period using Peachtree. 4. Students will evaluate their self-confidence level having completed a two-year accounting program.
Computer Science (AS)	<ol style="list-style-type: none"> A. Graduates will be able to use the Screen Design Utility (SDA) to create user interfaces. B. Graduates will be able to create files using the Interactive Data Definition Utility (IDDU). C. Graduates will be able to design and implement a computer-based solution of a problem using SDA, creating files using IDDU and writing code using the RPG programming language.
Criminal Justice (AS)	<p>Upon receipt of an Associate of Science Degree in Criminal Justice students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the process of the criminal justice system and the duties and responsibilities of the criminal justice professional. 2. Identify the legal procedures for gathering information about crimes, criminal procedure and a Defendant's rights. 3. Demonstrate the ability to understand the interrelations, ethics and role expectations of the criminal justice professional and society. 4. Students will evaluate their satisfaction with the program after completing and obtaining an Associate Degree in Criminal Justice.
Early Childhood Education (AS)	<p>The Early Childhood Education Associate Degree program prepares students to work with young children as caregivers, family day care providers, preschool teachers and Head Start teachers.</p> <ol style="list-style-type: none"> 1. Students will demonstrate knowledge and skills of setting up and environment that is conducive to learning for the young child. 2. Students will demonstrate knowledge and skills that reflect appropriate teaching strategies in

	<p>working with young children and their families.</p> <p>3. Students will demonstrate knowledge and skills in working with young children and families from different nationalities, cultures and ethnic groups, as well as children with disabilities and their families.</p>
Electronics Engineering Technology (AS)	<p>1. Graduates of the Electronics Engineering Technology will be successfully employed in the field.</p> <p>2. Completers of the program will successfully pass the Electronic Technician Association exams for industry certification.</p>
Fire Science Technology (AS)	<p>1. Graduates of the program will possess the technical knowledge required to command a fire company.</p> <p>2. Graduates will be able to command a fire company during emergency response situations.</p> <p>3. Graduates will possess requisite knowledge of NFPA and OSHA regulations pertaining to the fire service.</p>
Food & Beverage Management (AS)	<p>1. To apply F&B sanitation principles, prepare work schedules and budgets, and prepare menus with an understanding of the relationship between the menu and the overall operation of a Food & Beverage establishment.</p> <p>2. Understand the fundamentals of the Food & Beverage Industry.</p> <p>3. Show proficiency in the supervision of the operations of a Food and Beverage Establishment.</p>
Hospitality Management Program (AS)	<p>1. To apply hospitality marketing concepts to complete marketing plan.</p> <p>2. To comprehend the principles of hospitality marketing.</p>
Liberal Arts (AA)	<p>1. Student transferring will find courses taken will be accepted as prerequisites at four year-institutions.</p> <p>2. After one year of adjustment to the four-year institution the grades of students transferring will be similar to those of native students.</p> <p>3. Graduates transferring to four-year institutions as full-time students will complete their degree at the same rate as native students.</p>
Marketing (AS)	<p>1. Students will be able to gather and analyze data relative to the identification of a target market and the firm's competitive position; develop an advertising theme and strategy; produce promotional materials, which deliver an advertising message appropriate to the product/service and media utilized; and develop an advertising budget.</p> <p>2. Students will be able to describe factors influencing price and the methods of determining price; understanding of the function of intermediaries; describe product/service decisions; and identify the elements, strategies, and influences of the Promotional Mix.</p>
Medical Assisting (AS)	<p>The Certificate and AS in Medical Assisting is designed to address the pre- and in-service training needs of paraprofessionals in the allied health field. Outcomes include:</p> <p>1. Students will meet national standards for Medical Assistants in performing administrative duties in the clinic or physician's office.</p> <p>2. Students will meet national standards for Medical Assistants in performing clinical procedures.</p> <p>3. Students will display professionalism in performing administrative and clinical duties.</p>

Office Technology (AS)	<ol style="list-style-type: none"> 1. Students will be proficient in various administrative skills in formatting legal and medical document. 2. Depending on their specialization, students will be proficient in legal terminology or medical terminology. 3. Depending on their specialization, students will apply proper punctuation, spelling, and grammar on legal and medical transcriptions.
Supervision & Management (AS)	<ol style="list-style-type: none"> 1. To demonstrate interpersonal skills necessary to perform the role of a supervisor. 2. To make sound decisions based on alternative/options available. 3. To identify the ethical/legal issues of management as they relate to the workplace.
Travel Agency Management (AS)	<ol style="list-style-type: none"> 1. To apply airline computer reservation skills and knowledge. 2. To use the computer reservation system to research customer's needs and travel documentation requirements. 3. To be able to generate various standard types of airline tickets.
Visual Communications (AS)	Effective mastery of theme, view, perspective and composition.

Table 7. Intended Program Outcomes For *Certificate* Programs As Reported By Various Departments

Program	Program Intended Educational Outcomes
Accounting Clerk (Cert)	<ol style="list-style-type: none"> 1. Students will journalize the entries for issuing common and preferred stock; the entries for treasury stock; the entries for cash dividends and stock dividends. 2. Students will calculate five solvency ratios and five profitability ratios and interpret the results for a business's financial statements. 3. Students will process the payroll records of a business for a three-month period using manual procedures; complete forms 941SS, 941, 940, etc.
Computer Science (Cert)	<ol style="list-style-type: none"> A. Graduates will be able to analyze a problem and use appropriate technology tools to implement a solution. B. Graduates will be able to apply fundamental concepts of database design in a computer science project. C. Graduates will be able to demonstrate integration of two or more software applications to share data.
Cosmetology (Cert)	<ol style="list-style-type: none"> 1. Offer students opportunities to develop skills, knowledge, attitudes, and leadership qualities required to meet licensure standards of the Guam Board of Cosmetology. 2. Instill in students the following cosmetology related characteristics: have the ability to understand and apply technical knowledge and theoretical principles, be able to work for demanding individuals, e.g., the customers, and work for long periods of time under pressure. 3. Participate in providing customers beauty salon services like shampooing, rinses, scalp treatments, permanent waving, finger waving, makeup and haircuts.
Early Childhood Education (Cert)	<p>The Early Childhood Education Certificate Degree program prepares students to work with young children as caregivers, family day care providers, directors, preschool teachers, and education aides.</p> <ol style="list-style-type: none"> 1. Student will establish and maintain a safe and healthy setting for birth to early school age.

	<p>2. Student will be able to plan and implement appropriate lesson plan and activities.</p> <p>3. Students will establish and maintain positive professional relationships with families of young children they serve.</p>
Education (Cert)	<p>Provide entry-level training in education for school aides within the school systems on Guam and to strengthen the educational foundation of those serving as models in educational settings.</p> <p>1. Students will establish and maintain a safe and healthy classroom setting for school-age children to young adults.</p> <p>2. Students will be able to plan and implement appropriate lesson plans and activities following an established curriculum.</p> <p>3. Students will establish and maintain positive professional relationships with colleagues, parents, and students.</p>
Food & Beverage Management (Cert)	<p>1. To apply F&B sanitation principles, prepare work schedules and budgets, and prepare menus with an understanding of the relationship between the menu and the overall operation of a Food & Beverage establishment.</p> <p>2. To apply the hospitality attitude of warm and friendly service in their work attitudes, relationships with co-workers and guests.</p> <p>3. To be proficient in the supervision of the operation of a Food & Beverage Establishment.</p>
Hospitality Operations (Cert)	<p>1. To prepare our certificate program graduates for employment in various positions in the hospitality industry.</p> <p>2. To provide employees within the Guam Community and in the region with the means to upgrade their job skills and knowledge in the various hospitality operations and management jobs.</p> <p>3. To prepare certificate program graduates have a high level of self-confidence about their knowledge and skills in hospitality operations and management.</p>
Medical Assisting (Cert)	<p>The Certificate in Medical Assisting is designed to address the pre- and in-service training needs of paraprofessionals in the allied health field. Outcomes include:</p> <p>1. Students will meet the national standards for Medical Assistants in performing administrative duties in the clinic or physician's office.</p> <p>2. Students will meet the national standards for Medical Assistants in performing clinical procedures.</p> <p>3. Students will display professionalism in performing administrative and clinical duties.</p>
Nursing Assisting (Cert).	<p>1. Students will demonstrate appropriate communication skills in the work place.</p> <p>2. Students will demonstrate knowledge of basic medical terminology, anatomy and physiology.</p> <p>3. Students will demonstrate skills necessary to work as beginning nursing assistants.</p>
Office Administration (Cert)	<p>A. Be proficient in the usage of various computer applications and the operation of office equipment.</p> <p>B. Evaluate and incorporate the appropriate technology tools in the work place using the skills and knowledge learned.</p> <p>C. Format and produce various types of business correspondence and other office-related documents.</p>
Supervision & Management (Cert)	<p>1. Be competent in doing an effective oral presentation.</p> <p>2. Be adept in writing a research paper.</p> <p>3. Be able to discuss different legislations related to employment and personnel issues.</p>
Ticketing (Cert)	<p>The students will have a general knowledge of the fundamentals in the travel industry. They will be able to take and create a reservation from a client. They will be able to research the proper documentation for entry</p>

	<p>and exit into a country as well as their health requirements.</p> <p>They will also be aware of the world around them so they can better serve their customer. They will be sensitive to the needs of their customers.</p> <p>They will strive to be timely in their execution of the transactions. They can also write a basic airline ticket and are familiar with basic industry terminology.</p>
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A thoughtful review of these program outcomes as spelled out above reveal that most programs have largely emphasized cognitive outcomes in their assessment projects. It must be recalled that in previous capacity-building workshops conducted for faculty and staff about two years ago, the three questions given below were to be used to frame the articulation of intended program outcomes:

- (a) What do students know? (cognitive outcomes)
- (b) What do they think and value? (affective outcomes)
- (c) What can they do? (behavioral outcomes)

The majority of the aforementioned intended program outcomes indicated in the two tables above indicate that these questions were not carefully utilized as a guide, if at all. What seems to be lacking is the real understanding of the difference between “outcomes” and “goals,” “objectives” and “measures.” In order to provide faculty support in this respect, the Academic Affairs Committee (AAC) organized a series of training sessions to discuss the newly revised, The Curriculum Manual, A Guide to the Procedures Used in the Curriculum Development Process at Guam Community College (2004). As conceptualized, the manual provides access to the information necessary for curriculum development, including applicable forms, annotations and resources. It was essentially designed to assist faculty, departments, and academic administrators of GCC in the development of new programs and courses and in the revision of existing programs and courses. In vivid detail, the manual outlines the process of adding a program (from concept to adoption), revising a program (both substantive and non-substantive), as well as deleting a program entirely. It is also significant to note that prior to the final printing of the manual, consultations were

made between members of the committee and relevant administrators (e.g. AVP, AIE Asst. Director) who have oversight of the assessment process. As a significant development, it was mutually agreed that terminology used in the manual would match the terminology already being used in assessment. Examples of such terminology changes included “Course Objectives” to “Intended Learning Outcomes; “Grading and Evaluation” to “Means of Assessment and Criteria for Success,” among others.

Another concrete action that the college has taken has been the revision and approval of the Faculty Job Specifications documents, which are an integral part of the Board-Union Agreement. Through the collaborative efforts of a combined group of faculty and administrators, such document was approved in April 2002. Of significant impact to the college’s assessment process is language in the document that spells out faculty responsibilities vis-à-vis assessment or assessment-related work. For example, under “Teaching Responsibilities” are the following tasks: “develops and updates program and course guides,” as well as “assesses and identifies student learning needs.” Another important development concerns the expectations of assessment work as tied closely to faculty rank. An assistant professor, for instance, is expected to “participate in the department assessment and program evaluation, and “reviews, writes, or revises curriculum documents,” whereas a person occupying an associate professor or full professor rank is expected to do all the above, as well as “assume a leadership role in department assessment and program evaluation.” These clearly-stated expectations in the Job Specifications document will surely go a long way in terms of drawing faculty involvement in the whole assessment process, and holding them accountable to it. This is in fact the same model that created the college’s Assessment Committee. By crafting it as an integral part of the Board-Faculty Agreement in September 2000, administrators

and faculty have indeed found common ground to work collaboratively in all assessment and accreditation-related tasks.

Knowledge: *As an institutional priority, promoting engagement and “buy-in” of the assessment process by all college constituents requires exploring ways and means (e.g., automation) to lessen the **perceived burden** of assessment tasks.*

Action: *With the college’s decision to purchase the site license for TRACDAT, this assessment data management software has begun to assist faculty, staff and administrators with the effective management and timely reporting of assessment results. Moreover, a dedicated website for assessment now serves as a helpful online resource for college constituents and other interested assessment practitioners.*

As discussed earlier, the last three years of the college’s assessment initiative have been admittedly focused on setting up the processes, procedures and protocols of assessment at GCC. This past academic year, this effort shifted largely to the automation of this process through the software called TRACDAT. The software was successfully installed on the GCC server in July 2003. Two data clerks were also hired at about this time to input all the pertinent assessment data—as generated from the assessment reports-- into TRACDAT. “Data cleaning” took place soon thereafter, as there was a large volume of assessment information that also needed to be entered into the TRACDAT database. By the time software training was begun in Spring 2004 using the “virtual classroom” format, the TRACDAT database had all the available assessment information relevant to individual programs and departments. It must also be noted that prior to this training, several “train the trainer” sessions were conducted between a Nuventive¹³ consultant and the assessment office’s Program Specialist, most of which occurred in teleconference format. In addition, two face-to-face training sessions were also conducted with the consultant. When user IDs were prepared and distributed, a schedule of training was formulated and the hands-on training commenced. All told, forty-nine (49) faculty, staff, and administrators participated in the series of TRACDAT training

¹³ Nuventive, Inc. is the Pittsburgh-based software vendor for TRACDAT.

sessions (see APPENDIX P) conducted from January to May 2004. It is anticipated that submissions for the next assessment deadline (October 3, 2004) will be done utilizing TRACDAT, and this will be continued throughout the academic year in order to provide the necessary “hands-on” experience to campus users of this electronic assessment tool.

One significant accomplishment of the assessment staff this year was the conceptualization, development and eventual launching of the GCC Assessment Website (see APPENDIX Q). As the site’s home page indicates, “this site is dedicated to the implementation of GCC’s comprehensive assessment process begun in Fall 2000. Its primary intent is to be the first stop for faculty, staff, and other interested stakeholders who need assessment information and resources to fulfill their program assessment requirements for accountability and continuous institutional improvement.” As a work-in-progress, initial conceptualization of the site began in November 2002 and was developed through May 2004. The current web site contains 85 web pages, over 100 images, more than 100 downloadable digital files, and is maintained in a 200 MB partition of the GCC server. The web site can be accessed through any of the following URLs:

<http://www.guamcc.edu/assessment>

<http://www.guamcc.net/assessment>

<http://mail.guamcc.net/assessment>

Since the website’s initial launching during the college governance meeting on March 19, 2004, the site’s tracker has logged 1,548 visits as of August 2004. The preliminary feedback received from some online visitors indicates that the site has been most helpful as a resource not only for GCC constituents but also for assessment practitioners from various community college campuses across the country. Needless to say, the college’s assessment leadership in this area is further affirmed and strengthened.

The *e-portfolio* as a tool to enhance program assessment activities was likewise explored in the past academic year. A task force of three members regularly met for discussion throughout the year in order to explore the integration of technology into program assessment activities via the development of a digital portfolio for students. As a relatively new course of study, the AS Visual Communications (VisComm) program took the lead in this effort. The Career Placement Office also took an active role since from a career placement perspective, the use of the e-portfolio tool will enhance the students' employability upon graduation. With the assistance of a web designer, guidelines, processes and protocols as discussed by the task force were written and integrated into a website that was being built for this purpose. The new site, <http://digifolio.sixmetal.com/index.html>, will serve to pilot e-portfolio development for VisComm students and for students in other programs, in the near future. Because of the costs and resources involved, the currently-being-discussed Technology Plan will, in the long run, ultimately dictate the scope and direction of e-portfolio development on campus.

Knowledge: *Assessment results must inform decision-making in a vast array of academic concerns that, in the long run, will positively result to improved learning processes among our students.*

Action: *Certain college structures continue to be built and established in order to bring about the re-orientation of certain college processes, such as the implementation of the General Education (GE) core curriculum, program deletions, PDRC guidelines for professional development requests, the faculty evaluation process, student advising, among others.*

Last year's college catalog (AY 2003-2004) contained a "notice of intended curricular change," as follows:

Beginning Fall Semester 2003, several academic policy changes will become effective to ensure that our students are adequately prepared to meet business and industry standards. (1) All undeclared or newly-declared students in regularly scheduled postsecondary courses will be required to take a placement exam by the time they have enrolled in 12 credits of

classes; (2) All undeclared or newly-declared students enrolled in regularly-scheduled postsecondary courses must be enrolled in or have completed their EN100R Fundamentals of English-Reading, EN100W Fundamentals of English-Writing (or higher) general education requirement by the time they have enrolled in 12 credits of classes, and must enroll in or have completed their MA108 Introduction to College Algebra (or higher) general education requirement by the time they have enrolled in 15 credits. This means that students may take only 9 credits before they must begin meeting their general education requirements” (p. 30).

This change in academic policy stemmed from a campus-wide dialogue begun in the previous year when it became apparent early on that General Education (Gen Ed) assessment was not possible since there existed no Gen Ed core of courses common to all programs. When the Academic Affairs Committee (AAC) took the lead in drafting a proposal to address this problem, several faculty members raised significant issues that fueled a healthy exchange of ideas on the merits and constraints of a common Gen Ed requirement for various programs. In the end, the decision was not to continue with the current “Gen Ed smorgasbord policy”, but instead to work toward fulfilling the new WASC accreditation standard that will require the college to ensure that all degree graduates share a common experience in general education. As a result of this decision, all programs underwent revisions in their program documents in order to accommodate the Gen Ed requirements. These changes were consequently published in this year’s college catalog (SY 2004-2005), thereby publicizing to all college stakeholders this significant change in academic policy.

In order to monitor and assess the impact of this policy change on student learning outcomes, a Gen Ed Assessment Committee, a subcommittee of the college’s Assessment Committee, was also set in motion beginning Spring 2004 (see APPENDIX R). Comprising of five (5) teaching faculty, one (1) non-teaching faculty and one (1) administrator, the committee membership represented various Gen Ed areas such as Psychology, Science, Math, Computer Science, English, Information Literacy, and Student Development. In keeping with the spirit of Article XVIII, page 94, of the Board-Union Agreement that created the CCA, the teaching faculty

members of the committee also received a memorandum from the Vice President of Academic Affairs informing them of their *release time* (equivalent to one class) as they fulfill the responsibilities they had been given.

For the past academic year, the continued monitoring of assessment activities in various programs has also yielded positive impact on program and course documents on file at the Office of the Vice President. This means that department chairs scrutinized their program offerings more carefully as they began to prepare to meet their assessment requirements. Several findings have surfaced as a result of this thoughtful attention: some programs have had zero student enrollment for several years, several courses have been printed in the catalog but have not been offered even once, program documents have not been revised for a good number of years. As a result of these findings, some program faculty have thought it best to delete whole programs or sets of courses through formal deletion procedures that are spelled out in the Curriculum Manual. As a consequence, this has naturally yielded a “cleaned-up” college catalog that now accurately reflects current program status and realities (see APPENDIX S) for a listing of deleted programs and courses). The following summary table presents the total curricular changes initiated by departments as a result of program assessment activities for the past academic year:

Table 8. Summary of Course/Program Changes for AY 2003-2004

TYPE OF CHANGE INITIATED	DEPARTMENT	NUMBER
Program Adoption	Electronics	1
	<i>Total Program Adoptions</i>	1
Course Adoption	Business	3
	Electronics	3
	Social Science	2
	Math	2
	Tourism & Hospitality	6
	Visual Communications	8
	<i>Total Course Adoptions</i>	26
Program Deletion	Construction Trades	6
	Criminal Justice	2

<i>Total Program Deletions</i>		8
Course Deletion	Computer Science	1
	Construction Trades	14
	Criminal Justice	14
	Education	1
	English	11
	Marketing	1
<i>Total Course Deletions</i>		41
Program Substantive Change/Revision	Business	3
	Construction Trades	3
<i>Total Program Substantive Change/Revisions</i>		6
Course Substantive Change/Revision	Business	4
	Construction Trades	2
	Computer Science	2
	Criminal Justice	3
	Education	1
	Tourism & Hospitality	1
	Visual Communications	3
		16
<i>Total Course Substantive Change/Revisions</i>		16
Non-Substantive Change/Revision	Adult Education/GED	1
	Business	3
	Education	1
	Social Science	1
<i>Total Non-substantive Change/Revisions</i>		6
Total Number of Curricular Changes for AY 2003-2004		103

Another re-orientation that has taken place concerns the approval process of faculty applications for professional development activities by the Professional Development and Research Committee (PDRC). APPENDIX T is the list of training needs generated from assessment reports in the last assessment cycle. PDRC's use of this list is articulated in its committee guidelines sheet, as follows:

As the assessment plan continues to develop for the College, PDRC will consider the professional development priorities/training needs set by the department as established in the Annual Institutional Assessment Report as a guide for reviewing PDRC activities.

Although further research is needed to match approved applications with identified training needs as reported, this development nonetheless is one significant example of how assessment results are being utilized to support teaching and learning processes at the college.

It is precisely this same goal that guided the Joint Administration-Faculty Evaluation Committee to work hard in drafting proposed changes to the existing faculty evaluation system that, in the estimation of the committee, was deemed “too general, too subjective, and very difficult to use” (Executive Summary, p. i). After several months of work, the joint committee produced the proposed changes that were presented to all Board members for the meeting of May 5, 2004.

Highlights of the proposed changes included the following:

- The completion of items in the annual Individual Faculty Plan (IFP) will now constitute 80% of the evaluation;
- In most cases, instruction will count for between 55% and 80% of the IFP, keeping the focus of evaluation primarily on instruction;
- Faculty members at a higher rank will have higher expectations and be rated based on the new faculty job specifications. The IFP forms will vary depending on rank, and evaluation will thus be tied to rank;
- New forms and procedures make the evaluation much more objective. Determinations of “exceeds expectations,” “satisfactory,” and “unsatisfactory/needs to improve” will be based on a point system;
- There are only three evaluation levels: exceeds expectations for rank, satisfactory and unsatisfactory/needs to improve. The first unsatisfactory constitutes a “needs to improve.” If the subsequent evaluation is still unsatisfactory, appropriate action will be taken.
- New forms are much more specific and clear, and will be much easier to use.
- The rules, the process, and the procedures are more clearly described.

Because it is the product of collaborative work between faculty and administrators, the Board threw its overwhelming support behind the new system and approved it on its May 5, 2004 meeting. It is anticipated that with the new faculty evaluation system in place, systematic performance appraisal procedures for administrators, as well as for the CEO, will be subsequently discussed and developed in the coming academic year. In the long run, these intersecting evaluation

systems will have significant impact on the way our teachers teach, the way our administrators govern, and the way our students learn in an assessment-driven environment.

Recognizing that students are the college's primary clientele, several improvements in the area of student advising and program planning, as dictated by assessment results and insights, have also occurred in the past academic year. The Enrollment Services office, for example, has developed various templates for students' educational plans, which would mutually assist both academic advisers and students in course enrollment planning. Furthermore, the Enrollment Management Committee has drafted a Student Retention Plan aimed at improving advising strategies and in identifying existing barriers related to student access to advisors for educational plan purposes. These examples of re-orientation of processes in student support services, as dictated by program assessment results, serve to highlight the premium that the college places on maximizing student achievement through the creation of a richer environment conducive to student learning.

Part III. TRANSFORMING RESULTS INTO PLANNING

It has often been said that sound assessment practice leads to thoughtful planning. When brought to fruition, well laid-out plans, ultimately bring about improvement. As a result of the systematic evaluation processes cutting across all aspects of institutional functioning, there is undoubtedly a greater recognition by constituents of the power of assessment to bring about collaboration, teamwork, and planning. As fueled by assessment, various levels of planning are indeed at work at the college. Sometimes overlapping and oftentimes intersecting, these levels of planning at the course, program, and institutional levels have been the direct consequence of GCC's comprehensive assessment process.

Course and Program Level Planning

The two tables below (Table 9 & Table 10) present the “use of assessment results” generated from assessment reports submitted by the various instructional programs which fall under Group A (Associate Degree programs) and Group B (Certificate programs) in the college’s assessment taxonomy. As extracted from Column 5 in **Jim Nichols’ 5-column model**,¹⁴ the information presented here can in fact be considered “plans for program improvement,” both at the course and program levels. Reflecting assessment insights gained from a careful analysis of student artifacts and other means of assessment adopted by various programs, these plans are intended to “use” the assessment results for program and course changes or improvement, as illustrated in the compiled information below:

Table 9. Use Of Assessment Results/Plans for Course and Program Improvement
As Reported By GROUP A (Associate Degree Programs)

Program	Use of Assessment Results/ Plans for Course and Program Improvement
Accounting (AS)	<ol style="list-style-type: none">1. Continue to seek qualified faculty in hospitality accounting to teach this discipline.2. A capstone course or capstone experience does not exist in the associate degree for accounting. The computerized accounting course, a self-paced, independent study methodology, was a poor choice as a capstone experience. Re-evaluate the program’s flexible structure and develop one or more capstone experiences in the electives above AC200.3. The intent was to create a capstone experience, however, the added workload was too much for the students to complete. Re-visit the course guide for AC232 and include a final project.
Computer Science (AS)	<ol style="list-style-type: none">1. To raise the standard of performance, students in CS252 should be able to use HP Laser printers in addition to Dot Band Printer to print their projects. Access to AS/400 Server from off-campus via Internet and port mapper should also be a priority.2. The department plans to add the following advanced programming and OS courses: OC Builder, Delphi J Builder and Linux Operating System. Additional faculty training, computer hardware, software, materials, and computer classrooms will be needed in order to make this happen.3. Four core courses of MCSE have been added to the catalog. One of the courses will be offered in Spring 2004. MCSE Certification tests will be offered in the New Technology Building.
Criminal Justice (AS)	The Exit Examination results indicated that the department has met and/or exceeded the criteria of

¹⁴ Called the “long form” or Form B of the assessment report template, the 5-column model has been utilized by the college for assessment reporting for several years now.

	<p>preparing students for the criminal justice workforce. The Student Satisfaction Survey also indicated that the students were satisfied with the program. However, the department needs to identify ways to:</p> <ol style="list-style-type: none"> 1. Continue collecting data and identifying strategies to increase participation in the Exit Examination and Student Satisfaction Survey. 2. Explore the idea of developing a capstone course to capture an integrated capstone experience within the criminal justice program regardless of the area of concentration. 3. Identify tool(s) to generate accurate number of program graduates. 4. Continue to maintain high standards of instruction for 100% student satisfaction and identify ways to retain and recruit more students into the program.
Early Childhood Education (AS)	<p>For competency 1b.: the students who received a “0” from his mentor, did not return for his final review with his mentor and did not turn in a revised written lesson plan that was required.</p> <ol style="list-style-type: none"> 1. Increase interaction between mentors, students and practicum teacher. 2. Improve methods and content of courses leading to the practicum experience. 3. Develop an attitudinal survey to assess students’ and mentors’ perception of the program.
Electronics Engineering Technology (AS)	<ol style="list-style-type: none"> 1a. Students have attained 90% on exam and lab performance. Will continue to monitor curriculum and make necessary upgrades based the Advisory Committee’s recommendation on industry needs. 1b. No action necessary at this time, however, will continue to monitor. 2. More advertisement needed to reach the other 20% of employees.
Fire Science Technology (AS)	<ol style="list-style-type: none"> 1. Only 1 of 11 recent graduates participated in the exit exam. Even though the participant passed the exam, rate of participation was insufficient to draw conclusions. 2. Rate of return was insufficient to draw statistically valid conclusions about the ability of graduates.
Food & Beverage Management (AS)	<ol style="list-style-type: none"> 1. The results indicate that a change needs to be made in the F& B program by the creation of a true capstone course HS292 Practicum, that incorporates what was learned in other courses within the program. A new AS in Hospitality Industry Management will be implemented Fall 2003 as a result of assessment findings. 2. Continue to use exam as a measurement of student understanding. In the areas that are below expectations or borderline, review and revise teaching methods as a way of increasing scores. 3. The intent is to create a capstone experience. As the courses are currently written this is not possible. Revise HS-220 F&B Management and HS-298 Co-op/Work Experience to a HS-292 Practicum course with a final project, and no substitutions or special projects will be allowed.
Hospitality Management Program (AS)	<ol style="list-style-type: none"> 1. The results indicated that students need to have technical report writing skills and basic accounting knowledge before taking HS229-Marketing of Hospitality Services. As a result of assessment findings, a new AS in Hospitality Industry Management program will be implemented in Fall 2003, which will have a true capstone course (HS292). 2. The results indicated that students need to form study groups to review and study for EI exam more thoroughly and the instructor needs to modify exam review techniques to improve student success rate.

Marketing (AS)	Data collection is ongoing.
Medical Assisting (AS)	<p>Program met criteria for all competencies. Therefore, for all outcomes:</p> <ol style="list-style-type: none"> 1. Conduct self-study assessment for national re-accreditation. 2. Improve methods and content of courses and program leading to the practicum experience. 3. Increase response rate of practicum rating sheets.
Office Technology (AS)	<ol style="list-style-type: none"> 1. Beginning Spring 2004, medical students will use Quality Care Clinic medical reports. Students will be required to transcribe 20 outpatient reports. The formatting of these reports is slightly different from inpatient medical reports by Hillcrest Medical Center. Also, the legal students will be using a new textbook which is project oriented. 2. Continue to use the publisher's made test for both medical and legal terminology tests. 3. The non-substantive curriculum document was submitted on March 13, 2003 to reflect the inclusion of prerequisite HL120 Medical Terminology to OA240, Machine Transcription for the Medical Secretary students only.
Supervision & Management (AS)	<ol style="list-style-type: none"> 1. Develop a Human Relations Management course to enhance students' interpersonal skills. 2. In order to integrate important intended educational outcomes for Supervision and Management students, major revisions will be made on the AS program.
Travel Agency Management (AS)	<ol style="list-style-type: none"> 1. Findings indicate high correlation with attendance. Class attendance must be made criteria for success. This is to keep the percentage consistent for success in more complicated PNR creation. 2. Results indicated students are competent in retrieving the basic travel documentation; however, students need to be more proficient in more complicated research like travel advisors, entry/exit customs to travel destinations. 3. No further action necessary; however, with the advent of automated airline tickets, students will need to be additionally evaluated.
Visual Communications (AS)	New program; data collection is ongoing.

Table 10. Use Of Assessment Results/ Plans for Course and Program Improvement
As Reported By GROUP B (Certificate programs)

Program	Use of Results/ Plans for Course and Program Improvement
Accounting Clerk (Cert)	<ol style="list-style-type: none"> 1. Measurement tool (Corporation Test) is appropriate to measure this outcome. Dept. needs to incorporate this task into both the course guide and course syllabus for AC102. Proceed to develop the learning curve regarding assessment initiative in the department. 2. Change the measurement tool slightly to emphasize the analysis required for interpretation of the mathematical results. Find an outside voice to score artifacts. <p>Change the project to be measured from the Manual Project to the Computerized Project. Continue using Sanford Technologies to score payroll projects.</p>
Computer Science	<ol style="list-style-type: none"> 1. To raise the standard of the slide show requirements, some of the features required by Microsoft

(Cert)	<p>Office Specialist Certification will be added to the slide show requirements.</p> <ol style="list-style-type: none"> More instruction time should be allocated to Database section. More fields for the database table will be added. Some of the features required by Microsoft Office Specialist Certification will be added to Database table. Application integration needs to be emphasized. Mail merge project from Microsoft Office Specialist Certification will be used to give student more hands-on practice.
Cosmetology (Cert)	<ol style="list-style-type: none"> At this point, the main objectives of the program are being met i.e. equipping and educating cosmetology students to become license practitioners. One course of action is to determine why two students didn't complete the licensure exam successfully. Although the survey results are very positive overall, it is still the intention of this program to facilitate an educational and training experience that fosters a sense of confidence and provide skills necessary for the successful completion of the cosmetology licensure exam. A review for the purpose of analyzing the extent of the problem and then determining what course of action should be taken in order mitigate the problem. The review will involve selected students, faculty and supervisor or the department chair.
Early Childhood Education (Cert)	<ol style="list-style-type: none"> Increase the return rate of practicum rating sheets. Develop an attitudinal survey to assess students' and mentors' perception on the effectiveness of the Certificate in Education program in preparing them for the Practicum experience. Increase expectations for Practicum students to see if they can successfully meet a higher average of 3.0 instead of 2.5.
Education (Cert)	<ol style="list-style-type: none"> Increase the return rate of practicum rating sheets from 50% to at least 70% by linking it to the overall course grade. Develop an attitudinal survey to assess students' and mentors' perception on the effectiveness of the Certificate in Education program in preparing them for the Practicum experience. Increase the number of students who successfully receive Certificates in Education by determining why students discontinue the program. Department faculty will design a method for conducting an exit survey.
Food & Beverage Management (Cert)	<ol style="list-style-type: none"> The results indicate that a change needs to be made in the F&B certificate program by the creation of a true capstone course, that incorporates what was learned in other courses within the program. The intent is to create a capstone experience. As the courses are currently written, this is not possible. Revise HS-220 F&B Management and HS-298 Co-op/Work Experience into a Practicum course with a final project.
Hospitality Operations (Cert)	<ol style="list-style-type: none"> The marketing plan project was considered a preferred means to evaluate students' learning outcome. However, students did not appreciate this capstone experience and considered this added workload was too much for them to complete, and they were not ready for it. Therefore, it did not work out as expected. A portfolio experience will be used as the new means to evaluate students' learning outcome in Fall 2002 for HS229. This portfolio experience will include (a) only selected areas of the marketing plan project. Team project will be used to substitute individual project. Students will be guided to complete the project in the classroom, and in preparing for the Educational Institute of American Hotel and Lodging Association's final examination.
Medical Assisting (Cert)	<p>Program met criteria for all competencies. Therefore, for all outcomes:</p> <ol style="list-style-type: none"> Conduct self-study assessment for national re-accreditation. Ask for release time for Allied Health faculty. Improve methods and content of courses and program leading to the practicum experience. <p>Increase response rate of practicum rating sheets by linking the submission of rating sheet to the overall course grade.</p>

Nursing Assisting (Cert)	<p>Program met criteria for all competencies. Therefore, for all outcomes:</p> <ol style="list-style-type: none"> 1. Maintain current standards; and 2. Continue to update courses and program as needed to reflect current practices in the field.
Office Administration (Cert)	<ol style="list-style-type: none"> 1. Continue to enforce pre-requisite and sequencing of courses through Advertisement. Based on the population sampled, a low score may be attributed to the students taking the OA230 class 1-4 years after taking the pre-requisite class OA130. The program will look into the possibility of developing and offering courses for preparing students for Microsoft Office Specialist certifications.
Supervision & Management (Cert)	<ol style="list-style-type: none"> 1. Examine and evaluate the existing program document. Recommend major revisions to the program. 2. Department should continue to push for a full time faculty who would be in charge of carrying out planned activities for assessment purposes.
Ticketing (Cert)	<ol style="list-style-type: none"> 1. At this time, students are not able to actually drive an airliner ticket or issue an invoice due to our Training Mode since there is an inhibitor that is not allowed to be released until AMADEUS does so. This is due to the fact that in the past schools have abused actual “live,” inventory of airplane seats and hotel space, which requires deposits and guarantees. 2. The department is working on getting the inhibitor off so students can ticket our training tickets. The Tour Source is another tool, which must also be released. 3. A DSL line is recommended for our classrooms for faster connectivity. This is the latest upgrade by AMADEUS and this will also lower our cost for this contract.

The big question of course is: to what extent are these plans as reported by the various programs completed or followed through to its resolution? A mechanism for tracking and monitoring these plans is urgently needed in order to measure how “planning” provides the impetus for “doing,” insofar as course and program improvements are concerned. Likewise, when it comes to form and content, a cursory analysis of the plans outlined above reveals some unevenness across programs. In the final analysis, these plans for improvement must be measured against intended program outcomes so that there exists an alignment between the expectations that have been set at the beginning and the plans that needed to be put in place in order to reach those objectives. Despite these limitations, it must be said that assessment at the program level seems to producing a positive impact on the robust growth and health of the college’s various occupational programs.

*Institution Level Planning*¹⁵

The new accreditation standards from the Accrediting Commission for Community and Junior Colleges (ACCJC) emphasize institutional assessment processes as a driving force for institutional planning. Although the four standards repeatedly mention assessment, Standard I, B.3 most vividly encapsulates this expectation, as reflected in the following excerpt:

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation.

It is clear that the new ACCJC standards stress a continuous cycle of evaluation, planning and improvement. GCC's response to this has been the creation and implementation of a comprehensive assessment plan for all programs, student services and administrative units at the institution. Part of the assessment plan requires planning to occur at the end of each assessment cycle relative to the upcoming assessment cycle.

Already the assessment plan has prompted institutional change and improvement in areas such as general education, programmatic offerings, and even the assessment plan itself. From all indications, assessment is working at the College.

The Challenge. In examining the three documents used by the ACCJC, *The 2002 ACCJC Standards*, the *ACCJC Self Study Manual*, and the *ACCJC Guide to Evaluating Institutions Using ACCJC 2002 Standards*, it becomes clear that two ideas are intersecting. Institutional Dialog and Continuous Improvement are the expected outcomes to be demonstrated by each accredited college in its planning model and reported throughout the periodic, accreditation-driven Self Study.

¹⁵ This section of the report is excerpted from the draft document, "The Guam Community College Continuous Self-Study for Strategic Planning," as written by Dr. John R. Rider, Vice President for Academic Affairs.

Therefore, to meet the intent of the new accreditation standards, and to meet requirements of an institutional self-study, the College now must build a mechanism that incorporates assessment findings, dialog and continuous improvement into a strategic plan. And, all of this must be accomplished in an environment of shrinking fiscal and human resources. Building on the attributes of a successful assessment plan, and an assessment-literate faculty, staff, administration and Board of Trustees, the following strategy will meet the challenge.

The Strategy. It should be noted that the intent of this strategy is to utilize existing groups and committees, processes and structures as the mechanism to incorporate assessment findings, dialog and continuous improvement into a strategic plan. Rather than create a structure solely for the purpose of addressing the Self Study as a major task, a more productive and meaningful approach is to ask existing groups to continually look at the effectiveness of the college in manageable increments of time and report their findings in a manner that can simply accumulate over the years. These reports can then be collected as the basis for the Self Study. This will allow the College to identify and respond to problem and opportunities quickly, and report results in a timely manner. Five committees will assist the College in conducting its *Continuous Self Study for Strategic Planning*:

1. Self Study and Strategic Planning Committee for Standard 1: Institutional Mission and Effectiveness

Membership:

College Affairs Council (CAC) Chairperson or designee (Standard 1 Self Study Chairperson) and three faculty members from CAC

Primary sources of information and interaction:

Academic Affairs Division Management Team
Student Trustee
COPSA President

Committee Responsibilities:

- Assign a recorder (minutes must be kept in an orderly manner for evidence)
- Establish a meeting schedule
- Review *The 2002 ACCJC Standards*, the *ACCJC Self Study Manual*, and the *ACCJC Guide to Evaluating Institutions Using ACCJC 2002 Standards*
- Review schedule of reporting
- Review reporting templates
- Assign tasks
- Ensure institutional dialog and “outside voices”
- Collect data, i.e. existing data and reports, surveys, focus groups
- Produce yearly reports on compliance with each of the elements of accreditation Standard 1 as listed in the *2002 ACCJC Standards*
- Produce yearly answers to each of the questions asked in the *Guide to Evaluating Institutions Using ACCJC 2002 Standards* about Standard 1
- Produce yearly brief essay responding to the Six Themes listed *Guide to Evaluating Institutions Using ACCJC 2002 Standards*

2. Self Study and Strategic Planning Committee for Standard 2: Student Learning Programs and Services

Membership:

Gen. Ed. Chairperson or designee (Standard 2 Self Study Chairperson) and three faculty members from the Gen. Ed. Committee

Primary sources of information and interaction:
General Education Assessment Committee
Assessment Committee

Committee Responsibilities:

- Assign a recorder (minutes must be kept in an orderly manner for evidence)
- Establish a meeting schedule
- Review *The 2002 ACCJC Standards*, the *ACCJC Self Study Manual*, and the *ACCJC Guide to Evaluating Institutions Using ACCJC 2002 Standards*
- Review schedule of reporting
- Review reporting templates
- Assign tasks

- Ensure institutional dialog and “outside voices”
 - Collect data, i.e. existing data and reports, surveys, focus groups
 - Produce yearly reports on compliance with each of the elements of accreditation Standard 2 as listed in the *2002 ACCJC Standards*
 - Produce yearly answers to each of the questions asked in the *Guide to Evaluating Institutions Using ACCJC 2002 Standards* about Standard 2
 - Produce yearly brief essay responding to the Six Themes listed *Guide to Evaluating Institutions Using ACCJC 2002 Standards*
3. Self Study and Strategic Planning Committee for Standard 3: Resources

Membership:

Professional Development Resource Committee (PDRC) Chairperson or designee (Standard 3 Self Study Chairperson) and three faculty members from PDRC

Primary sources of information and interaction:

President’s Management Team
 Department Chairpersons
 Facilities Committee Chairperson
 CAC Chair-Elect
 Foundation Board Member

Committee Responsibilities:

- Assign a recorder (minutes must be kept in an orderly manner for evidence)
- Establish a meeting schedule
- Review The *2002 ACCJC Standards*, the *ACCJC Self Study Manual*, and the *ACCJC Guide to Evaluating Institutions Using ACCJC 2002 Standards*
- Review schedule of reporting
- Review reporting templates
- Assign tasks
- Ensure institutional dialog and “outside voices”
- Collect data, i.e. existing data and reports, surveys, focus groups
- Produce yearly reports on compliance with each of the elements of accreditation Standard 3 as listed in the *2002 ACCJC Standards*

- Produce yearly answers to each of the questions asked in the *Guide to Evaluating Institutions Using ACCJC 2002 Standards* about Standard 3
- Produce yearly brief essay responding to the Six Themes listed *Guide to Evaluating Institutions Using ACCJC 2002 Standards*

4. Self Study and Strategic Planning Committee for Standard 4: Leadership and Governance

Membership:

Academic Affairs Committee (AAC) Chairperson or designee (Standard 4 Self Study Chairperson) and three faculty members from AAC

Primary sources of information and interaction:

Board of Trustees Chairperson
 College President
 Student Trustee
 COPSA President
 GFT Faculty Chairperson
 GFT Staff Chairperson
 College Affairs Council Chairperson

Committee Responsibilities:

- Assign a recorder (minutes must be kept in an orderly manner for evidence)
- Establish a meeting schedule
- Review The *2002 ACCJC Standards*, the *ACCJC Self Study Manual*, and the *ACCJC Guide to Evaluating Institutions Using ACCJC 2002 Standards*
- Review schedule of reporting
- Review reporting templates
- Assign tasks
- Ensure institutional dialog and “outside voices”
- Collect data, i.e. existing data and reports, surveys, focus groups
- Produce yearly reports on compliance with each of the elements of accreditation Standard 4 as listed in the *2002 ACCJC Standards*
- Produce yearly answers to each of the questions asked in the *Guide to Evaluating Institutions Using ACCJC 2002 Standards* about Standard 4

- Produce yearly brief essay responding to the Six Themes listed *Guide to Evaluating Institutions Using ACCJC 2002 Standards*
5. Steering Committee for Institutional Self Study and Strategic Planning

Membership:

AVP/Accreditation Liaison Officer (Steering Committee Chairperson)
 Asst. Accreditation Liaison Officer
 Committee Chairperson for Standard 1
 Committee Chairperson for Standard 2
 Committee Chairperson for Standard 3
 Committee Chairperson for Standard 4

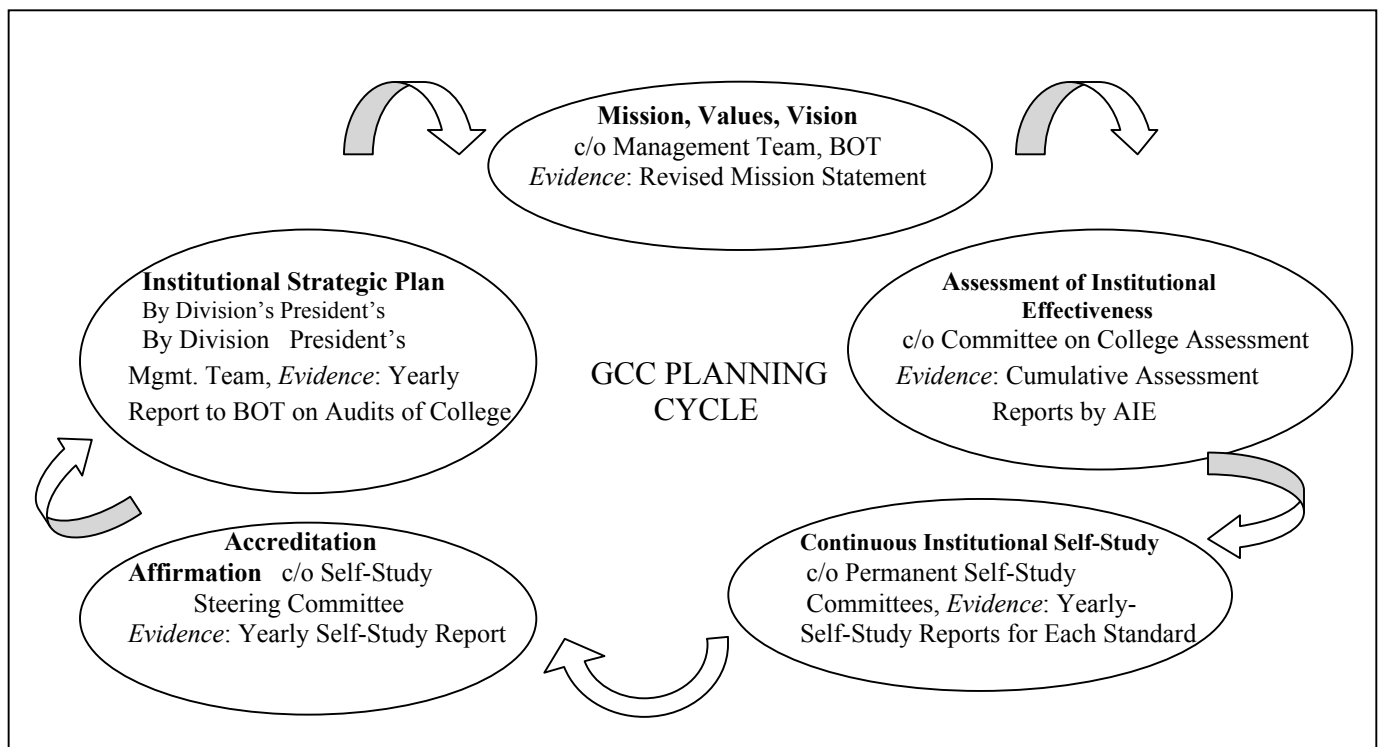
Committee Responsibilities:

- Assign a recorder (minutes must be kept in an orderly manner for evidence)
- Establish a meeting schedule
- Review The *2002 ACCJC Standards*, the *ACCJC Self Study Manual*, and the *ACCJC Guide to Evaluating Institutions Using ACCJC 2002 Standards*
- Review schedule of reporting
- Assign tasks
- Ensure institutional dialog and “outside voices”
- Provide a report template for yearly reporting of compliance with each of the elements of the accreditation standards listed in the *2002 ACCJC Standards*
- Provide a report template for yearly answers to each of the questions asked in the *Guide to Evaluating Institutions Using ACCJC 2002 Standards*
- Provide a template for a yearly brief essay responding to the Six Themes listed *Guide to Evaluating Institutions Using ACCJC 2002 Standards*
- Edit committee submissions
- Maintain the Self Study and Strategic Planning web site
- Produce yearly updates to the Institutional Strategic Plan
- Consolidate yearly reports into the Institutional Self Study to be submitted to the ACCJC prior to each ACCJC site visit
- Meet the provision of the *ACCJC Self Study Manual*

An important aspect of any kind of planning is the timeline, and the activities outlined above will follow the schedule below:

<i>August 2004</i> , Committee Assignments
<i>September 2004</i> , Committee Training
Committee Organization and Meeting Schedule
Review of Standards
<i>January 31, 2005</i> , First Self Study report due for Academic Years 2000-2001, 2001-2002, 2002-2003
<i>April 30, 2005</i> , Second Self Study report due for Academic Year 2003-2004
<i>October 28, 2005</i> , Third Self Study report due for Academic Year 2004-2005
<i>November 5 – 18, 2005</i> , Public Review of Accumulated Self Study for Academic Years 2000– 2005
<i>December 7, 2005</i> , Board Approval of Self Study for Academic Years 2000 – 2005
<i>January 11, 2006</i> , Submission to ACCJC of Self Study for Academic Years 2000 – 2005

Recognizing that the various divisions, units and committees of the college must work in concert in order to bring tangible results from any kind of planning, the diagram below captures the primary tasks and responsibilities of each of the components integral to the GCC Planning Cycle:



Recommendations

In order to continue with the college's assessment momentum and gradually build and assemble the evidence necessary to develop the continuing self-study reports in time for the WASC accreditation team visit in Spring 2006, it is imperative that the following valuable steps be taken in the most expeditious manner:

- (1) Integrate student representation in the Assessment Committee immediately so that students' role in the institutional assessment initiative is clearly defined, clarified and conveyed to the general student body, with the following questions¹⁶ to guide important expectations:
 - By what means are students helped to reach an understanding of the importance of the institution's goals for their learning through the college's assessment program, how it is being carried out, and the usefulness of certain assessment activities and outcomes to them as learners?
 - How are students being actively engaged in the assessment program at both the institutional and departmental levels so that they participate in making assessment meaningful vis-à-vis its implications on curricular changes, co-curricular activities, support services, and other areas of college life that could help students learn more?
 - What is being done, and by whom, to make the findings from assessment activities useful to students interested in improving their learning as individuals?
- (2) Develop printed materials for campus-wide dissemination that contain explicit statements about the college's mission, as well as institutional goals for student learning. Include

¹⁶ These questions on the role of students in an effective assessment program are adopted from Cecilia Lopez's "Assessing Student Learning: Using the Commission's Level of Implementation," (April 2000).

- the words “student” and “learning” together in the same sentence in the college catalog, website, and other college publications so that various stakeholders immediately recognize the premium the college places on student learning outcomes;
- (3) Finalize and implement the college’s Technology Plan so that constituents can have a clearer and sharper understanding of the role of technology in student outcomes assessment, particularly as the college prepares for a new Technology Building that is currently being completed;
 - (4) Mobilize all the departments to complete the course/program document revision process in order to reflect currently-emerging technical and industry standards;
 - (5) Plan, organize, and conduct a “Refining SLOs and Program/Course Mapping” workshop focused on the rethinking and re-articulation of student learning outcomes (or, intended program outcomes) so that the *cognitive*, *affective*, and *behavioral* dimensions are systematically addressed in program assessment activities;
 - (6) Paralleling that of the new faculty evaluation system, develop and implement an evaluation process for the college’s administrators (e.g., CEO, Vice Presidents, Deans, Associate Deans, Assistant Directors, etc.), that would consider a wide range of “voices” and tools for systematic performance appraisal;
 - (7) In order to build on the results of this year’s assessment of assessment at GCC, administer the same survey instruments to a wider sample of faculty, staff and other college stakeholders;
 - (8) Build, establish, and refine college structures that would concretely link assessment processes with institutional decision-making in the areas of resource allocation, advancement-in-rank processes, and strategic planning, among others. Most importantly,

a clearer link must be made between ***budget*** and ***hiring decisions*** and how assessment results have influenced such processes;

- (9) 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." This recommendation is echoed by AAC's 2004 end-of-the-year report, which states that since the committee "evaluates courses, programs, and policies based on this mission statement," it is imperative that it "needs to be reviewed and rewritten to include GCC's expanding role in the community." Because this is the most basic framework upon which all assessment efforts must emanate from, it is a most urgent task that the college can ill afford to ignore.

Once the plan for the **Continuous Self-Study for Strategic Planning** is set into motion during the Fall 2004 convocation, the college will be well on its way to demonstrate its capacity for critical self-reflection and analysis that is so crucial to institutional growth and development. When the WASC accreditation team visit finally comes in Spring 2006, it is anticipated that the college would have built a vast array of evidence of broad institutional dialogue about and engagement with student learning outcomes. With the cumulative accomplishments of the college's assessment program serving as evidence, the institutional leadership has evidently created the conditions for the institution-wide dialogue and focus on student learning outcomes that the 2004 Standards of Accreditation require. Fully cognizant that dialogue fuels assessment, GCC is committed to sustaining the momentum gained in defining and refining student learning outcomes so that the

thoughtful analysis of student learning will consistently guide and inform its institutional improvement efforts.

GCC ASSESSMENT MONITORING MATRIX GROUP A

Associate Degree Program	School	# Of Assessment Semester Goals Missed ¹	On-Track?	Assessment Plan Submitted/Modified?	Health Indicator Memo?	Data Collection Progress Report Memo?	Assessment Report?	Use of Assessment Results By Implementation Memo?	Comments
Accounting	TSS	0	Yes	Yes	IFB ²	Yes	Yes	Yes 3/8/04	
Architectural Engineering Technology DELETED 1/29/04									DELETED 1/29/04, no longer listed in 2004-2005 catalog.
Automotive Tech. - Automobile	TPS	4	No	Yes	IFB ²	No	No	No	
Civil Engineering Technology - Construction DELETED 1/29/04									DELETED 1/29/04, no longer listed in 2004-2005 catalog.
Computer Science	TSS	0	Yes	Yes	IFB ²	Yes	Yes	Yes 3/10/04	
Criminal Justice: Admin & Law Enforcement	TPS	0	Yes	Yes	IFB ²	Yes	Yes	Yes 3/08/04	2003-2004 catalog lists 2 concentration areas.
Criminal Justice:Emphasis in Corrections Admin.	TPS	0	Yes	Yes	IFB ²	Yes	Yes		Not listed in 2003-2004 catalog.
Criminal Justice; Emphasis in CJ Admin.	TPS	0	Yes	Yes	IFB ²	Yes	Yes		
Criminal Justice; Emphasis in Law Enforcement	TPS	0	Yes	Yes	IFB ²	Yes	Yes		
Culinary Arts	TPS	NEW	No	Yes	IFB ²	Due 3/18/04		No	NEW PROGRAM (starts in Spring 2004). New Alternative Assmt. Schedule eff. SP2004
Early Childhood Education	TPS	0	Yes	Yes	IFB ²	Yes	Yes	Yes 3/08/04	
Education	TPS	0	Yes	Yes	IFB ²	Yes	Yes	Yes 3/08/04	
Electronic Engineering Technology	TSS	3	No	Yes	IFB ²	No	Yes	No	
Fire Science Technology INACTIVE STATUS (MEMO 9/15/04)	TPS	0	Yes	Yes	IFB ²	Yes	Yes	No	
Food and Beverage Management ¹	TPS	0	Yes	Yes	IFB ²	Yes	Yes	No	Merged into Hospitality Industry Mgt. Deleted in '03-'04 catalog.
Hospitality Industry Management	TPS	NEW		Yes	IFB ²	Due 3/18/04		No	NEW PROGRAM included in '03-'04 catalog. New Alternative Assmt. Schedule eff. SP2004
Hospitality Management ¹	TPS	0	No	Yes	IFB ²	Yes	Yes		Merged into Hospitality Industry Mgt. Deleted in '03-'04 catalog.
Liberal Arts	TPS	NEW		Yes (Revision due 2/25/04)	IFB ²	Due 3/18/04		No	NEW PROGRAM included in '03-'04 catalog. New Alternative Assmt. Schedule eff. SP2004
Marketing	TPS	0	Yes	Yes	IFB ²	Yes	Yes	Yes 2/12/04	
Medical Assisting	TPS	0	Yes	Yes	IFB ²	Yes	Yes	Yes 3/08/04	
Office Technology	TSS	0	Yes	Yes	IFB ²	Yes	Yes	Yes 4/05/04	
Sign Language Interpreting DELETED 9/8/03 as per memo	TPS	5	No	No	IFB ²	No	No		DC will remove program if Spring 2003 enrollment is low as per DC memo of 10-17-02. Time has expired.
Supervision and Management	TSS	0	Yes	Yes	IFB ²	Yes	Yes	Yes 3/18/04	New Alternative Assmt. Schedule eff. SP2004
Travel Agency Management ¹	TPS	1	No	Yes	IFB ²	Yes	Yes	No	Merged into Hospitality Industry Mgt. Deleted in '03-'04 catalog.
Visual Communications	TSS	1	No	Yes (REVISED 3/18/04)	IFB ²	No	Yes	Due 3/18/04	Report needs to be revised. New Alternative Assmt. Schedule eff. SP2004

¹Consolidated (Hospitality Industry Management, Fa2003).

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

³Two semester goals equals Fall/Spring of each academic year.

Status of Group A Programs as of 8/04/04

GCC ASSESSMENT MONITORING MATRIX GROUP B

Certificate Programs	School	# Of Assessment Semester Goals Missed ³	On Track?	Assessment Plan Submitted?	Health Indicator Memo?	Data Collection Progress Report?	Assessment Report?	Use of Assessment Results by Implementation Memo?	Comments
Accounting Clerk	TSS	0	Yes	Yes	IFB ²		Yes 3/9/04	Yes	
Automotive Tech. - Automobile	TPS	5	No	No	IFB ²		No	No	
Basic Surveying Technology	TPS	5	No	No	IFB ²		No	No	DELETED program 3/10/04; DELETED after the print of '04-05 catalog.
Carpentry	TPS	5	No	No	IFB ²		No	No	DELETED 1/29/04; no longer listed in '04-05 catalog.
Computer Science	TSS	0	Yes	Yes	IFB ²		Yes 3/10/04	Yes	
Construction Drafting	TPS	5	No	No	IFB ²		No	No	DELETED 1/29/04; No longer listed in '04-05 catalog.
Construction Electricity	TPS	5	No	No	IFB ²		No	No	DC memo of 11-13-02 states an assessment plan has been submitted. We do not have anything in our files for this program. Time has expired.
Cosmetology	TSS	1	No	Yes	IFB ²		No Due 3/8/04	No	
Criminal Justice	TPS		Yes	Yes 3/17/004	IFB ²	No Due 3/18/04	No		Assessment begins Fall 2003 per DC memo of 4-16-03. New alternative Assmt. Schedule eff. SP2004
Early Childhood Education	TPS	0	Yes	Yes	IFB ²		Yes 3/8/04	Yes 3/8/04	
Education	TPS	0	Yes	Yes	IFB ²		Yes 3/8/04	Yes 3/8/04	
Family Services ¹	TPS	5	No	No	IFB ²		No	No	Deleted program as per DC memo of 9-19-02.
Fire Science Technology	TPS		NEW	Yes 12/19/03	IFB ²	Due 3/18/04	No Due 5/3/04		Assessment begins Fall 2003 per DC memo of 4-16-03. New alternative Assmt. Schedule eff. SP2004
Food and Beverage Operations ¹	TPS	0	Yes	Yes	IFB ²		Yes	Yes	Deleted in '03-04' catalog.
Hospitality Operations ¹	TPS	0	Yes	Yes	IFB ²		Yes	Yes	Deleted in '03-04' catalog.
Hotel Operations ¹	TPS	3	Yes	No	IFB ²		No	No	Deleted in '03-04' catalog.
Information Systems ¹	TSS	3	Yes	No	IFB ²		No	No	Deleted in '03-04' catalog.
Marketing ¹	TPS	3	Yes	No	IFB ²		No	No	Deleted in '03-04' catalog.
Masonry	TPS	5	No	No	IFB ²		No	No	DELETED 1/29/04; No longer listed in '04-05 catalog.
Medical Assisting	TPS	0	Yes	Yes	IFB ²		Yes 3/8/04	Yes	
Nursing Assisting	TPS	0	Yes	Yes	IFB ²		No	Yes	DELTED; No longer listed in '04-05 catalog.
Office Administration	TSS	0	Yes	Yes	IFB ²		No	Yes	
Plumbing	TPS	5	No	No	IFB ²		No	No	DELETED 1/29/04; No longer listed in '04-05 catalog.
Refrigeration and A/C	TPS	5	No	No	IFB ²		No	No	DC memo of 11-13-02 states an assessment plan will be submitted. Time has expired. However, students declared has ranged from 10-13 students per Fall semester.
Sign Language Interpreting	TPS	5	No	No	IFB ²		No	No	DELETED 9/8/04; no longer listed in '04-05 catalog.
Supervision and Management	TSS	0	Yes	Yes	IFB ²	Yes	No Due 5/3/04	Yes	Submitted progress report instead. New personnel. NEW Alternative Assmt. Schedule eff. SP2004
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 ¹	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. No longer listed in '04-05 catalog.

Status of Group B Programs as of 8/04/04

¹Not shown in 2003-2004 catalog.

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

³Two semester goals equals Fall/Spring of each academic year.

GCC ASSESSMENT MONITORING MATRIX GROUP C

Admin Unit & Student Services	On-Track?	No. of Semester Goals Missed ¹	Assessment Plan Submitted?	Health Indicator Memo?	Data Collection Progress Memo	Assessment Report?	Use of Assessment Results By Implementation Memo?	Comments
AAD Support Staff	Yes	0	Yes	IFB ²	Yes 3/8/04	Yes	Yes	
Admissions & Records	Yes	0	Yes	IFB ²	Yes 3/8/04	Yes	Yes	
Apprenticeship Training	Yes	0	Yes	IFB ²	No Due 3/8/04	Yes	Yes	
Assessment & Counselling	Yes	0	Yes	IFB ²	Yes 3/8/04	Yes	Yes	
Boat of Trustees	Yes	0	Yes	IFB ²	No Due 3/8/04	Yes	Yes	
Budget & Contracts	Yes	4	Yes	IFB ²	Yes 3/2/04	Yes	No	
Business Office	No	4	Yes	IFB ²		No	No	No followup activity after approval of assessment plan.
Career Placement	NEW		Yes	IFB ²	Yes 3/8/04			New Alternative Assmt. Schedule eff. SP2004
Communications & Promotions]	0	Yes	IFB ²		Yes	Yes	
Continuing Education	Yes	0	Yes	IFB ²	Yes 3/8/04	Yes	Yes	
Enrollment Services	Yes	0	Yes	IFB ²	Yes 3/8/04	Yes	Yes	
Facility Maintenance	No	0	Yes	IFB ²		Yes	No	
Health Services Ctr	Yes	0	Yes	IFB ²	Yes 3/8/04	Yes	Yes	
HRO	No	4	Yes	IFB ²	No Due 3/8/04	No	No	No followup activity after approval of assessment plan.
ITC	Yes	1	Yes	IFB ²	Yes 3/8/04	Yes	Yes	
Learning Resource Center	Yes	0	Yes	IFB ²	Yes 3/8/04	Yes	Yes	
Materials Mgt.	No	4	Yes	IFB ²	No Due 3/8/04	No	No	No followup activity after approval of assessment plan.
Materials Mgt. And Bookstore	No	4	Yes	IFB ²	No Due 3/8/04	No	No	No followup activity after approval of assessment plan.
MIS	Yes	1	Yes	IFB ²	Yes 3/8/04	Yes	Yes	
Planning & Development	Yes	1	Yes	IFB ²	Yes 3/1/04	Yes	Yes	
Safety Office	Yes	1	Yes	IFB ²	Yes 3/9/04	Yes	No	Report needs major work.
Student Development Office	NEW Yes	NEW		IFB ²	Yes 3/8/04			No implementation memo due to change in leadership New Alternative Assmt. Schedule eff. SP2004
Student Financial Aid	No	4	Yes	IFB ²	No Due 3/8/04	No	No	No followup activity after approval of assessment plan.
Work Experience	Yes	0	Yes	IFB ²		Yes	No	

Status of Group C as of 8/04/04

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

²Pending development of Institutional Fact Book (IBF).

GCC ASSESSMENT MONITORING MATRIX GROUP D

Special Program	On-Track?	No. of Semester Goals Missed ¹	Assessment Plan Submitted?	Assessment Report?	Health Indicator Memo?	Use of Results Implementation Memo?	Data Collection Progress Report Memo?	Comments
Adult Basic Ed	No	0	Yes	Yes	IFB ²	Yes 4/22/04	Yes 2/4/04	B. Jacala's schedule shows due date of 2/04. CCA's is 4/03. NEW Alternative Reconciled deadline. Assmt. Schedule eff. SP2004
Adult High School Program	No	0	Yes	Yes	IFB ²	No Due 4/22/04	Yes 2/4/04	B. Jacala's schedule shows due date of 2/04. CCA's is 4/03. NEW Alternative Reconciled deadline. Assmt. Schedule eff. SP2004
Automotive Body (HS)	No	3	No	No	IFB ²		No	
Automotive Technology (HS)	No	2	Yes	No	IFB ²		No	
Construction Trades (HS)	No	2	Yes	No	IFB ²		No	No follow up activity after CCA recommendation to resubmit plan.
Electronics & Networking (HS)	No	2	Yes	No	IFB ²		No	
English (GE)	No	1	Yes	Yes	IFB ²		No	File lacks updated assessment report.
ESL ²	No	1	Yes	Yes	IFB ²		No	CANCELLED PROGRAM. Courses now offered through Continuing Ed.
ETS	NEW Yes		Yes		IFB ²		Yes 3/8/04	NEW Alternative Assmt. Schedule eff. SP2004
GVB Tour Guide Certification Training	No	1	Yes	Yes	IFB ²	Yes	No	Awaiting notice to proceed w/data for one semester.
Hospitality Institute	Yes	0	Yes	Yes	IFB ²	Yes	Yes	
Marketing (HS)	Yes	0	Yes	Yes	IFB ²	No Due 9/23/03	Yes 2/12/04	Revisit deadline to coincide with one-year high school.
Math (GE)	No	1	Yes	Yes	IFB ²		No	File lacks updated assessment report.
Nursing Assisting (HS)	Yes	0	Yes	Yes	IFB ²	Yes	Yes 3/8/04	
Project AIM	Yes	0	Yes	Yes	IFB ²		Yes 3/8/04	Revisit deadline to meet grant closure date.
Science (GE)	No	1	Yes	Yes	IFB ²		No	File lacks updated assessment report.
Social Science & Humanities	No	1	Yes	Yes	IFB ²		No	File lacks updated assessment report.
Tourism & Hospitality (HS)	Yes	0	Yes	Yes	IFB ²		Yes	
Visual Communications	New	0	Yes		IFB ²			NEW Alternative Assmt. Schedule eff. SP2004
Welding (Skill Development)		0	Yes		IFB ²			

Status of Group D as of 8/04/04

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

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

APPENDIX A.1

PROGRAMS/UNITS FOR ASSESSMENT RECOGNITION AT THE END OF AY 2003-2004

GROUP A

PROGRAM	STATUS
Accounting	<ul style="list-style-type: none"> • Spring 2002 – Report APPROVED 10/18/02 • Fall 2002 – No submittal (review plan-incorporate mods./health indicators due 9/29/02) • Spring 2003 – Progress report received 4/8/03 • Fall 2003 – Report received 9/23/03 • Spring 2004 – Implementation memo received 3/8/2004.
Computer Science	<ul style="list-style-type: none"> • Spring 2002 – Plan received 12/10/01 • Fall 2002 – Plan APPROVED 4/30/03 • Spring 2003 – Data collection/progress report received 4/08/03, Implementation memo received 4/8/03 • Fall 2003 – Report received 10/15/03 • Spring 2004 – Implementation memo received 3/8/04
Criminal Justice	<ul style="list-style-type: none"> • Spring 2002 – Plan received 12/26/01, Report APPROVED 9/11/02 • Fall 2002 – Data collection/health indicators received 6/24/03 • Spring 2003 – Progress report received 4/8/03 • Fall 2003 – Report submitted 10/27/03 APPROVED 11/19/03 • Spring 2004 – Implementation memo received 3/8/04
Culinary Arts	<p>New program starts Spring 2004</p> <ul style="list-style-type: none"> • Fall 2004 – Plan received 1/26/04, AP APPROVED W/REVISION 2/11/04 <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> • Spring 2004 –Received data collection & status of Assmt Report 6/11/04 <ul style="list-style-type: none"> – No submittal (Assmt Report due 5/3/04) • Infomational document received 6/11/04.
Early Childhood Education	<ul style="list-style-type: none"> • Fall 2001/Spring 2002 – Report received 3/13/02, Report APPROVED 10/16/02 • Fall 2002 – No submittal (data/progress report due 11/29/02) • Spring 2003 – Received Progress memo 4/9/03, Received use of results 5/9/03 • Fall 2003 – Report submitted 10/17/03, APPROVED 10/9/03. • Spring 2004 – Received 3/3/04 Use of Results

Education	<ul style="list-style-type: none"> Fall 2001/Spring 2002 – Plan received 2/20/02 Fall 2002 – No submittal (review plan/health indicators due 9/29/02), Received memo dtd 9/9/03 regarding data collection Spring 2003 – Progress report received 4/8/03 Fall 2003 – No submittal (Assmt Report due 9/23/03) Spring – Received Use of Results 3/8/04
Fire & Science Technology	Matrix indicates INACTIVE STATUS, No longer listed in 2004-2005 catalog. (DC memo received 9/16/03)
Hospitality Industry Management	<p>NEW PROGRAM included in '03-04' catalog.</p> <ul style="list-style-type: none"> Fall 2004 – Plan received 12/19/03, APPROVED W/REVISIONS 2/4/04 <p>NEW ALTERNATIVE ASSMT SCHEDULE EFF. SPRING 2004</p> <ul style="list-style-type: none"> Due 3/18/04 – Received Data collection memo 6/11/04 & Received informational document 6/1/04
Marketing	<ul style="list-style-type: none"> Spring 2002 – Plan received 10/08/01, Report submitted 5/23/02 REVISION APPROVED 10/2/02 Fall 2002 – No submittal (review plan/health indicators due 11/29/02) Spring 2003 – Progress memo received 4/7/03, Report submitted 9/23/03 Spring 2004 – Received implementation memo 2/13/04
Medical Assisting	<ul style="list-style-type: none"> Spring 2001/Fall 2001 – Plan received 10/15/01 Fall 2001 – Report received 5/14/02 Spring 2002 – Report received & APPROVED 10/9/02 Fall 2002 – No submittal (review plan/health indicators due 11/29/02) Spring 2003 – Progress report submitted 4/9/03, Received use of results 5/8/03 Fall 2003 – Report received 9/19/03 APPROVED w/minor revisions per CFS 10/24/03 Spring 2004 – Received Use of Results 3/4/04
Office Technology	<ul style="list-style-type: none"> Fall 2001 – Plan received 2/25/02, REVISE plan received 4/25/02, Report received 5/15/02 and APPROVED 10/30/02 Received 5 column model & program data information & APPROVED 10/30/02 Fall 2003 – Report received 11/20/03, REVISED plan received 2/18/04 Spring 2003 – Received Progress report 4/8/03 Fall 2003 – Extension request for Report due for 12/1/03 (email dtd 10/09/03), Justification for extension request received 10/9/03, Report revised submitted 2/18/04

	<ul style="list-style-type: none"> • Received 5 column model & health indicators on 3/15/04, APPROVED 3/24/04 • Spring 2004 – Received Implementation memo 4/5/04
Supervision & Management	<ul style="list-style-type: none"> • Spring 2002 – Plan received 12/10/01, Report received 5/23/02 APPROVED 9/11/02 • Fall 2002 – No submittal (review plan/health indicators due 11/29/02) • Spring 2003 – Progress report received 4/8/03 • Fall 2003 – No submittal (Assmt Report due 9/23/03), new timeline Plan due 12/19/03 • Spring 2004 – Progress report received 3/18/04 • Fall 2004 – Revised plan received and APPROVED 3/24/04

APPENDIX A.1

GROUP B

PROGRAM	STATUS
Accounting Clerk	<ul style="list-style-type: none"> • Spring 2002 – Plan received 12/10/01, Revised Plan received 4/19/02, Report received 5/13/02 APPROVED 10/18/02 • Fall 2002 - Implementation memo received 12/3/02 • Spring 2003 – No submittal (review plan/health indicators due 4/8/03) • Fall 2003 – Progress Report received 9/23/03 • Spring 2004 – Report received 3/9/04, Report APPROVED BY CCA 4/21/04
Computer Science	<ul style="list-style-type: none"> • Spring 2002 – Plan received 5/13/02, Report received 10/01/02, Revised Report received 10/22/02 APPROVED 10/30/02 • Fall 2002- Implementation memo received 12/3/02 • Spring 2003 – No submittal (review plan/health indicators due 4/8/03) • Fall 2003 – Progress report received 10/15/03 • Spring 2004 – Report received 3/10/04 , RESUBMIT 4/21/04
Criminal Justice	<p>Assessment begins Fall 2003 per DC memo 4/16/03 indicated in Matrix</p> <ul style="list-style-type: none"> • Spring 2002 – Report received 5/23/02 APPROVED 9/11/02 • Spring 2003 – Progress memo received 4/8/03 w/health indicators <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> • Spring 2004 – Plan received 3/17/04 APPROVED W/REVISION 4/21/04 , REVISED Plan received 5/6/04
Early Childhood Education	<ul style="list-style-type: none"> • Fall 2002 – No submittal (use of results/implementation memo due 11/29/02) • Spring 2003 – No submittal (review plan/health indicators due 3/8/03), Implementation memo received 4/8/03 • Fall 2003 – Progress report received 9/15/03 • Spring 2004 – Report received 3/8/04 , APPROVED W/REVISIONS 3/24/04, REVISED Report received 4/1/04, Received Use of Results 3/8/04
Education	<ul style="list-style-type: none"> • Fall 2002 – No submittal (use of results/imp. memo due 11/29/02) • Spring 2003 –No submittal of health indicators due 4/8/03), Received Progress report 4/8/03 • Fall 2003 – Progress report received 9/15/03 • Spring 2004 – Report received 3/8/04, APPROVED

	W/REVISIONS 3/24/04 , REVISED Report received 4/1/04 , Received Use of Results 3/4/04
Medical Assisting	<ul style="list-style-type: none"> • Fall 2002 – No submittal (use of result/imp. memo due 11/29/02) • Spring 2003 – Progress report received 4/9/03, No submittal (health indicator due 4/8/03) • Fall 2003 – Progress report received 9/15/03 • Spring 2004 – Report received 3/8/04, APPROVED W/REVISIONS 3/24/04, REVISED Report received 4/1/04
Office Administration	<ul style="list-style-type: none"> • Spring 2002 – Plan received 2/19/02, Report received 6/11/02 , Report received 11/03/02, RESUBMISSION W/CHANGES 11/13/02, APPROVED 11/20/02 • Fall 2002 – Implementation memo received 12/3/02 • Spring 2003 – No submittal (review plan/health indicators due 4/8/03) • Fall 2003 – Progress Report received 10/15/03 • Email from Dan G, to Sandy subject: Request for Extension dated 12/10/03 • Spring 2004 – No submittal (Assmt report due 3/8/04)

APPENDIX A.1

GROUP C

PROGRAM	STATUS
AAD Support Staff	<ul style="list-style-type: none"> Fall 2002 – Plan received 5/10/02 APPROVED 9/04/02, REPORT received 12/4/02 APPROVED 1/15/03 Spring 2003 – Implementation memo received 4/8/03 Fall 2003 – Plan received 10/2/03, APPROVED W/REVISION 10/29/03, Plan received 12/1/03 APPROVED 12/10/03. No submittal (health indicators due 9/23/03) Received 5 column model & data information 3/20/03. Spring 2004 – Progress Report received 3/8/04
Admissions & Records	<ul style="list-style-type: none"> Spring 2001- Plan received (no date) Fall 2001 - Report received 12/10/01 Spring 2003 – Implementation memo received 4/8/03 Fall 2003 – Plan received 11/7/03 APPROVED 10/22/03 Spring 2004 – Progress Report received 3/8/04
Assessment & Counseling	<ul style="list-style-type: none"> Fall 2001 – Plan received 10/8/01, Report received 12/6/01 Fall 2002 – No submittal (Assmt Report) Spring 2003 – Implementation memo received 4/8/03 Fall 2003 – Plan received 10/7/03, APPROVED 10/29/03, APPROVED W/REVISIONS 11/18/03, REVISED Plan received 12/10/03, No submittal (health indicators due 9/23/03) Spring 2004 – Progress report received 3/8/04
Budget & Contracts	<ul style="list-style-type: none"> Fall 2002 – Plan APPROVED 12/04/02 Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03) Fall 2003 – No submittal (review plan-incorporate mods./health indicator due 9/23/03) Spring 2004 – CFS indicated the CCA met on 4/1/04 & discussed the Program Review & Outcome Assessment submitted. CCA APPROVAL. <ul style="list-style-type: none"> Received progress report 3/2/04 Fall 2004 – REPORT submitted APPROVED 4/21/04.
Career Placement	<ul style="list-style-type: none"> Fall 2003 – Plan received 12/19/03 APPROVED 2/04/04 <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> Spring 2004 – Data collection/Progress report received 3/8/04

Continuing Education	<ul style="list-style-type: none"> • Spring 2002 – Plan received 5/1/02, APPROVED 9/4/02 • Fall 2002 - Report received 11/27/02 APPROVED 1/15/03 • Spring 2003- Implementation memo received 4/8/03 • Fall 2003 – Plan received 9/23/03 • Spring 2004 – Progress report received 3/8/04
Educational Talent Search	<ul style="list-style-type: none"> • Fall 2003 – Plan received 1/28/04, APPROVED W/REVISIONS 2/4/04 <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> • Spring 2004 –Progress report received 3/8/04
Enrollment Services	<ul style="list-style-type: none"> • Spring 2001 – Plan received 11/14/01 • Fall 2001 - REVISED Plan received 2/13/02 & 4/12/02 • Fall 2002 – Report received 9/18/02 • Spring 2003 – Implementation memo received 4/10/03 • Fall 2003 – Plan received 9/25/03, APPROVED W/MINOR CHANGES 10/22/03 • Spring 2004 – Progress memo received 3/8/04
Health Services Center	<ul style="list-style-type: none"> • Spring 2002 – Plan received 12/10/01 • Fall 2002 - Report received 12/3/02, APPROVED 1/15/03 • Spring 2003 – Implementation memo received 4/8/03 • Fall 2003 – Plan received 9/18/03, RESUBMIT 10/8/03, REVISED Plan received 11/19/03, APPROVED W/REVISIONS 12/3/03 • Spring 2004- Progress report received 3/8/04
Instructional Technology Center	<ul style="list-style-type: none"> • Spring 2002 – REVISED Plan received 10/28/02, APPROVED W/CHANGES 10/30/02 • Spring 2003 – Report received 4/30/03, APPROVED W/MINOR REVISIONS 5/14/03, Implementation memo received 8/13/03 • Fall 2003 – Plan received 10/3/03, REVISED Plan received 10/31/03, APPROVED 11/26/03 • Spring 2004 – Progress report received 4/8/04
Learning Resources Center	<ul style="list-style-type: none"> • Spring 2002 – Report received 5/16/02, APPROVED 9/18/02 • Spring 2003 – Implementation memo received 4/11/03 • Fall 2003 – Plan received 9/23/03, APPROVED W/REVISIONS 10/15/03, health indicators received 9/23/03 • Spring 2004 – Progress Report / data collection received 3/8/04

Management Information Systems	<ul style="list-style-type: none"> • Spring 2002 – Plan received 11/6/02, APPROVED 11/20/02 • Fall 2002 – Report received 5/2/03, APPROVED W/MNOR CHANGES 5/15/03 • Spring 2003 – Implementation memo received 8/15/03 • Fall 2003 – Plan received 9/23/03, REVISED Plan received 12/9/03, Plan w/changes received 12/30/03, APPROVED 1/28/04 • Spring 2004 – Progress memo received 3/8/04
Planning & Development	<ul style="list-style-type: none"> • Fall 2002 – Plan received 5/14/02, APPROVED Plan 9/4/02, Report received 3/20/03, RESUBMIT 5/30/03 , REVISED Report received 6/30/03 • Spring 2003 – Implementation memo received 8/15/03 • Fall 2003 – Plan received 10/3/03, RESUBMIT Plan 11/4/03, APPROVED W/REVISIONS 11/26/03, REVISED Plan received 12/15/03 • Spring 2004 – Progress memo received 3/1/04
Project Aim	<ul style="list-style-type: none"> • Fall 2001 – Plan received 10/21/01, Report received 12/6/01 and on 5/14/02, Report APPROVED 10/23/02 • Fall 2002 – Report received 6/30/03 • Spring 2003 – Progress report received 5/20/03 • Fall 2003 – Implementation memo received 9/23/03 • Spring 2004 – Progress report received 3/8/04
Student Development Office	<ul style="list-style-type: none"> • Fall 2003 – Plan received 12/19/03, RESUBMIT BY 2/16/04, REVISED Plan received 2/16/04 • Progress report received 6/3/03 <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> • Spring 2004 – Progress report received 3/8/04

APPENDIX A.1

GROUP D

PROGRAM	STATUS
Adult Basic Education	<ul style="list-style-type: none"> Fall 2001 – Plan received 10/8/01, Spring 2002 -Report received 5/6/02, RESUBMIT BY 10/2/02, Progress report received 12/3/02 Fall 2002 – Report received 3/17/04, RESUBMIT BY 5/14/04 <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> Spring 2004 – Received Data Collection Progress report 2/4/04, REVISED Report received 5/14/04, Implementation memo received 4/22/04
Adult High School Program	<ul style="list-style-type: none"> Fall 2001 – Plan received 2/4/02 Spring 2002 – Plan received 2/20/02, Report received 5/13/02, Progress report received 12/3/02 <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> Spring 2004 – Received Data Collection Progress report 2/4/04, No submittal (implementation memo due 4/22/04), No submittal (Plan modification due 5/3/04)
General Education	<p>NEW ALTERNATIVE ASSMT. SCHEDULE EFFECTIVE SPRING 2004</p> <ul style="list-style-type: none"> Spring 2004 – No submittal (plan due end of spring 2004) <p>*Schedule dictated by CCA-GenEd Committee negotiation.</p>
GVB Tour Guide Certification Training	<ul style="list-style-type: none"> Spring 2002 – Plan received 12/10/01, REVISED Plan received 2/27/02, Report received 5/13/02 APPROVED 9/18/02 Fall 2002 – Progress report received 12/6/02 Spring 2003 – No submittal (Assmt. report due 4/8/03) Fall 2003 – Implementation memo received 9/22/03 Spring 2004 – No submittal (review plan/health indicators due 3/8/04) Received memo 6/11/04 regarding Tour Guide Training
Hospitality Institute	<ul style="list-style-type: none"> Spring 2002 – Plan received 12/10/01, REVISED Plan received 2/27/02, Report received 5/14/02 RESUBMISSION APPROVED 10/2/02 Fall 2002 – Progress report received 12/6/02 Spring 2003 – Progress report received 5/13/03 instead of Assmt. report Fall 2003 – Implementation memo received 9/22/03

	<ul style="list-style-type: none"> • Spring 2004 – No submittal (review plan-incorporate mod./health indicators due 3/8/04) • Received memo 6/11/04 regarding Hospitality Institute
Marketing (Secondary)	<ul style="list-style-type: none"> • Fall 2001 – Plan & Report received 12/11/01 • Spring 2002 – Plan received (no date), REVISED Report received 10/2/02, RESUBMISSION APPROVED 10/2/02 • Fall 2002 – Progress report received 4/8/03 • Spring 2003 – Report received 7/29/03, APPROVED W/REVISIONS 9/10/03 • Fall 2003 - No submittal (use of results/imp. memo due 9/23/03) • Spring 2004 – Review of plan (memo) received 2/13/04 <p>Matrix indicates Revisit deadline to coincide with one-year high school.</p>
Math (GE)	<ul style="list-style-type: none"> • Fall 2001 – Plan received 10/16/01 • Received 5 column model 2/13/02 • Fall 2002 – No submittal (data/progress report due 12/3/02) • Spring 2003 – No submittal (Assmt. Report due 4/8/03) • Fall 2003 – No submittal (use of results/imp. memo due 9/23/03) • Spring 2004 – No submittal (review plan-incorporate mod./health indicators due 3/8/04) <p>Matrix indicates File lacks updated assessment report.</p>
Nursing Assisting (Secondary)	<ul style="list-style-type: none"> • Fall 2001 – Plan received 2/20/02 • Spring 2002 – Report received 5/16/02 • Fall 2002 – Received Progress report 4/9/03, Received implementation memo 12/31/02 • Spring 2003 – Report received 10/31/03, APPROVED 11/19/03 • Fall 2003 – Request for extension (email) for imp. memo due 9/23/03 to extend to 10/31/03, Implementation memo received 10/31/03 • Spring 2004 – Mod./Health Indicators memo received 3/8/04
Project Aim	<ul style="list-style-type: none"> • Fall 2001 – Plan received 10/21/01, Report received 12/6/01 and on 5/14/02, Report APPROVED 10/23/02 • Fall 2002 – Report received 6/30/03 • Spring 2003 – Progress report received 5/20/03 • Fall 2003 – Implementation memo received 9/23/03

	<ul style="list-style-type: none"> Spring 2004 – Progress report received 3/8/04
Refrigeration & A/C (Skills Development Milestone)	<ul style="list-style-type: none"> Spring 2004 – Plan received 3/5/04, REVISED Plan received 4/28/04 <p>Plan indicates the following: The certificate in Ref. & A/C programs no longer exists since Fall 2003 because of low enrollment for declared majors in this area. However, there are six courses (EM103, 104, 111, 113, 114 & 115) that are still currently offered as Skills Development Milestone courses.</p>
Social Science & Humanities	<p>NOT IN TAXONOMY AY 2003-2004</p> <ul style="list-style-type: none"> Fall 2001 – Plan received 10/26/01, Report received 4/19/02 Fall 2002 – No submittal (data/progress report due 12/3/02) Spring 2003 – No submittal (Assmt. report due 4/8/03) Fall 2003 – No submittal (use of results/imp. memo due 9/23/03) Spring 2004 – No submittal (review plan-incorporate mods./health indicators due 3/8/04) <p>Matrix indicates Files lacks updated assessment report.</p>
Tourism & Hospitality (Secondary)	<ul style="list-style-type: none"> Fall 2001 – Plan received 5/1/01, Report received 12/5/01 Fall 2002 – Report received 4/8/03 Spring 2003 – Progress report received 4/9/03 Fall 2003 – Implementation memo received 9/22/03 Spring 2004 – No submittal (review plan-incorporate mods./health indicators due 3/8/04)
Visual Communication	<p>NEW ALTERNATIVE ASSMT. SCHEDULE EFFECTIVE SPRING 2004</p> <ul style="list-style-type: none"> Spring 2004 – Plan received 3/18/04, RESUBMIT DUE 5/5/04 – No submittal

APPENDIX A.2

PROGRAMS/UNITS ON ASSESSMENT PROBATION AT THE END OF AY 2003-2004

GROUP A

FULL PROBATION

PROGRAM	STATUS
Automotive Technology –Auto	<ul style="list-style-type: none"> Fall 2002 – Plan APPROVED 1/28/02 Spring 2003 – No submittal (data/progress report due: 4/8/03) Fall 2003 – No submittal (Assmt Report due: 9/23/03) Spring 2004 – No submittal (Use of Results/Imp. Memo 3/8/04)
Electronic Engineering Technology	<ul style="list-style-type: none"> Spring 2001– Plan received 11/14/01 Fall 2001 - Report submitted 12/04/03, RESUBMIT 1/15/03, Report submitted 5/13/03 RESUBMIT 5/15/03 Spring 2002 – Report received 9/2/03 RESUBMIT 9/10/03 Fall 2002 – No submittal (review plan-incorporate mods./health indicators due 9/29/02) Spring 2003 – No submittal (data/progress report due 4/8/03) Fall 2003 – No submittal (Assmt report due 9/23/03), Received memo assessment update 10/15/03 Spring 2004 – No submittal (use of result/imp. Memo due 3/8/04)

PARTIAL PROBATION

PROGRAM	STATUS
Visual Communication	<ul style="list-style-type: none"> Fall 2002 – Report Resubmitted 5/14/03 Spring 2003 – No submittal (data/progress report due: 4/8/03) Fall 2003 – Plan submitted 9/23/04 Spring 2004 – No submittal (Use of Results/Imp. Memo due: 3/8/04) Fall 2004 – Plan REVISED resubmitted 4/21/04
Liberal Arts	<p>NEW PROGRAM included in '2003-2004 catalog and 2004-2005 catalog.</p> <p>Matrix indicates Plan received revision due 2/25/04.</p> <ul style="list-style-type: none"> Fall 2003 – No submittal (Plan re-submittal due 2/25/04) Received 5 column model 2/4/04 Spring 2004 – No submittal (data collection memo due 3/18/04)

APPENDIX A.2

GROUP B

FULL PROBATION

PROGRAM	STATUS
Automotive Technology – Auto	<ul style="list-style-type: none"> Fall 2002 – Report resubmitted 5/14/03 (Use of Results/Imp. Memo due 9/29/02) Spring 2003 – No submittal (review plan-incorporate mods./health indicators due 4/8/03) Fall 2003 – No submittal (data/progress report due:9/23/03) Spring 2004 – No submittal (Assmt Report due: 4/8/04)
Refrigeration & A/C	<ul style="list-style-type: none"> NO FILES Memo dtd 4/1/04 To: Dean, TPS fr: Dan G. indicates “PLAN. TABLED pending further deliberation” <p>*Refrigeration & A/C (special program) SP 2004 plan indicates this certificate program no longer exists since Fall 2003 due to low enrollment of declared majors in this discipline.</p>
Systems Technology	<ul style="list-style-type: none"> NO FILES Matrix indicates: No assessment activity since Spring 2001. Listed in 2004-2005 catalog.
Welding	<ul style="list-style-type: none"> NO FILES Memo dtd 4/1/04 To: Dean, TPS fr: Dan G., indicates “PLAN. TABLED pending further deliberation” Matrix indicates: No assessment activity since Spring 2001. ; No longer listed in 2004-2005 catalog.

PARTIAL PROBATION

PROGRAM	STATUS
Cosmetology	<ul style="list-style-type: none"> Spring 2002 – Plan received 12/10/01 Fall 2002- No submittal (Use of Results/Imp. Memo due 9/29/02) Spring 2003 – No submittal (review plan-incorporate mods./health indicators due 4/8/03) Fall 2003 –Received data collected memo 9/23/03 & Received used of results memo 9/29/03 Memo rec'd 3/28/03 indicated response to Assmt Feedback Sheet Spring 2004 – No submittal (Assmt report due 3/8/04)
Supervision & Management	<ul style="list-style-type: none"> Spring 2002 – Plan received 12/10/01, Report received 5/23/02 APPROVED 9/11/02 Fall 2002- No submittal (use of results/imp. memo due 11/29/02) Spring 2003 – No submittal (review plan/health indicators due 4/8/03) Fall 2003 – Progress report received 4/8/03 Memo dated 8/27/03, sub: Assessment Recognition indicated data collection due 9/23/03 Memo 9/23/03. Advised program that their new and revitalized Assmt Plan is due on 12/19/03

	<ul style="list-style-type: none"> Fall 2004 – Plan received 12/18/03, RESUBMIT 2/4/04, REVISED Plan 2/20/04, REVISED Plan received 3/17/04, APPROVED Plan 3/24/04 <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> Spring 2004 – Data collection/Progress report received 3/18/04, - No submittal (Assmt Report due 5/3/04)
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APPENDIX A.2

GROUP C

FULL PROBATION

PROGRAM	STATUS
Apprenticeship Training	<ul style="list-style-type: none"> Fall 2001 – Plan received 12/03/01, Report received 6/4/02 APPROVED Spring 2002 – Report received 4/11/03 Fall 2002 – Plan received 7/16/03 Spring 2003 – Report received 7/16/03 APPROVED W/REVISIONS 9/10/03, Use of Results received 4/11/03, Implementation memo received 7/16/03 Fall 2003 – Plan received 10/24/03, Plan received 12/3/03 APPROVED W/REVISIONS 12/10/03, REVISED Plan received 3/11/04 Spring 2004 – No submittal (data/progress report due 3/8/04)
Board of Trustees/Foundation Board	<ul style="list-style-type: none"> Fall 2002 – Plan received, Report received 1/30/03 Spring 2003 – Implementation memo received 5/19/03 Fall 2003 – No submittal (review plan/health indicators due 9/23/03) Spring 2004 – No submittal (data/progress report due 3/8/04)
Business Office	<ul style="list-style-type: none"> Spring 2002 – Plan submitted 11/25/02 APPROVED 12/04/02 Fall 2002 – No submittal (Assmt Report due 12/03/02) Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03) Fall 2003 – No submittal (review plan-incorporate mods/health indicators due 9/23/03) Spring 2004 – No submittal (data/progress report due 3/8/04) Received 4/6/04 memo regarding Business & Finance Office (informational memo) <p>Matrix indicates: No follow-up activity after approval of assessment plan.</p>
Communications & Promotions	<ul style="list-style-type: none"> Spring 2002 – Plan received 10/9/02, APPROVED 10/16/02 Fall 2002 – Report received 10/9/02, APPROVED 10/30/02 Spring 2003 – Report received 5/20/03 & 5/21/03, Implementation memo received 8/10/03 Fall 2003 – Plan received 9/23/03, REVISED Plan received 1/27/04, RESUBMIT 2/11/04, Plan received 6/20/04 Spring 2004 – No submittal (data/progress report)

Facility Maintenance	<ul style="list-style-type: none"> • Spring 2002 – Plan received 5/14/02, REVISED Plan received 10/11/02, APPROVED 10/23/02 • Fall 2002 – Request for extension for report due 12/3/03 extend to 12/13/03 (email 12/4/02) Report received 4/3/03 APPROVED 4/9/03 • Spring 2003 – Implementation memo received 8/8/03 • Fall 2003 – Plan received 10/1/03, Plan (new template) received 10/13/03, REVISED Plan received 12/10/03 • Spring 2004 – No submittal (data/progress memo)
HRO	<ul style="list-style-type: none"> • Fall 2002 – Plan submitted APPROVED 10/16/02 • Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03) • Fall 2003 – No submittal (review plan-incorporate mods./health indicators due 9/23/03) • Spring 2004 – No submittal (data/progress report due 3/8/04) <p>Matrix indicates: No follow-up activity after approval of assessment plan.</p>
Materials Management	<ul style="list-style-type: none"> • Spring 2002 – Plan submitted 11/25/02 APPROVED 12/04/02 • Fall 2002 – No submittal (Assmt Report due 12/03/02) • Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03) • Fall 2003 – No submittal (review plan-incorporate mods./health indicators due 9/23/03) • Spring 2004 – No submittal (data/progress report due 3/8/04) <p>Matrix indicates: No follow-up activity after approval of assessment plan.</p>
Materials Management & Bookstore	<ul style="list-style-type: none"> • Spring 2002 – Plan submitted 11/25/02 APPROVED 12/04/02 • Fall 2002 – No submittal (Assmt Report due 12/03/02) • Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03) • Fall 2003 – No submittal (review plan-incorporate mods./health indicators due 9/23/03) • Spring 2004 – No submittal (data/progress report due 3/8/04) <p>Matrix indicates: No follow-up activity after approval of assessment plan.</p>
Student Financial Aid	<ul style="list-style-type: none"> • Fall 2002 – Plan submitted APPROVED 12/04/02

	<ul style="list-style-type: none"> • Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03) • Fall 2003 – No submittal (review plan-incorporate mods./health indicators due 9/23/03) • Spring 2004 – No submittal (data/progress report due 3/8/04) <p>Matrix indicates: No follow-up activity after approval of assessment plan</p>
Work Experience	<ul style="list-style-type: none"> • Spring 2001 – Plan received 10/21/01 • Fall 2001 – Report received 12/6/01 • Received 5 column model 5/20/02 • Spring 2003 – No submittal (Request for extension of implementation memo due 4/8/03 to extend to 4/25/03) • Fall 2003 – Plan received 12/10/03, RESUBMIT 2/4/04, REVISED Plan received 3/17/04 • Spring 2004 – No submittal (data/progress memo due 3/8/04)

PARTIAL PROBATION

PROGRAM	STATUS
Safety Office	<ul style="list-style-type: none"> • Spring 2003 – REPORT resubmit 4/30/03, APPROVED w/REVISION 9/10/03 • Fall 2003 – Plan submitted APPROVED w/REVISION 11/19/03 – Progress memo received 3/9/04 • Spring 2004 – No submittal (review plan/health indicators due 3/8/04) <p>Matrix indicates: Report needs major work.</p>

APPENDIX A.2

GROUP D

FULL PROBATION

PROGRAM	STATUS
Automotive Body (HS)	<ul style="list-style-type: none"> • NO FILES
Automotive Technology (HS)	<ul style="list-style-type: none"> • Plan submitted 10/15/01 Revision required. • Spring 2002 – Plan submitted 2/21/02 • Fall 2002 – No submittal (data/progress report due 12/3/02) • Spring 2003 – No submittal (Assmt Report due 4/8/03) • Fall 2003 – No submittal (use of results/imp. Memo due 9/23/03) • Spring 2004 - No submittal (review plan/health indicators due 4/8/04)
Construction Trades (HS)	<ul style="list-style-type: none"> • Plan submitted 2/20/02 • Fall 2002 – No submittal (data/progress report due 12/3/02) • Spring 2003 – No submittal (Assmt Report 4/8/03) • Fall 2003 – No submittal (use of results/imp. memo due 9/23/03) • Assessment Probation memo dtd 8/28/03 to: Robert Balajadia indicates “No follow-up activity after CCA recommendation to re-submit assessment plan (2/20/02) • Spring 2004 – No submittal (review plan/health indicators 3/8/04)
Electronics & Networking (HS)	<ul style="list-style-type: none"> • Plan submitted 10/16/01 • Fall/Spring 2002 – Plan submitted 6/7/02 • Plan submitted 11/26/02 • Spring 2003 – No submittal (Assmt Report due 4/8/03) • Fall 2003 – No submittal (Use of results/Imp. Memo due 9/23/03) • Spring 2004 – No submittal (review plan/health indicators 3/8/04)
Welding (Skill Development Milestone)	<ul style="list-style-type: none"> • Fall 2001 – Plan received 10/15/01 • Fall 2002 – No submittal (data/progress report due 12/3/02) • Spring 2003 – No submittal (Assmt. report due 4/8/03) • Report deadline extension 6/30/03 • Fall 2003 – No submittal (use of results/imp. memo due 9/23/03) • Spring 2004 – Plan received 3/5/04, REVISED Plan received 4/28/04, No submittal of reviewed plan-incorporate mods/health indicators due 3/8/04)

APPENDIX B

GUAM COMMUNITY COLLEGE
Board of Trustees

RECEIVED

Date 5/19/03 1/8

May 12, 2003

MEMORANDUM

TO: The Committee on College Assessment

FROM: Chairperson, Board of Trustees

SUBJECT: Implementation of Assessment Results

Attached is an update of the Board's activities (Goals and Objectives) relative to addressing and implementing the recommendations outlined in the College's Board of Trustees' Assessment Report.

Should you have any questions, please contact me at 647-3233.

Thank you.


GREGORY D. PEREZ

GDP/LVB:lvb

attachments:

- Board's Self Assessment--Goals and Objectives

APPENDIX B

GUAM COMMUNITY COLLEGE

Board of Trustees

Assessment Recommendations

(As of March 5 & 19, 2003)

Plan, organize, and implement activities according to a Board Development Plan that would ensure a process of continuous trustee education and development focusing on the following:

- a. schedule an annual strategic planning working session at the beginning of the school year in order to formulate goals and objectives for the year and then utilize these goals for assessment purposes in the next evaluation cycle; selected members of the Assessment Committee may be invited to assist the board in this task.
 - Working session/July (goals & objectives)
 - Retreats/Conventions
 - Individual needs
 - Board Development Plan- request that Dr. Somera research other institutions "Board Development Plan/UOG's plan (goals & objectives).
 - Manual - modify for "GCC Trustee Manual"
 - ACCT/research
 - check what other activities are scheduled and prevent conflicts
 - ask Assessment Committee to research community college's who might already have a Board Development Plan in place.
 - ask ACCT who might have a Board Development Plan in place already.
- b. develop a mentor-mentee system within the board itself so that new trustees are socialized into trustee affairs both through formal and informal means; the production of a GCC Trustee Manual should prove valuable in getting this training strategy work more effectively.
 - mentor-mentee
 - financial reports
 - campus tours
 - GCC Trustee Manual - any?
 - checklist of required activities/appointments, e.g. Foundation Board visit , courtesy visits, GCC functions
 - check ACCT, UOG
 - ask Lou if GCC has such a Manual
 - develop "position description" for "general public representative, labor representative, industry representative)—check enabling Act.
- c. plan and commit to hold workshop sessions that deal with trustee responsibilities, with a special focus on developing a common language that defines words such as "policy" and "operations"; trustees from other institutions may be invited as resource speakers for this purpose;
 - P.L.
 - policy workshop e.g. workforce violence

APPENDIX B

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GUAM COMMUNITY COLLEGE

Board of Trustees

Assessment Recommendations

As of March 5 & 19, 2003

- use comparative models
 - review policies
 - retreats, seminars, conferences, conventions - on / off island
 - retreat on Guam & CNMI
 - workshops at conferences (regional, national, legislative)
2. Generate input from board members and other participants in board activities to develop procedures that would govern the conduct of board business, one that would explore the possibility of maximizing the use of various channels of communication that would include face-to-face meetings, as well as email and fax communications. In this vein, the board leadership also needs to strengthen board members' knowledge of Robert's Rules of Order through specially scheduled retreats or workshops.
- update board directory, email, fax (BOT & Foundation Board of Governors)
 - working telephone numbers, faxes, email
 - Robert's Rules of Order - pick from staff-parliamentary
 - develop video of "GCC story"/guest speakers
 - pick someone to be Roberts Rules of Order expert
 - guest speakers to association (GCA, GCOC, GHRA, etc.)
3. Strive for the strengthening of institutional relationships with the various stakeholders of the college, e.g. students, staff, faculty, village leaders, legislators, etc. - through a system that would allow these connections to gain root and prosper; for example, the holding of an annual BOT Visitation Day (where trustees visit classes randomly and interact with faculty and students) may serve to familiarize constituents with the composition of the board and its workings; or, attendance and interaction with village leaders at the Mayors' Council meetings may increase the college's visibility in the community.
- schedule classroom visits / social - lunch/snacks
 - attend functions / on/off campus
 - introduce new BOT to faculty, students; campus tours
 - GCC Video "story"
 - guest speakers
 - courtesy visits to GovGuam, military, agency heads, legislature, mayors, judicial
 - retreat / working session
4. Set up committee within the board to exert leadership in a methodical and customary review of extant board policies for review or revision, and build on this exercise for policy planning purposes.
- review policies / schedule annual "review"
 - "committee" on policy review - which attest faculty, staff, students
 - committee on By-Laws review / enabling Act

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GUAM COMMUNITY COLLEGE

Board of Trustees

Assessment Recommendations

As of March 5 & 19, 2003

5. Transform the existing relationship with the GCC Foundation Board into a more productive co-existence through feedback loop that would ensure better coordination and regular communication among members of both groups.
 - attend Foundation Board meetings
 - invite Foundation Board members to attend BOT meetings
 - provide list of activities and functions (year's calendar) to Foundation Board
 - fund-raising - Foundation Board
 - BOT to approve Foundation Board
 - BOT Chair - Report back to BOT on most recent meeting with Foundation Board
6. Commit to a bi-annual, systematic assessment process (as stipulated in Policy 306) to ensure that goals and objectives are met and that assessment results are used to improve board functioning and processes.
 - adhere to Policy 306
 - in progress (assessment) working out Board Development Plan (goals and objectives)
 - complete plan no later than Fiscal Year 2004
 - conduct assessment beginning April 6, 2008

APPENDIX B

GUAM COMMUNITY COLLEGE

Board of Trustees

Self-Assessment

1 April 2003

GOALS	OBJECTIVES
1. Develop and Implement a Board Development Plan	<ul style="list-style-type: none">1.a. Research and review programs from other colleges1.b. Solicit ideas from local institutions, e.g. UOG1.c. Develop a GCC Trustee Manual1.d. Develop position descriptions that outlines specific duties and responsibilities of the Board.1.e. Establish code of ethics and conduct of Board members1.f. Research and solicit ideas from other colleges and institutions1.g. Encourage BOT participation at GCC Foundation Board meetings
2. Conduct of Board Business and Members	<ul style="list-style-type: none">2.a. Conduct orientation/Training on Robert's Rules of Order2.b. Establish ground rules for conducting and managing meetings2.c. Develop and practice standards of conduct and professionalism to include acceptable behavior and mannerism.2.d. Provide OJT training for Board members on basic computer keyboarding2.e. Create e-mail capability & addresses for Board members (such as hotmail, lycos, etc.)2.f. Create a GCC BOT and Foundation Board directory.

APPENDIX B


<p>3. Strengthen Institutional Relationships</p>	<p>3.a. Introduce BOT members to staff and faculty.</p> <p>3.b. Conduct on-site tour for new BOT members</p> <p>3.c. Participate at events and activities sponsored by students and the college.</p> <p>3.d. Hold an annual BOT Visitation Day at the college and high school satellite classes.</p> <p>3.e. Schedule courtesy visits with government leaders, e.g. Village Mayors, lawmakers, and other stakeholders.</p> <p>3.f. Visit non-profit organizations such as the Guam Contractor Association, Guam Hotel & Restaurant Association, Chamber of Commerce, etc.</p> <p>3.g. Establish continuing dialog with the Guam Economic Development and Commerce Agency (GEDCA)</p> <p>3.h. Create visibility with military and federal contractors.</p>
<p>4. Establish Standing Committees within the BOT</p>	<p>4.a. Identify major projects or goals and assign chair for each project goal.</p> <p>(Note: Combine with Item 6.)</p>
<p>5. Improve relationship with GCC Foundation Board</p>	<p>5.a. Obtain GCC Foundation Board meeting schedule and encourage members participation.</p> <p>5.b. Include GCC Foundation Board on distribution listing for all communications.</p> <p>5.c. Encourage after hour gathering at least on a quarterly basis.</p>
<p>6. Establish and implement systematic assessment processes</p>	<p>6.a. Develop plan of action and mile-stone for each major projects and goals.</p> <p>6.b.</p>


APPENDIX B

GUAM COMMUNITY COLLEGE P.O. Box 23069 GMF Barrigada, Guam 96921

MEMO

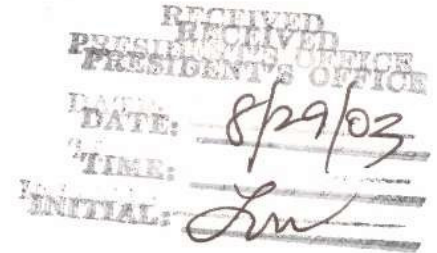
TO: Mr. Gregory Perez, Chairperson, Board of Trustees

VIA: Dr. John Rider, VP Academic Affairs 

FROM: Dr. Ray Somera, Chair, Committee on College Assessment 

SUBJECT: Request for Sample Board Development Plan

DATE: August 29, 2003



As per your memo dated 12 May, 2003 (Implementation of Assessment Results), you requested that the Assessment Committee provide you with sample Board Development Plans. These samples were retrieved from Internet sources. Numerous samples were listed and only those with common themes or formats were selected. Samples attached are designated on the table below.

If I may be of further assistance in your board assessment activities, do not hesitate to contact my office at 735-5612 or 735-5520.

SAMPLE BOARD DEVELOPMENT PLANS

Attachment	Source	Format Description
A	Austin Community College Board of Trustees Policy Development	Based on policy development, a work-plan is prepared every six months to include work description, timeline and location.
B	Broadlands School Board of Trustees Strategic Plan	Based on a strategic plan, goals are developed and objectives associated with each goal are listed. Action plans are then developed for each objective stated.
C	Illinois Community College Trustees Association Strategic Plan	Based on a strategic plan, the trustees lay out strengths and weaknesses and build strategies and timelines based on objectives to address the aforementioned strengths and weaknesses.
D	Kapiolani Community College Academic Plan	Based on program demand and student-to-faculty ratio, an Academic Development Plan was developed to include priorities by <i>goal</i> , by <i>program</i> , by <i>academic support unit</i> , and by <i>emphasis</i> .
E	Nebraska State Colleges, Board of Trustees	Based on recent challenges, strategies are developed to address major issues.
F	Ohio State University Board of Trustees	Not a board development plan sample. Board of trustees bylaws state there shall be four (4) committees to handle various aspects of college operations and activities. These committees act on behalf of the executive committee and that any action or recommendation should have full board approval.
G	Valencia Community College	Not a board development plan sample. One of the board of trustee's action plan is a legislative action plan. This action plan basically seeks to promote rapport with legislators to establish a strong long-term bond.

GUAM COMMUNITY COLLEGE
BUDGET BREAKDOWN FOR GCC'S INSTRUCTIONAL PROGRAMS
OVER A 3-YEAR PERIOD

PROGRAM NAME	FISCAL YEAR 2000 - 2001			FISCAL YEAR 2001 - 2002			FISCAL YEAR 2002 - 2003		
	BUDGETED AMOUNT	ACTUAL EXPENDITURES	PERCENT OVER/(UNDER)	BUDGETED AMOUNT	ACTUAL EXPENDITURES	PERCENT OVER/(UNDER)	BUDGETED AMOUNT	ACTUAL EXPENDITURES	PERCENT OVER/(UNDER)
Business (7120) 1 Accounting (AS) 2 Accounting Clerk (Cert.) 3 Office Administration (Cert.) 4 Office Technology (AS) 5 Supervision & Management (AS) 6 Supervision & Management (Cert.)									
	419,626.90	419,745.30	0%	258,769.95	257,873.20	0%	291,487.75	292,288.12	0%
Cosmetology (7130) 1 Cosmetology (Cert.)	114,085.66	114,085.66	0%	110,284.00	109,599.49	(1%)	111,361.00	108,535.33	(3%)
Computer Science (7302) 1 Computer Science (AS) 2 Computer Science (Cert.)	220,634.71	220,634.71	0%	185,709.97	177,032.74	(5%)	237,874.00	184,635.90	(22%)
Electronics (7304) 1 Electronic Engineering Technology (AS) 2 Systems Technology (Cert.) 3 Electronic & Computer Networking (Secondary)	364,282.79	346,519.60	(5%)	731,184.43	631,261.99	(14%)	629,852.96	554,101.53	(12%)
Visual Communication (7308) 1 Visual Communication (AS) 2 Visual Communication (Secondary)							128,289.55	145,707.48	+14%
Education (6200) 1 Education (AA) 2 Education (Cert.)	30,466.43	25,346.92	(17%)	111,062.89	57,633.41	(48%)	130,954.32	97,940.12	(25%)
Early Childhood Ed. (6204) 1 Early Childhood Education (AS) 2 Early Childhood Education (Cert.)	222,122.39	222,122.39	0%	226,234.00	217,008.91	(4%)	218,834.35	184,399.20	(16%)
Sign Language (6206) 1 Sign Language Interpreting (AS) 2 Sign Language Interpreting (Cert.)				200.00	0.00	(100%)	200.00	184.67	(8%)
Health Education (6210) 1 Medical Assisting (AS) 2 Medical Assisting (Cert.) 3 Nursing Assisting (Cert.) 4 Nursing Assisting (Secondary)	209,222.05	189,303.94	(10%)	244,166.72	231,786.08	(5%)	274,851.05	270,786.07	(1%)
Marketing (6104) 1 Marketing (AS) 2 Marketing (Cert.) 3 Marketing Education (Secondary)	283,694.84	283,694.84	0%	330,171.00	303,882.57	(8%)	266,067.67	242,154.43	(9%)
Social Science & Criminal Justice (6122) (6126) 1 Criminal Justice (AS) 2 Basic Law Enforcement (Cert.) 3 Corrections (Cert.) 4 Fire Science Technology (AS) 5 Fire Science Technology (Cert.)	414,158.77	413,577.49	0%	205,323.00	178,833.00	(13%)	264,967.48	215,356.44	(19%)
Tourism & Hospitality (6220) (6224) 1 Hospitality Industry Management (AS) 2 Hospitality Management (AS) 3 Hospitality Operations (Cert.) 4 Human Resources Management (Cert.) 5 Food & Beverage Management (AS) 6 Food & Beverage Management (Cert.) 7 Food & Beverage Operations (Cert.) 8 Rooms Division Management (AS) 9 Travel Agency Management (AS) 10 Travel & Ticketing Operations (Cert.) 11 Tourism & Hospitality (Secondary)	917,932.28	900,144.08	(2%)	954,573.00	864,487.55	(9%)	982,695.05	870,607.20	(11%)
Construction Trades (6314) (6316) 1 Architectural Engineering Tech. (AS) 2 Civil Engineering Technology (AS) 3 Basic Survey Technology (Cert.) 4 Carpentry (Cert.) 5 Construction Drafting (Cert.) 6 Construction Electricity (Cert.) 7 Masonry (Cert.) 8 Plumbing (Cert.) 9 Refrigeration & Air Conditioning (Cert.) 10 Welding Technology (Cert.) 11 Construction Trades (Secondary)	369,580.82	368,260.72	0%	475,492.34	377,217.07	(20%)	437,726.00	378,918.24	(13%)
Transportation (6318) 1 Automotive Technology (AS) 2 Automotive Technology (Cert.) 3 Auto Body (Secondary) 4 Auto Technology (Secondary)	460,990.41	460,990.41	0%	404,723.00	400,995.16	(1%)	458,703.00	472,717.53	+3%
OVERALL TOTAL	4,026,798.05	3,964,426.06	(2%)	4,237,894.30	3,807,611.17	(10%)	4,433,864.18	4,018,332.26	(9%)

Note: The programs listed above follow the GCC Catalog information in any given year.

APPENDIX D
COURSE/PROGRAM DOCUMENT REVISION MATRIX

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
Accounting (AS) Revised 12/21/00	AC100 (formerly AC115) Fundamentals of Bookkeeping & Accounting	OS	2004	Current
	AC101 Accounting Principles I	OS	2004	Current
	AC102 Accounting Principles II	OS	2004	Current
	AC103 Accounting Principles III	OS	2004	Current
	AC110 Payroll Accounting & Related Taxes	01Y	2000	3
	AC150 Federal Income Tax I	01Y	2000	3
	AC232 Accounting on the Computer	01Y (SP only)	2004	Current
	AC250 Federal Income Tax II	01Y (SP only)	2004	Current
	AC225 Hospitality Accounting	01Y	1996	7
	AC240 Certified Bookkeeper Review	OS	2000	3
	OA104 Business Math Calculating Machine	OS	1999	4
	OA108 Introduction to Business (Renumbered in 2003 as SM108)	OS	2003	Current
	OA206 Business Correspondence	OS	1980	23
	OA220 Spreadsheet Systems (Revised in 2002 new textbook)	01Y	2002	1
	SM230 Business Law Application	01Y	1987	16
Computer Science (AS) There is no record of an approved/signed program document on file. - 1980	CS101 Introduction to Computer Systems and Information Technology (Needs revision to change the course title. The approved document on file reads CS101 Introduction to Data Processing)	OS	2003	Current
	CS102 Computer Operations	OS	1980	23
	CS103 RPG II	OS	1980	23
	CS104 Visual Basic Programming	OS	2003	Current
	CS110 Introduction to Internet	OS	1997	6
	CS151 Windows Applications	OS	2003	Current
	CS202 COBOL	OS	1992	11
	CS203 System Analysis & Design	01Y (Fall)	1986	17
	CS204 C Programming	OS	1995	8
	CS205 Network Communications (Not approved in 1996 by AAC)	01Y (Spring)	1996	7
	CS252 Advanced RPG II	01Y (Spring)	1980	23

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
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	CS298 Co-OpWork Learn	As Needed	1980	23
Early Childhood Education (AS) Program was revised 4/3/02	CD110 ECE Orientation	OS	2000	3
	CD140 Environments for Young Children	OS	2003	Current
Deleted	CD153-History & Issues (Deletion memo approved on 2-6-04)	01Y (Fall Only)	2002	2
	CD180 Phys/Language Development	01Y (Fall Only)	2002	1
	CD221 Child Growth & Development	OS	2002	1
	CD231 Intro to Exceptional Child	01Y (Spring Only)	2003	Current
	CD240 Cognitive & Creative Development	OS	2003	Current
	CD260 Social & Emotional Development	OS	2001	2
	CD280 Program Dev & Family Partnership	OS	2004	Current
	CD281 Bilingual/Bicultural Education	01 (Spring Only)	2001	2
	CD285 Child Care Management	01 (Spring Only)	2002	1
	CD292 ECE Practicum	OS	2003	Current
	Certificate in Early Childhood Education (ECE) (Revised 4-11-02)		2002	1
	AS in ECE		2002	1
Criminal Justice (AS) Program was revised 3/3/03	CJ100 Introduction to Criminal Justice	OS	1993	10
	CJ101 Juvenile Justice Process	01Y	2003	Current
Deleted 3/2003	CJ102 First Responder (No deletion memo on file-pending approval to delete from the Catalog)	02Y	1982	21
Deleted 2003	CJ103 Emergency Medical Technician-Ambulance (EMT-A) Basic (Renumbered as EMS103 Emergency Medical Technician (EMT) – Basic)	01Y	2003	Current
Deleted from Catalog 4/7/99	CJ104—Dynamics of Substance Abuse (No deletion memo on file, pending approval to delete from Catalog)	01Y	1994	9
Deleted	CJ106 Corrections as a Career (Approved 12/17/03 deletion memo is on file)		2003	Current

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
Deleted from Catalog 4/1999	CJ107 Introduction to Corrections (No record of this course being deleted, pending approval to delete from Catalog)	01Y	1981	22
Deleted 2003	CJ108 Law and the Corrections Officer	NOF	1988	15
Deleted from Catalog 4/1999	CJ109 Emergency Medical Technician – Basic Refresher (Renamed as EMS109 Emergency Medical Technician – Basic Refresher)	OS (excluding Summer)	2002	1
Deleted from catalog 4/1999	CJ112 First Responder Refresher Course (Approved deletion memo dtd. 12/17/03 on file)	NOF	2003	Current
Deleted from catalog 4/1999	CJ115 Introduction to Police Career (Approved deletion memo dtd. 12/17/03 on file)	NOF	1984	19
Deleted from catalog 3/1994	CJ125 Human Behavior and the CJ System (Approved deletion memo dtd. 12/18/03 on file)	NOF	1988	15
Deleted from catalog 3/1994	CJ126 Officer Survival I & II (April 7, 1999 memo to delete from the catalog is on file)	NOF	1993	10
Deleted 4/1999	CJ126IL Officer Survival Laboratory (April 7, 1999 memo to delete from the catalog is on file)	NOF	1993	10
Deleted 11/1994	CJ130 Security, Supervision & Control	NOF	1988	15
	CJ132 Emergency Vehicle Operator Course	NOF	1994	9
Deleted 4/1999	CJ135 Firearms	01Y	1994	9
Deleted 4/1999	CJ140 Defensive Tactics (12/17/03 deletion memo on file)	NOF	1988	15
Deleted 2003	CJ145 Physical Development (12/17/03 deletion memo on file)	NOF	1988	15
	CJ148 Traffic Law Enforcement	NOF	1984	19
Deleted 4/1999	CJ150 Criminal Procedure	OS (excluding Summer)	1994	9
Deleted 4/1999	CJ155 Self Defense	NOF	1994	9
Deleted 4/1999	CJ160 Motoreycle Training	NOF	1995	8
Deleted 2003	CJ170 EMT Intermediate I (Renumbered as EMS170) Emergency Medical Technician – Intermediate II)	NOF	2003	Current
Deleted 2003	CJ175 EMT Intermediate II (Renumbered as EMS175 Emergency Medical Technician – Intermediate II)	NOF	2002	1

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
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	CJ200 Criminal Law	OS (excluding Summer)	2003	Current
	CJ204 Introduction to Criminology	01Y	1996	7
	CJ205 Police Report Writing (Revised to change textbook 1999)	01Y	1999	4
	CJ206 Social Values & the Criminal Justice Process	01Y	2003	Current
Deleted	CJ207 Introduction to Corrections Interviews and Counseling (Deletion memo dtd. 12/17/03 on file)	02Y	1981	22
	CJ209 Concept of Police Operations (Revised 12/15/03)	02Y	2003	Current
	CJ225 Criminal Investigation (Revised 12/15/03)	02Y	2003	Current
Deleted	CJ246 Community-Based Correction (Deletion memo dtd. 12/17/03 on file)	NOF	1981	22
	CJ250 Police Organizational Theory	01Y	1981	22
Electronics Engineering Technology (AS) The program was revised and changed to A.S. in Computer Networking on 4/30/04.	EE103A DC Circuits I (Renumbered as EE103 Electricity I: Direct Current Circuits – approved 3/8/04)	OS (except summer)	2004	Current
Deleted 2004	EE103B DC Circuits II (Renumbered as EE103 Electricity I: Direct Current Circuits – approved 3/8/04)	OS (except summer)	2004	Current
Deleted 2004	EE104A AC Circuits I (Originally EE141) (Renumbered as EE104 Electricity II: Alternating Current Circuits – approved 3/8/04)	OS (except summer)	2004	Current
Deleted 2004	EE104B AC Circuits II (Originally EE142) (Renumbered as EE104 Electricity II: Alternating Current Circuits – approved 3/8/04)	OS (except summer)	2004	Current
	EE105 Semiconductor Devices	01Y	Fall 1982	21
	EE106 Electronic Circuits	01Y	Fall 1982	21
	EE107 Introduction to Instrumentation	01Y	Fall 1982	21
	EE110 Instrumentation	01Y	Fall 1982	21
	EE111 Introduction to PC Systems Installation & Maintenance	OS	Spring 1993	10
	EE116 Digital Technology	01Y	Fall 1982	21
	EE200 Microprocessors	NOF	Fall 1982	21

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
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	EE201 Communication Systems I	01Y	Fall 1982	21
	EE202 Communication Systems II	01Y	Fall 1982	21
	EE203 Communication Systems III	01Y	Fall 1982	21
	EE221 PC Systems I	01Y	Fall 1998	5
NO FILE	EE231 A+ Preparation	01Y	Not Listed	
	EE241 Category 5 Wiring & Testing Certification	OS	Spring 2000	3
	EE243 Fiber Optics Installation	OS	Spring 2000	3
	EE245 Cable Fault Locating with & without the use of TDR	01Y	Spring 2000	3
	EE247 Fiber Optics Troubleshooting	01Y	Spring 2001	2
	EE249 Fundamentals of Voice and Data		2004	Current
	EE265 Computer Networking I	01Y	Fall 2002	1
	EE266 Computer Networking II	01Y	Spring 2002	1
	EE267 Computer Networking III	01Y	Fall 2003	Current
	EE268 Computer Networking IV	01Y	Fall 2003	Current
Fire Science Technology (AS) The document on file is a Certificate in Fire Science Technology dated 7/25/86.	FS225 Fire Arson Investigation (Deleted 12/18/03)	02Y	1986	17
Deleted	FS250 Fire Company Organization & Management (Deleted 12/18/03)	02Y	2002	1
Deleted	FS110 Rappelling & Rescue (Deleted 12/18/03)	02Y	1986	17
Deleted	FS214 Hazardous Materials (Deleted 12/18/03)	02Y	1993	10
Food & Beverage Management (AS) This program was consolidated and approved on 4/3/03 and is now a part of the AS in Hospitality Industry Management.	HS150 Welcome to Hospitality	OS	2002	1
	HS160 Hospitality Supervision	OS	2003	Current
	HS203 Sanitation & Safety	01Y	1997	6

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
Hospitality Management (AS) This program was consolidated and approved on 4/3/03 and is now a part of the AS in Hospitality Industry Management.	HS150 Welcome to Hospitality	0S	2002	1
	HS160 Hospitality Supervision	0S	2003	Current
	HS211 Front Office Proc.	01Y	1999	4
	HS215 Housekeeping Management	01Y	1999	4
	HS216 Human Resources Management	01Y	1999	4
	HS217 Hotel Security Management	02Y	1999	4
	HS218 Facilities Management	01Y	1999	4
	Deleted 4/2003 HS229 Marketing of Hospitality Services (No deletion memo on file, pending approval to delete course)	01Y	1999	4
	HS230 Quality (Incorporate Practicum HS292)	01Y	1999	4
	Deleted 4/2003 HS208 Food & Beverage Service (No deletion memo on file, pending approval to delete course)	01Y	1999	4
	HS220 Food & Beverage Management (Incorporate Practicum HS292)	01Y	2003	Current
	HS222 Food & Beverage Cost Control (Revised prerequisite requirement)	01Y	2003	Current
	Marketing (AS) Program was revised and approved on 3/25/03. MK122 Personal Image Marketing (Deletion memo dtd. 3/3/03 on file)	01Y	1994	9
	MK123 Principles of Marketing (Revised course description 7/10/03)	01Y	2003	Current
	MK220 Salesmanship	01Y	1994	9
	Deleted MK221 Entrepreneurship (Deletion memo dtd. 3/3/03 on file)	01Y	1994	9
	Deleted MK222 Merchandising (Deletion memo dtd. 1/28/04 on file)	01Y	1997	6
	MK223 Retailing	01Y	1994	9
	MK224 Advertising	01Y	2003	Current

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
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Medical Assisting (AS/Cert) Program was revised and approved on 1/28/04.	MS101 Intro to Medical Assisting (Revised 11/26/03 – changed textbook)	0S	2003	Current
	MS120 Clinical Medical Assisting I	01Y (Fall Only)	2002	1
	MS121 Clinical Medical Assisting II	01Y (Fall Only)	2002	1
	MS125 Clinical Office Experience	01Y (Fall Only)	2002	1
	MS140 Administrative Medical Assisting I	01Y (Spring Only)	1999	4
	MS141 Administrative Medical Assisting II	01Y (Spring Only)	1999	4
	MS145 Administrative Medical Assisting Experience	01Y (Spring Only)	1999	4
	MS201 Medical Law & Ethics	01Y (Summer Only)	1999	4
	MS210 Medical Assisting Critique	01Y (Spring Only)	1999	4
	MS220 Clinical Medical Assisting Specialties I	01Y (Fall Only)	2000	3
	MS221 Clinical Medical Assisting Specialties II	01Y (Fall Only)	1999	4
	MS225 Clinical Medical Assisting Specialties Practicum	01Y (Fall Only)	2000	3
	MS250 Basic Cardiac Arrhythmias	Deleted from program beginning Fall 2002	1999	4
	MS192/292 Practicum Medical Assisting	01Y (Spring Only)	2000	3
	HL120 Medical Terminology	0S	2003	Current
	HL130 First Aid & Safety	0S	2000	3
	HL140 Intro to Clinical Laboratory	01Y (Spring Only)	2003	1
	HL150 Intro to Study of Diseases	01Y (Spring Only)	1999	4
	HL152 Study of Diseases	01Y (Spring Only)	2000	3
	HL160 Intro to Pharmacology	01Y (Summer Only)	1999	4

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
	HL161 Pharmacological Treatment of Disease	01Y (Summer Only)	1999	4
	HL162 Administration of Medications	01Y (Summer Only)	1999	4
	HL202 Nutrition	OS	2001	2
	HL252 Pathophysiology	01Y (Spring Only)	1999	4
	SI130 Anatomy & Physiology	OS	1999	4
Office Technology (AS) Program was revised and approved on 4/30/04.	OA101 Keyboarding Applications	OS	1989	14
	OA104 Business Math/Calculating Machines	OS	1999	4
	OA103 Filing Systems	01Y	1996	7
	OA130 Information Processing	01Y	1996	7
	OA206 Business Correspondence	OS	1980	23
	OA240 Machine Transcription (Revised prerequisite requirement)	01Y	2003	Current
Executive Secretary (Office Technology Concentration) Approved 4/30/04 (Part of the A.S. in Office Technology program)	OA108 Introduction to Business (Revised) (OA108 was deleted and renumbered as SM108 4/4/03)	OS	2003	Current
	OA220 Spreadsheet Systems	01Y	2002	1
	OA230 Advanced Information Processing	01Y	1997	6
	OA250 Office Procedures	01Y	1998	5
Medical Secretary (Office Technology Concentration) Approved 4/30/04 (Part of the A.S. in Office Technology program)	HL120 Medical Terminology	OS	2001	2
	MS101 Intro to Medical Assisting	OS	2002	1
	MS201 Medical Law & Ethics	01Y Summer Only	1999	4
	MS140 Administrative Medical Assisting 1	01Y Spring Only	1999	4
	SI130 Anatomy & Physiology	OS	1999	4

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
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Supervision & Management (AS) Program was revised and approved 4/8/03.	AC101 Accounting Principles I	OS	1995	8
	MK123 Principles of Marketing	01Y	2003	Current
Deleted	OA108 Introduction to Business (Revised) (Renumbered SM108 4/14/04)	OS	2003	Current
Deleted	OA208 Personnel Supervision (Renumbered as SM208 4/13/04)	OS	2003	Current
	OA250 Office Procedures	01Y	1998	5
	SM205 Purchasing (Revised course description 4/13/04)	01Y	2004	Current
	SM211 E-Commerce Management	Spring only	2004	Current
	SM215 International Management	Spring only	2004	Current
	SM220 Management Skill Development (Textbook revision 4/13/04)	OS	2004	Current
	SM225 Leadership	Fall only	2003	Current
	SM230 Business Law Application	O1	1987	16
	SM240 Employment and Labor Law	Fall only	2004	Current
	SM245 Ethics & Stakeholders Management	Spring only	2004	Current
	OA104 Business Math Calculating Machines	OS	1999	4
	PY125 Interpersonal Relations	OS	1997	6
	OA206 Business Correspondence	OS	1980	23
	OA101 Keyboarding Applications	OS	1989	14
	OA103 Filing Systems	01Y	1996	7
Accounting Clerk (Certificate) Program was revised and approved 12/20/00.	AC101 Accounting Principles I	OS	2004	Current
	AC102 Accounting Principles II	OS	2004	Current
	AC110 Payroll Acct. & Related Taxes	01Y	2000	3
	AC150 Federal Income Tax I	01Y	2000	3
	OA104 Business Math & Calculating Machines	OS	1999	4
	OA101 Keyboarding Applications	OS	1989	14
	PY125 Interpersonal Relations	OS	1997	6
	CS151 Windows Applications	OS	1996	7

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
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Computer Science (Certificate) There is no record of an approved/signed program document on file. – 1980	CS101 Introduction to Computer Science And Information Technology (Pending revision to change course title)	OS	1994	9
	CS102 Computer Operations	OS	1980	23
	CS103 RPG II	OS	1980	23
	CS104 Visual Basic Programming	OS	2003	Current
	CS151 Windows Applications (Revised 11/20/03)	OS	2003	Current
	CS198 Co-op Work Learn	As Needed	1980	23
	CS202 COBOL	OS	1992	11
	CS204 C Programming	OS	1995	8
	CS205 Network Communications	01Y (Spring)	1996	7
Food & Beverage Management (Certificate) This program was consolidated and approved on 4/3/03 and is now a part of the AS in Hospitality Industry Management.	HS150 Welcome to Hospitality	OS	2002	1
	HS160 Hospitality Supervision (Revised the prerequisite requirements 4/3/03)	OS	2003	Current
	HS203 Sanitation & Safety	01Y	1997	6
	HS206 Beverage Management	01Y	1993	10
	HS208 Food & Beverage Service	01Y	1999	4
	HS216 Human Resources Management	02Y	1999	4
	HS218 Facilities Management	02Y	1999	4
	Deleted HS229 Marketing of Hospitality Services (No deletion memo on file)	01Y	1999	4
	Deleted 4/3/03 HS220 Food & Beverage Management (Incorporate Practicum HS292)	01Y	2003	Current
	HS222 Food & Beverage Cost Control (Revised prerequisite requirement 4/7/03)	01Y	2003	Current
	HS225 Hospitality Purchasing Management	02Y	2000	3
	HS245 Food Production Principle (Revised 10/27/03)	01Y	2003	Current

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
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	HS298 Co-op/Work Experience	OS	1988	15
	AC115 Fundamentals of Bookkeeping and Accounting	OS	1996	7
	AC225 Hospitality Industry Accounting	01Y	1996	7
Nursing Assisting (Certificate) Program was revised and approved 4/5/01.	NU101 Nursing Assistant (Revised 4/3/03)	OS	2003	Current
	NU101C Nursing Assistant Clinical	OS	2000	3
	HL120 Medical Terminology	OS	2001	2
	HL130 First Aid & Safety	OS	2000	3
	Certificate in Nursing Assisting		2001	2
Office Administration (Certificate) Program title was changed and approved on 4/30/04 as Certificate in Office Technology.	AC115 Fundamentals of Bookkeeping and Accounting	OS	1996	7
	OA101 Keyboarding Applications	OS	1989	14
	OA103 Filing Systems	01Y	1996	7
	OA104 Business Mathematics & Calculation Machines	OS	1999	4
	OA108 Introduction to Business (Revised) (Renumbered 4/4/03: now SM108)	OS	2003	Current
	OA130 Information Processing	01Y	1996	7
	OA198 Co-Op Work Learn	As Needed	1986	17
	OA206 Business Correspondence	OS	1980	23
	OA230 Advanced Information Processing	01Y	1997	6
	OA250 Office Procedures	01Y	1998	5
Supervision & Management (Certificate) This program was revised and approved on 4/8/03.	AC101 Accounting Principles I	OS	1995	8
	MK123 Principles of Marketing	01Y	2003	Current
	OA108 Introduction to Business (Revised) (Renumbered 4/4/03: now SM108)	OS	2003	Current
	OA208 Personnel Supervision (Renumbered 4/13/04: now SM208)	OS	2004	Current
	SM230 Business Law Application	O1	1987	16

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
	SM220 Management Skill Development	OS	1987	16
	SM205 Purchasing	01Y	1998	5
	OA104 Business Math & Calculation Machines	OS	1999	4
	PY125 Interpersonal Relations	OS	1997	6
	OA206 Business Correspondence	OS	1980	23
	OA101 Keyboarding Applications	OS	1989	14
	OA103 Filing Systems	01Y	1996	7
Ticketing (Certificate) This program was consolidated and approved on 4/3/03 and is now a part of the AS in Hospitality Industry Management.	HS152 Customer Service	OS	2002	1
	HS150 Welcome to Hospitality	OS	2002	1
	HS153 Destination Geography (Revised textbook 4/7/94)	OF/S	1994	9
Deleted from catalog 8/1999	HS154 Tour Ticketing	NOF	1999	4
	HS159 Itinerary Planning	OF/S	1997	6
Deleted	HS250 Airline Computer Reservations (Renumbered on 4/25/03 as HS250A I & II)	OF/S	1994	9
	HS251 Ticketing	01Y (F)	1994	9
Deleted 4/2003	HS252 Fare Calculation (Incorporate HS251)	01Y (S)	1993	10
	HS254 Marketing of Travel	01Y (F)	1994	9
Deleted 4/3/03	HS256 Travel Agency Operations (Incorporate HS292)	01Y (S)	1994	9
Adult Basic Education Unable to locate program document.	SP040	OS	2002	1
	SP045	OS	2002	1
Automotive (Secondary) Unable to Locate program document.	No report submitted.			
Electronics & Computer Networking (Secondary) No approved program document on file.	No listing of courses provided.			

Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
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Marketing (Secondary) This program was revised and approved on 2/19/02.	VEMK050 Marketing IA	01Y, except twice a year at SHS	2001	2
	VEMK051 Marketing IB	01Y, except twice a year at SHS	2001	2
	VEMK060	01Y, except twice a year at SHS	1991	12
	VEMK061 (The only signature on the course document is the Author)	01Y, except twice a year at SHS	1991	12
	VEMK070 Marketing IIIA	01Y, except twice a year at SHS	2001	2
	VEMK071 Marketing IIIB	01Y, except twice a year at SHS	2001	2
	VEMK066 Student Store Lab I	01Y	2001	2
	VEMK067 Student Store Lab II	01Y	2001	2
	VEMK078 Student Store Lab III	01Y	2001	2
	VEMK079 Student Store Lab IV	01Y	2001	2
Nursing Assisting (Secondary – Certificate of Completion/Mastery) This program was revised and approved on 5/3/02.	HO050 Introduction to Health Occupations	OS	2000	3
	SI050 Applied Anatomy & Physiology	OS	2000	3
	NU060 Nursing Assistant	OS	2001	2
	Certificate of Completion/Mastery in Nursing Assisting		2002	1
Tourism & Hospitality (Secondary) This program was revised and approved on 10/15/02.	VETT052 Introduction to Lodging Operations	OS	2000	3
	VETT062 Intermediate Lodging Operations	OS	2000	3
	VETT072 Advance Lodging Operations	01Y	2001	2

Program	Courses	Frequency of Course Offering	Year of imple- mentation or last revision	Not updated for how many years?
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	VETT053 Introduction to Food Service (Revised 11/26/03)	OS	2003	Current
	VETT063 Intermediate to Food Service (Revised 11/20/03)	OS	2003	Current
	VETT073 Advanced Food Service (Revised 12/15/03)	01Y	2003	Current

APPENDIX E



November 4, 2003

Dr. Ray D. Somera
Associate Dean and Chair,
Committee on College Assessment
Guam Community College
PO Box 23069
Barrigada, GU 96929

Dear Dr. Somera:

On behalf of the American Association for Higher Education, I invite you to be a facilitator for one of four pilot communities of practice to be launched January 1, 2004. Your proposed COP, "Community College Assessment: Unique Needs, Issues, and Challenges," addresses important issues consonant with the focuses of AAHE and the needs of our members. As facilitator from January 1, 2004-June 30, 2005 you will lead your community of practice on line and in face-to-face meetings at the 2004 and 2005 Learning to Change and Assessment Conferences.

Your primary responsibilities will include oversight of and direction for the COP. You will be aided by members within your community whom you will identify to take on specific roles: a moderator who monitors discussion sites, prompts discussion, and keeps discussion on topic; a synthesizer who periodically synthesizes the work of the group and archives information to keep the COP current; a resource coordinator who helps populate and organize the resource site; and a greeter who welcomes newcomers and orients them to the work of the group and topic. Although you might chose to fill some of these roles as the COP begins, you can as the community grows disperse responsibility and engage multiple members in leadership roles.

Because you have identified that individuals are already committed to your topic, we hope that you will help recruit initial community members. In January, AAHE will announce these communities in AAHE News, its monthly email to AAHE members. We will solicit AAHE member participation to add to any core members whom you have already involved.

The COPs will be created and maintained on the AAHE WebCenter, a Web-based environment designed to support communities engaged in a variety of lines of work. This space provides your community of practice with tools such as discussion boards, chat rooms, listservs, and resource posting. We will have an early December conference call among COP facilitators to discuss the WebCenter and other support for your COP.

For your service as facilitator, AAHE would like to offer you an \$1000 honorarium, half of which you will receive upon beginning your service, in January 2004, and half upon completing your tenure in June 2005. Lacey Leegwater and Barbara Cambridge will contact you within the week to discuss the responsibilities described in this letter and to confirm your interest in this position. .

Thank you for your interest in this work. We hope that you continue to be willing to help inaugurate these COPs and look forward to collaborating with you in engaging community members in important work.

Sincerely,

Clara M. Lovett
President, AAHE

AAHE

AMERICAN ASSOCIATION
for HIGHER EDUCATION™

Dear Colleague,

Welcome to 2004 AAHE Assessment Conference.

The conference theme, *Connecting Public Audiences to Our Work*, demonstrates our commitment to sharing our rich inventory of concepts and practices related to assessment of student learning with leaders outside the academy.

Over the next few days, a national gathering of assessment scholars and practitioners will join state and federal policy makers and accreditors to interact and share knowledge and experiences.

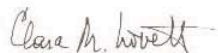
We will explore such questions and issues as
How do we respond to public audiences while preserving the missions and values of our institutions?

How do we provide meaningful information about student learning to our many audiences?

How do we represent the complexity and multidimensionality of student learning in ways that are accessible to nonacademic audiences?

We invite you to reflect on these questions and engage your colleagues in rigorous exploration and lively debate.

We look forward to meeting many of you throughout the week. Enjoy the conference!



Clara M. Lovett
President



Robert Mundhenk
Director of Assessment and Senior Scholar



Acknowledgements

AAHE extends a special thanks to these volunteers who served as proposal reviewers for this year's conference. We appreciate the expertise and commitment of:

Mary J. Allen

Director, Institute for Teaching and Learning
California State University

Marilee J. Bresciani

Director of Assessment
North Carolina State University

Gary R. Brown

Director, The Center for Teaching and Learning
Washington State University

Peter J. Gray

Director of Academic Assessment
United States Naval Academy

Sharon J. Hamilton

Associate Dean of the Faculties for Integrating Learning
Indiana University Purdue University Indianapolis

Susan R. Hatfield

Assessment Coordinator
Winona State University

Mary E. Huba

Professor Educational Leadership and Policy Studies
Iowa State University

Gloria M. Rogers

Vice President of Institutional Research, Planning, and Assessment
Rose-Hulman Institute of Technology

Ray D. Somera

Associate Dean
Guam Community College

Randy L. Swing

Co-Director, Policy Center on the First Year of College

We also extend our appreciation to our local planning committee:

Roberto Corrado

Associate Professor
University of Denver

Tom Cyr

Director, Cooperative Assessment Project
University of Colorado

Zav Dadabhoy

Director of Student Activities
Metropolitan State College of Denver

Gail Miller

Office Manager and Meeting Coordinator
State Higher Education Executive Officers

Elisa Robyn

Dean of Arts and Sciences
Community College of Denver

Sheila Summers Thompson

Director of University Assessment
University of Denver

And to all of our keynote and featured session speakers and to our workshop, concurrent session, roundtable and poster session presenters, we thank you for your special contributions to the success of the 2004 AAHE Assessment Conference.

APPENDIX G

ASSESSING FOR LEARNING

Building a Sustainable Commitment Across the Institution

PEGGY L. MAKI

Stylus

STERLING, VIRGINIA

AAHE
AMERICAN ASSOCIATION
for HIGHER EDUCATION

ACKNOWLEDGMENTS

Breathing life into this book are examples of assessment practices from institutions across the United States. Not only do I acknowledge the individuals who contributed those examples, but I hereby also celebrate their work and their institutions' work in advancing educational assessment as a core institutional process. Thank you to the following individuals for committing to this important process in higher education and for allowing me to make public your campus practices throughout the book:

Alverno College: Kathy Lake, Georgine Loacker, Glen Rogers
 Azusa Pacific University: Connie Austin, D. Vicky Bowden, Julie Jantzi, Shila Wiebe
 California State University Monterey Bay: Amy Driscoll
 Florida Community College at Jacksonville: Janice Terrell
 Guam Community College: John Rider, Ray Somera
 Hampden-Sydney College: Robert Herdegen III
 Indiana University-Purdue University Indiana: Trudy W. Banta
 Keystone College: Judith Keats, David Porter, William Tersteeg
 Marion College: Carleen VandeZande
 Mesa Community College: Andrea Greene, Elizabeth Hunt Larson, Gail Mee
 New Jersey City University: Grace Bulaong, William Craven, John Egan, Marilyn Ettinger, Richard Fabris, Shimshon Kinory, Patricia McGuire, Robert Matthews, Leonard Nass, Barbara O'Neal, Jeanette Ramos-Alexander, Richard Riggs, Afaf Shalaby, Joseph Stern, Susan Williams, Rosalyn Young
 North Carolina State University: James Anderson, Jo Allen, Sarah Ash, Marilee Bresciani, Patti Clayton, Marian McCord, Joni Spurlin, and Carrie Zelna

Portland State University: Terrel Rhodes, Devorah Lieberman
 Providence College: Brian Bartolini, Raymond Sickinger
 Rochester Community and Technical College: Anne High, Tammy Lee
 Rocky Mountain College of Art & Design: Neal King, Julie Steward-Pollack
 Rose-Hulman Institute of Technology: Gloria Rogers
 Simmons College: Peter Hernon
 Stonehill College: Kathryn Drezek, Elizabeth Newman, Susan Mooney, Karen Talentino
 United States Naval Academy: Peter Gray
 University of Michigan: Matt Mayhew
 University of Portland: Mark Eifler, Terrence Favero, Becky Houck, Ken Kleszynski, Marlene Moore, Elayne Shapiro
 University of South Florida: Teresa Flateby
 University of Washington: Richard Roth and members of the Geography Department faculty
 University of Wisconsin-River Falls: Virginia Coombs
 Washington State University: Diane Kelly-Riley

This book draws its inspiration from the recent research on learning presented through the work of the National Research Council and other researchers cited throughout the chapters. Their work challenges educators to draw upon research on learning to inform the design of educational practices, as well as the design of assessment methods. I thank those researchers for laying important groundwork for this book.

I express deep appreciation to the National Center for Higher Education's librarians, Jill Bogard and Cynthia Powell, whose commitment to assisting authors deserves special mention.

APPENDIX G

APPENDIX 7.1 INSTITUTIONAL EXAMPLE: *Guam Community College's* Institutional Commitment to Assessment: An Evolving Story of Dialogue and Ritual

PRINCIPLES	PROCESSES	STRATEGIES	RESOURCES
<p>Guam Community College's comprehensive assessment initiative is grounded and steeped in the general question, "What do our educational programs amount to?" In order to answer this question, the GCC assessment process systematically explores and examines students' varied and unique experiences at the institution in terms of an estimate of "learning progress" (both quantitatively and qualitatively) for the following:</p> <ol style="list-style-type: none"> (1) knowledge gained, understanding advanced (what they know); (2) attitudes formed, dispositions developed (what they think); and (3) competencies acquired, skills demonstrated (what they can do) 	<p>Prior Years: Sporadic Assessment</p> <p>-----</p> <p>Year 1 (SY 2000-2001): Beginning the Conversation, Building a Culture/Infrastructure</p>	<ul style="list-style-type: none"> • Committee on College Assessment (CCA) established in the Board of Trustees-Faculty Union contract; 4 administrators, 4 faculty comprise membership • Comprehensive Institutional Assessment Plan disseminated campus-wide • Template and protocol development (assessment plan & report) by CCA • Series of capacity-building workshops; partaking of food to promote "community" and the development of an assessment culture through informal talk • Annual institutional reporting of assessment activities through print and Internet • Leadership by example: survey of college president's end-of-first-year performance 	<p>Institutional support given by:</p> <ul style="list-style-type: none"> • College president (through college newsletter article, convocation remarks, formal and informal talk, "guinea pig" for first campus-wide assessment) • Members of the Board of Trustees (through passage of Policy 306 and active participation in their own board assessment through surveys and focus groups) • Academic Vice President (through CCA ex-officio membership, Faculty governance remarks, formal and informal discussions with CCA chair) • Deans (through discussion of assessment issues in monthly department chair meetings, reminder memos to faculty regarding their assessment requirements) • Faculty governance leaders (through discussion of assessment agenda in governance meetings)

APPENDIX G

APPENDIX 7.1 (CONTINUED)

PRINCIPLES	PROCESSES	STRATEGIES	RESOURCES
	<p>Year 2 (SY 2001-2002)</p> <p>Formulating Policy, Fueling Dialogue</p>	<ul style="list-style-type: none"> BOT Policy 306 (passage of institutional policy that mandates assessment processes and timelines for all programs, student services, and administrative units) Ritualizing assessment through bi-annual assessment cycle schedule; college assessment taxonomy established (GROUP A: all AS programs; GROUP B: all Certificate programs; GROUP C: student services and administrative units; GROUP D: special programs (includes GE, federal programs, secondary, and skill development milestone course) (See Figure 7.3.) Campus-wide compliance rates monitored and reported. 	<p>Financial support achieved through:</p> <ul style="list-style-type: none"> VEA (Carl D. Perkins III) funds; program agreement written each year, with federal reporting requirements Year 1 (no allocated funds) Year 2 (\$73,546.22) Year 3 (\$84,281.00) Year 4 (\$121,057.47) <p>As stipulated in the Board-Faculty Union contract, faculty members of the Assessment Committee are awarded release time (one class) to fulfill their committee responsibilities; non-teaching faculty are compensated at adjunct faculty rate</p> <p>In terms of human resources, support is provided by the leadership of the following individuals:</p>

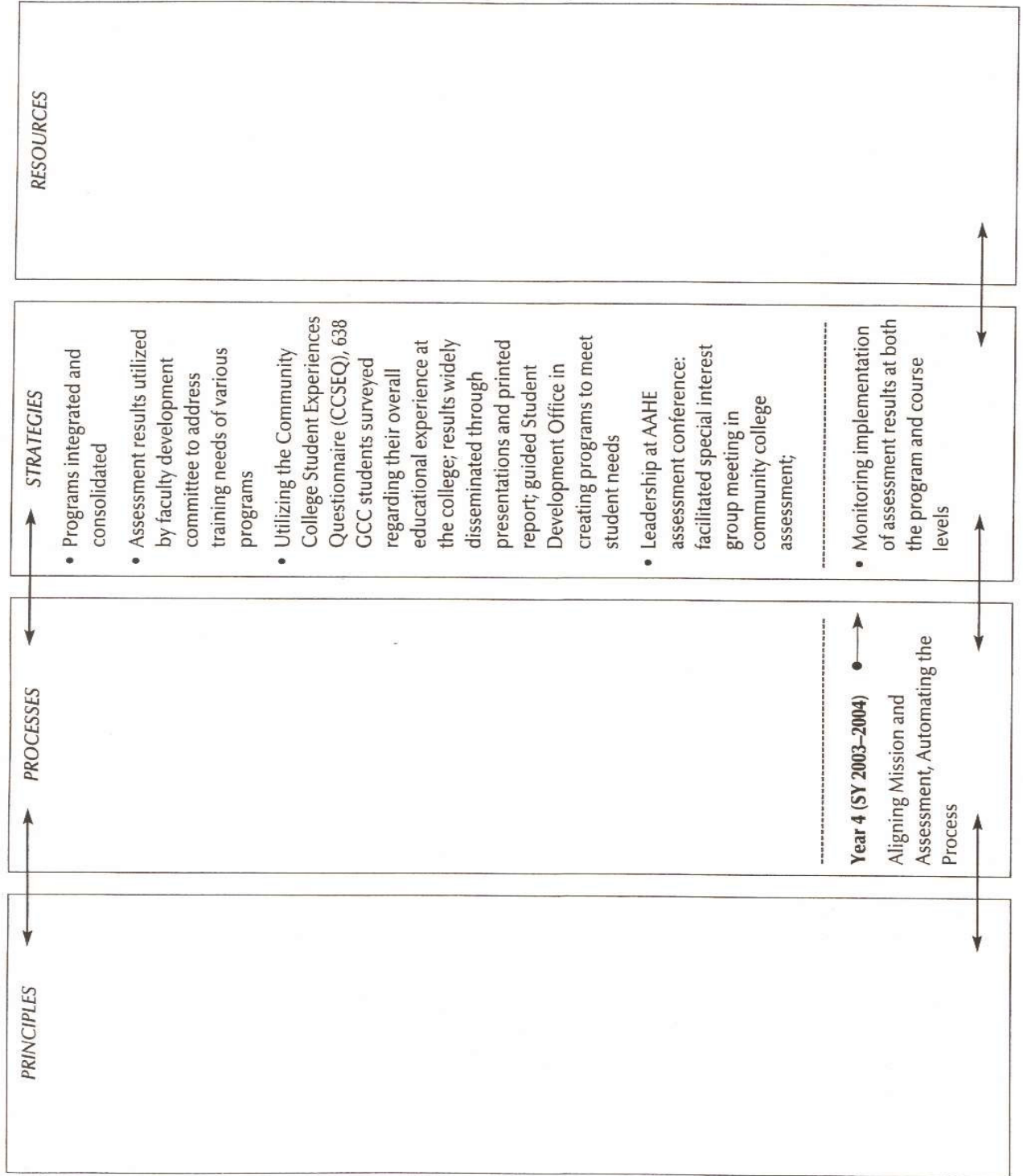
APPENDIX G

APPENDIX 7.1 (CONTINUED)

PRINCIPLES	PROCESSES	STRATEGIES	RESOURCES
	<p>Year 3 (SY 2002-2003)</p> <p>Making Changes Internally, Modeling Assessment Externally</p>	<ul style="list-style-type: none"> Assessment issues integrated in Faculty Governance Meetings (six times/ semester) Highlights of assessment results disseminated and discussed in annual college convocation Assessment video produced Vocational Program Success Day staged (intended as a public dialogue with the community; student artifacts showcased at the Micronesia Mall) Leadership by example: BOT assessment <hr/> <ul style="list-style-type: none"> Preceded by a spirited campus dialogue, GE core curriculum established (no standard core in prior years) Program guides revamped; course guides re-written to reflect student learning outcomes Articulation of courses forged with the University of Guam through memorandum of agreement 	<ul style="list-style-type: none"> Associate Dean for Assessment & Chair, Committee on College Assessment Program Specialist, Assessment Administrative Aide CCA members: 4 admin, 4 faculty (AVP ex-Officio member) <p>In terms of physical facilities and equipment to carry out assessment activities, the following support is available:</p> <ul style="list-style-type: none"> Two offices: 208 sq. ft. 160 sq. ft. Multimedia equipment (for workshop training sessions and presentations) VCR, scanner, digital camera, portable screen, easel board Laptop 2 computers, 2 printers

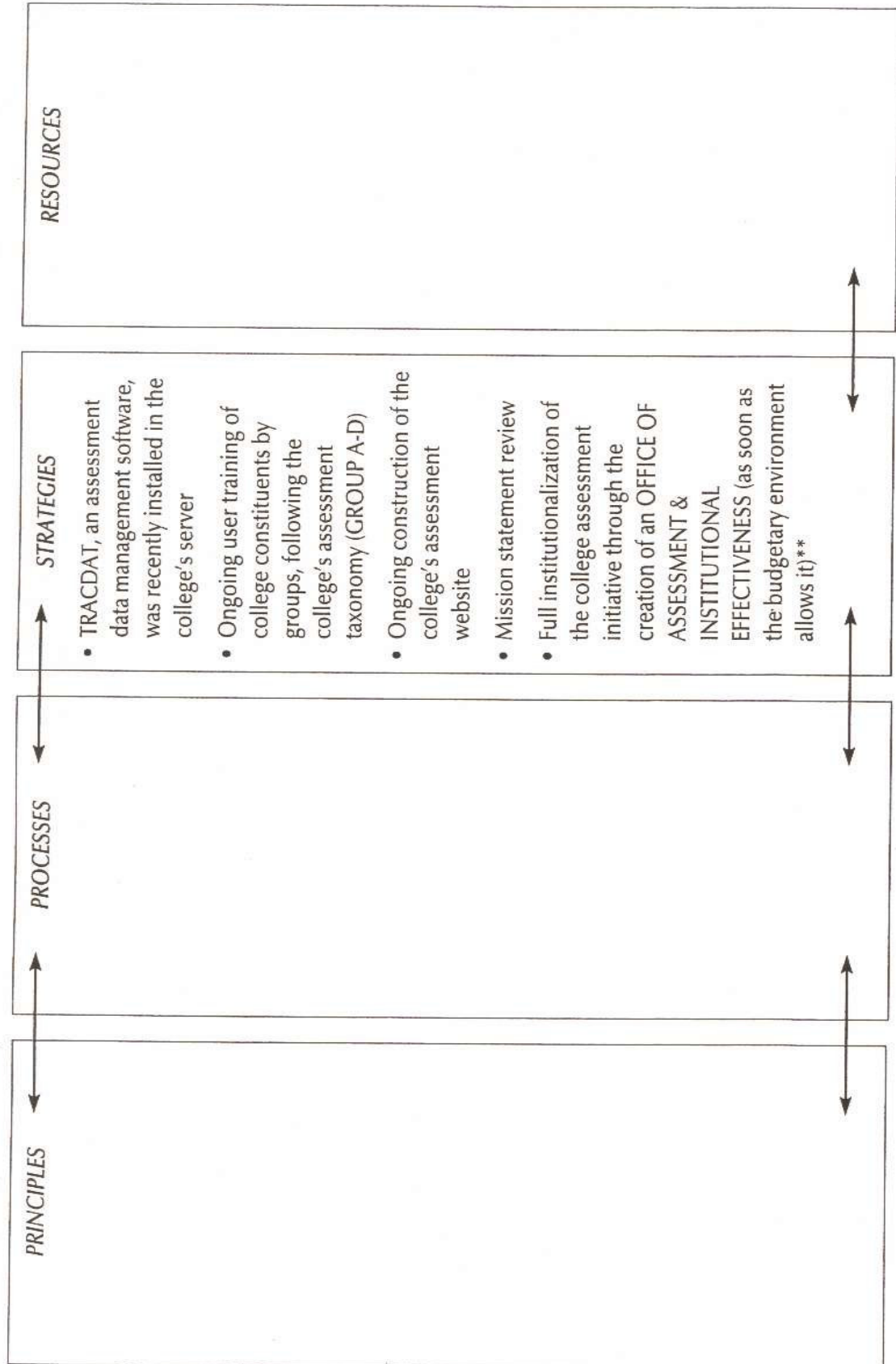
APPENDIX G

APPENDIX 7.1 (CONTINUED)



APPENDIX G

APPENDIX 7.1 (CONTINUED)



**Note: As a two-year public institution, GCC's planning processes have been severely hampered within the last 5 years as a consequence of the Government of Guam's acute budgetary crisis.

Source: Contributed by Ray Somera, Associate Dean and Chair, Committee on College Assessment, John R. Rider, Vice President, Academic Affairs, Guam Community College. Reproduced with permission.

APPENDIX G



GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE

EFFECTIVE SPRING 2004

	GROUP A	GROUP B	GROUP C	GROUP D
	ASSOCIATE DEGREE PROGRAMS	CERTIFICATE PROGRAMS	STUDENT SERVICES & ADMINISTRATIVE UNITS	SPECIAL PROGRAMS
SPRING 2004	Implement use of assessment results; submit implementation memo DEADLINE: MARCH 8, 2004	Prepare and submit assessment report DEADLINE: MARCH 8, 2004	Gather data continuously; submit progress report memo DEADLINE: MARCH 8, 2004	Review existing plan and incorporate modifications; report health indicators DEADLINE: MARCH 8, 2004
FALL 2004	Review existing plan and incorporate modifications; report health indicators DEADLINE: OCTOBER 4, 2004	Implement use of assessment results; submit implementation memo DEADLINE: OCTOBER 4, 2004	Prepare and submit assessment report DEADLINE: OCTOBER 4, 2004	Gather data continuously; submit progress report memo DEADLINE: OCTOBER 4, 2004
SPRING 2005	Gather data continuously; submit progress report memo DEADLINE: MARCH 7, 2005	Review existing plan and incorporate modifications; report health indicators DEADLINE: MARCH 7, 2005	Implement use of assessment results; submit implementation memo DEADLINE: MARCH 7, 2005	Prepare and submit assessment report DEADLINE: MARCH 7, 2005
FALL 2005	Prepare and submit assessment report DEADLINE: OCTOBER 3, 2005	Gather data continuously; submit progress report memo DEADLINE: OCTOBER 3, 2005	Review existing plan and incorporate modifications; report health indicators DEADLINE: OCTOBER 3, 2005	Implement use of assessment results; submit implementation memo DEADLINE: OCTOBER 3, 2005
WASC ACCREDITATION TEAM VISIT: SPRING 2006				

FIGURE 7.3 Guam Community College Assessment Cycles. *Source:* Contributed by Ray Somera, Associate Dean and Chair, Committee on College Assessment, John R. Rider, Vice President, Academic Affairs, Guam Community College. Reproduced with permission.

APPENDIX H

03-25-04 16:28 NMC PRES OFFICE

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Northern Marianas College Office of the President

P.O. Box 501250, Saipan, MP 96950
World Wide Web Site: www.nmcnet.edu
Phone: (670) 234-5493/99
Fax: (670) 234-1270

March 19, 2004

Dr. Herominiano delos Santos
President
Guam Community College
P.O. Box 23069
Barrigada, Guam 96921

Dear Dr. delos Santos:

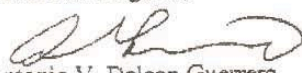
This is to express my personal appreciation and to confirm the role of GCC in providing assessment training for NMC personnel on April 16, 2004 at our college campus on Saipan. The attachment to this letter describes the workshop and the workshop schedule for a daylong training session to be conducted by Dr. John Rider and Dr. Ray Somera, two of GCC's leaders in assessment and evaluation.

NMC agrees to provide the cost of airfare, hotel lodging, per diem, and a \$500 honorarium for each of the two trainers, who will stay on Saipan the nights of April 15 and 16. We will also be responsible for reproducing workshop materials, as advised by the presenters as well as equipment and other related items they may request.

The NMC person responsible for coordinating with Dr. Somera and making preparations on this end is Dr. Dean Papadopoulos, our Director of Institutional Effectiveness and Assessment. These two individuals have already communicated by telephone regarding this matter and will also meet at the upcoming WASC/AAHE sponsored workshop in Honolulu.

We are indeed grateful to you and your staff for your enthusiastic willingness to assist us as we strive to develop and implement a plan for assessment at the classroom, program, and institutional levels.

Thanks and regards,


Antonio V. Deleon Guerrero
Acting President

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xc: Institutional Effectiveness/
A Land Grant Institution accredited by the Accrediting Commission for Community and Junior Colleges
and by the Senior Commission for Colleges and Universities of the Western Association of Schools and Colleges

APPENDIX H

SUGGESTED SCHEDULE AND AGENDA ASSESSMENT TRAINING AND WORKSHOP NORTHERN MARIANAS COLLEGE

NUTS, BOLTS, PROCESSES & STRATEGIES: ASSESSMENT CAPACITY BUILDING FOR NMC CAMPUS CONSTITUENTS April 16, 2004

8:00 – 8:30 Registration and *GCC Assessment Showcase*

Guam Community College's assessment resources in various formats –posters, CDs, templates, brochures, website, sample plans, reports, etc. – will be displayed to demonstrate that yes, assessment can be done!

8:30 – 9:00 Opening Remarks: An Overview of Goals for the Day and
Articulating the Outcomes of the Workshop
NMC President

At the end of the daylong assessment workshop, participants will accomplish the following:

- (1) a more solid understanding of the assessment process as integrated into the greater institutional whole, as well as the campus-wide collaborative effort that is necessary to sustain it;
- (2) an increased awareness of processes and strategies that build institutional capacity to foster the improvement of student learning at the course, program, and institutional levels; and
- (3) a heightened sense of individual commitment to move the institution's culture from uneven and sporadic assessment to one that is grounded on a collective and shared understanding of student outcomes assessment.

9:00 – 10:00 *Institutional Commitment to Assessment*
Dr. John R. Rider
Vice President, Academic Affairs
Guam Community College

How does an institution build and shape an assessment initiative based on a "culture of evidence?" What does it really take to get campus-wide assessment going? This talk focuses on the GCC experience of marshalling limited fiscal resources and unlimited human potential to establish an assessment process geared towards quality improvement and institutional effectiveness.

10:00 – 10:15 Break

APPENDIX H

10:15 – 11:45 *Engaging Campus Constituents in Assessment: Getting the Conversation Going and Sustaining It*
Dr. Ray D. Somera
Asst. Director, Office of Assessment & Institutional Effectiveness
Guam Community College

The “buy-in” of assessment is a multi-stage process that proceeds from campus constituents’ (a) understanding of the tiers of assessment; (b) overcoming their resistance to it; (c) use of a common assessment vocabulary; and (d) commitment to student learning outcomes. This interactive presentation opens a dialogue and provides examples of GCC’s strategies and processes that will prove valuable to learning the “nuts and bolts” of assessment for external accountability and internal improvements.

11:45 – 12:00 Formative Assessment Exercise

12:00 – 1:00 Lunch

1:00 – 2:00 *Organizing a Manageable Assessment Initiative: Components, Strategies, Protocols, and Timelines*
Dr. Ray D. Somera

“Where do we begin?” is the central question that this presentation will address. It will cover elements of an assessment of student learning plan at the course, program and institutional levels, as well as the necessity of building an institutional infrastructure to support these components and strategies.

2:00 – 3:00 BREAKOUT SESSIONS on Components and Strategies for Classroom, Program, and Institutional Levels of Assessment

To be led by NMC assessment leaders; assisted by GCC mentors

3:00 – 4:00 Reporting of Outcomes by 3 groups; awarding of door prizes

4:00 – 4:30 Summative Assessment Exercise and Points of Learning as reported by participants (*Where Do We Go From Here?*)

4:30 Dedicated Meeting with Assessment Core Group or Committee

Communities of Practice

In January 2004 AAHE launched four exciting communities of practice (COP) to create and share knowledge in a common area of interest and practice. Communities of Practice are networks of people working in a common area of interest to capitalize on each other's expertise while defining and developing current practice and moving in new directions.

This conference provides the second face-to-face opportunity for community members to meet each other and to continue online work of the community. The two COP sessions at the conference are Monday, June 14, from 3:30 – 5 p.m. and Tuesday, June 15, from 8-10 a.m. These sessions are open to current COP members only.

COP01

Community College Assessment: Unique Needs, Issues, and Challenges

This COP brings together community college assessment practitioners intent on learning from each other through resource-sharing, spirited discussion, and solution-seeking strategies that will advance assessment in two-year institutions.

FACILITATOR: Ray Somera, associate dean and chair, Committee on College Assessment, Guam Community College

COP02

Democratic Dialogue: Discussion, Dialogue, and Deliberation as Learning to Change Tools

This COP draws seasoned academic practitioners who have studied and experienced "what works" in community dialogues, activities such as intergroup dialogues, study circles, town meetings and issues forums, values inquiry, and online exchanges. It also welcomes newcomers who share the view that campuses should be communities of discourse where the process of addressing an issue mirrors what we hope will be our standard practices in public life.

FACILITATOR: Nancy Thomas, director, the Society for Values in Higher Education's Democracy Project

COP03

Cognitive-Affective Relationship in Teaching and Learning

This COP focuses on assessment tools, pedagogies, support programs, and other resources that can enhance the affective-cognitive aspects of teaching and learning. Products significant to the work of the COP will be clarification of the relationship between the cognitive and the affective, research and scholarship resulting from our study and attention to this relationship, and a cohort of teachers and learners who see this relationship as significant and wish to further explore and talk about it.

FACILITATOR: Patti Owen-Smith, cluster coordinator, AAHE Campus Program, and professor of psychology and women's studies, Oxford College of Emory University

COP04

EPAC: The Electronic Portfolios Virtual Community of Practice

EPAC, jointly sponsored by EDUCAUSE's National Learning Infrastructure Initiative (NLII) and AAHE, engages in the creation, use, publication, and evaluation of electronic portfolio projects and tools in higher education and beyond for teaching, learning, and assessment. It provides a crucial bridge between researchers, faculty, assessment experts, and technology developers.

FACILITATORS: Helen Chen, research scientist, Stanford Center for Innovations in Learning, Stanford University; in conjunction with NLII facilitators Darren Cambridge, NLII Fellow, EDUCAUSE; and John Littleton, professor, California State University, Monterey Bay



You must join a COP via the AAHE WebCenter on or before April 12 to participate in COP sessions at the Conference. To join a Community of Practice visit the AAHE website at www.aahe.org/cop.htm.



All destination photos courtesy of Denver Metro Convention & Visitors Bureau.

APPENDIX J

MEMBERSHIP DIRECTORY¹ COMMUNITY COLLEGE ASSESSMENT COMMUNITY OF PRACTICE (COP) AMERICAN ASSOCIATION OF HIGHER EDUCATION

Name	Institutional Affiliation	E-mail Address
Ahern, James	Ulster County Community College	ahernj@sunyulster.edu
Ahern, Michael	Dodge City Community College	mfahern@dc3.edu
Alford, Asberine	Suffolk Community College	alforda@sunysuffolk.edu
Anastasio, Denise	College of Lake County	danastasio@clcilinois.edu
Anderson, Robin	Community College	andersonr@brcc.edu
Andes, Ruth	Genesee Community College	REAndes@GENESEEE.suny.edu
Armstrong, John	Guam Community College	johnarm@guamcc.net
Axelson, Rick	Riverside Community College	Rick.Axelson@rcc.edu
Aycock, Greg	Riverside Community College	greg.aycock@rcc.edu
Baldwin, Sarah	Jefferson Community College	sbaldwin@sunyjefferson.edu
Barboza, Barika	Hostos Community College, CUNY	bbarboza@hostos.cuny.edu
Bayard, Susan	North Shore Community College	sbayard@northshore.edu
Beney, Kathleen		beneyk@upstate.edu
Berrien, Steve	Bristol Community College	sberrien@bistol.mass.edu
Bishop, Philip	Valencia Community College	PBishop@valenciaccc.edu
Bos, Isaac	AZG	i.bos@neuro.azg.nl
Bosserman, Carol	InSites	carolbosserman@aol.com
Brunner, Karen	Roane State Community College	brunner_kl@roanestate.edu
Bryant, Nancy		nancybryant@mail.snyjcc.edu
Buck, Carolyn	San Diego Mesa College	cbuck@sdcce.net
Burns, Colleen	Harper College	cburns@harpercollege.edu
Caballero de Cordero, Angela	Allan Hancock College	acdecordero@yahoo.com
Cambridge, Barbara	AAHE	bcambridge@aahe.org
Cambridge, Darren	EDUCAUSE	dcambridge@educease.edu
Castledine, John	University of North Texas	j.castledine@verizon.net
Chao, Albert	University of Houston	achao@uh.edu
Chappell-Long, Cheryl	University of Hawaii	cchappel@hawaii.edu
Chen, Helen	Stanford University	hichen@stanford.edu
Cochran, Delaine	Indiana University Southeast	dcochran@ius.edu
Connell, Matt	Northampton Community College	mconnell@northampton.edu
Conoley, Thomas (Tom)	Baker University	tom.conoley@bakeru.edu
Cummings, Michelle	Suffolk County Community College	micummi2000@yahoo.com
Cummings, Victor	Santa Rosa Junior College	vcummings@santarosa.edu
Curth, Inger	Jefferson Community College	icurth@sunyjefferson.edu
Dade, Diane		ddade@aahe.org
Daniel-DiGregorio, Kristie	El Camino College	kddigreg@earthlink.net
Dannefer, Elaine		dannefe@ccf.org
Davis, Brenda	Riverside Community College, Norco Campus	benda.davis@rcc.edu
Deitemyer, David	Moraine Valley Community College	deitemyer@morainevalley.edu
DePass, Joyce		jdepass@aahe.org
Deshbandhu, Lalaji	Gloucester County College	Ldeshbandhu@gccnj.edu
Doyle, Jennifer	Coastal Carolina University	jennifer@coastal.edu

¹ As of August 2004

Elfner, Eliot	St. Norbert College	eliot.elfner@snc.edu
Engelkemeryer, Susan		sengelkemeyer@aahe.org
Exstrom, Bruce	Southeast Community College	bexstrom@southeast.edu
Farrell, Patricia	Michigan State University	pfarrell@msu.edu
Fitzpatrick, Maureen	Johnson County Community College	mfitzpat@jccc.net
Fortier, Jan Marie	Mt. Hood Community College	fortierj@mhcc.edu
Frederick, Beth	Gloucester County College	bethfrederick@gccnj.edu
Gabriner, Robert	City College of San Francisco	rgabriner@ccsf.edu
Gale, Richard	The Carnegie Foundation	gale@carnegiefoundation.org
Gelston, Richard	Ulster County Community College	gelstonr@sunyulster.edu
Grolnic, Sue	Northern Essex Community College	sgrolnic@necc.mass.edu
Gross, Nancy	LaGuardia Community College/CUNY	grossna@lagcc.cuny.edu
Hallowell, Lyle	Nassau Community College	hallowell@ncc.edu
Halstead, Garry		g@unc.edu
Hamblin, Jane		jhamblin@aahe.org
Harkins, Chuck	Gloucester County College	charkins@gccnj.edu
Harmer, Paula	Western University of Health Science	pharmer@westernu.edu
Hawkins, Tony	Hudson County Community College	thawkins@hccc.edu
Helbert-Gordon, Lee	Prairie State College	lhgordon@prairiestate.edu
Helgeland, Catherine	University of Wisconsin – Manitowoc	chelgela@uwc.edu
Hernandez, Rocio	UC Santa Barbara	ucsbnmgri@hotmail.com
Hettiarachchy, Jay	Ferris State University	hettiarj@ferris.edu
Hoelcle, Larene	Genesee Community College	lhoelcle@genesee.edu
Hoerbelt, Susan	Hillsborough Community College	shoerbelt@hccfl.edu
Hooker, Emily	Valencia Community College	ehooker@valenciacollege.edu
Howard, Nancy	Wenatche Valley College	nhoward@wvc.edu
Illingworth, Ronald	University of Alaska Fairbanks	ffrdi@uaf.edu
Infante, Gabriel	Pontifical Catholic University of Puerto Rico-Ponce	ginfante@email.pucpr.edu
Iyengar, Shree	Anne Arundel Community College	ssiyengar@aacc.edu
Jaman, Sada	LaGuardia Community College/CUNY	sjaman@lagcc.cuny.edu
Jaquish, Marilyn	Northwestern Michigan College	mjaquish@nmc.edu
Joyce, Trish	Broward Community College	tjoyce@broward.edu
Kaercher, Karin	Camosun College	kaercher@camosun.bc.ca
Katz, Rebecca		beckatz@brandeis.edu
Kilmer, Judith	Pueblo Community College	Judith.Kilmer@pueblocc.edu
Klein, Loriann	Zuckerman Arizona College of Public Health	iklein@email.arizona.edu
Klein, Pearl	Olympic College	pklien@oc.ctc.edu
Krimeman, Len	University of CT/storrs	lenmvgeo@mindspring.com
Krolick, Phil	Linn-Benton Community College	Phil.Krolick@linnbenton.edu
Larson, Daniel	Mohawk Valley Community College	dlarson@mvcc.edu
Leegwater, Lacey		lleegwater@aahe.org
Lisella, Stephanie	AAHE	slisella@aahe.org
Lovett, Clara	AAHE	clovett@aahe.org
MacLabhrainn, Iain	NUI, Galway	iain.maclaren@nuigalway.ie
Maldonado, Lourdes	Pontifical Catholic University of Puerto Rico	Immaldonado@email.pucpr.edu
Manning, Ken	Hudson Valley Community College	manniken@hvcc.edu
Mathers, Charles	Northampton Community College	cmathers@northampton.edu
McCourt, Susan	Bristol Community College	smccourt@bristol.mass.edu
Mcdermott, Susan	HVCC	mcdersus@hvcc.edu
McDoniel, Larry	St. Louis Community College	lmcdoniel@sticc.edu
Medisetti, Krishna		krishnam@aahe.org

Messley, Karen	Rock Valley College	k.messley@rvc.cc.il.us
Moore, Bill	St. Board for Comm. & Tech. Colleges	bmoore@sbetc.ctc.edu
Moore, Sharoh	KCC	sharoh@hawaii.edu
Muench, R. John	Heartland Community College	John.Muench@heartland.edu
Mulholland, John	Navy	
Mundhenk, Robert	AAHE	rmundhenk@aahe.org
Murray, Susan	Wenatchee Valley College	smurray@wvc.edu
Noakes, Nick	Hong Kong University of Science & Technology	nick.noakes@ust.hk
O'Connor, John	AAHE	joconnor@aahe.org
Orrange, Mary Beth	Erie Community College	orange@ecc.edu
Ortiz, Reynaldo	College of the Desert	rortiz@collegeofthedesert.edu
Ouellett, Mathew	University of Massachusetts Amherst	mlo@acad.umass.edu
Owen-Smith, Patti		owen-smith@learnlink.emory.edu
Papadopoulos, Dean	Northern Marianas College	deanp@nmcnnet.edu
Parsons, Beverly	InSites	bevandpar@aol.com
Pennock, Holly	Hudson Valley Community College	pennohol@hvcc.edu
Perry, Elka		eperry@aahe.org
Phillips, Mike	Harvard	playdafool@hotmail.com
Pietri, Laura	Pontifical Catholic University-Ponce	ipietri@pucpr.edu
Pitts, Louise	Valencia Community College	lpitts@valenciac.edu
Popovich, Paulette	The University of Akron	popvic@uakron.edu
Porciello, Margaret	Farmingdale State University of NY	porciem@farmingdale.edu
Purdy, Darrell	SUNY Stony Brook	depurdy@notes.cc.sunysb.edu
Pyser, Steve	University of Phoenix, Philadelphia Campus	SNPyser@comcast.net
Quintana, Juan	Pontifical Catholic University-Arecibo	iquintana@pucpr.edu
Rahman, Normala Abdul	Mesiniaga	citra2my@yahoo.com
Ramos, Melba	Northampton Community College	mramos@northampton.edu
Reynolds, Steve	College of the Siskiyous	reynolds@siskiyous.edu
Reza, Jackie	De Anza College/USF	Jvrezal@aol.com
Rice, Gene		erice@aahe.org
Rice, Sarah		srice@highstream.net
Rice, Sharon	South Texas Community College	srice@stcc.cc.tx.us
Rivera, Gaspar Torres	Pontifical Catholic University of Puerto Rico	gtorres@email.pucpr.edu
Robles, Harriett		hjrobles@aol.com
Rodrigo, Rochelle (Shelley)	Mesa Community College	rodrigo@mail.mc.maricopa.edu
Rosero, Norayne	Mohawk Valley Community College	nrosero@mvcc.edu
Royston, Rosemary	Young Harris College	rosemary@yhc.edu
Salazar, Rai	College of Lake County	raisal98@aol.com
Sam, Ng	ITE	samuel_ng@ite.edu.sg
Sansalone, Nancy		nsansalone@aahe.org
Sauder, Carl	Pontifical Catholic University of Puerto Rico	csauder@pucpr.edu
Schaafsma, Carol	Linn-Benton Community College	Carol.Schaafsma@linnbenton.edu
Schaefer, Kathy		kschaeffl@gmu.edu
Schramm, Carol		cschramm@doit.wisc.edu
Seabrook, Richard	Anne Arundel Community College	rhseabrook@aacc.edu
Singletary, Wayne	Florida Community College at Jacksonville	wmsingle@fccj.edu
Smith, Althea	North Shore Community College	asmith@northshore.edu

Smythe, Susan		smythes@douglas.bc.ca
Sollie, Suzan	Lewis University University of Arizona, Mel and Enid	solliesu@lewisu.edu
Somera, Ray	Guam Community College	rsomera@guamcc.edu
Sorrentino, Deborah		sorrenti@niagaracc.suny.edu
Stevens, Linda		lstevens@aahe.org
Stirton, E. Rob		rstirton@schoolcraft.edu
Stukes, Pierrette	Anne Arundel Community College	prstukes@aacc.edu
Sturges, Linda	SUNY Maritime College	lsturges@sunymaritime.edu
Sutton, Matt		msutton@aahe.org
Swan, Rachelle	Lumina Foundation	rswan@luminafoundation.org
Tan, Thomas	Ontario-Monclair School District	thomas.tan@omsd.k12.ca.us
Taylor, Kerry	Anne Arundel Community College	ketaylor@aacc.edu
Teahen, Roberta		rteahen@aol.com
Thomas, Nancy	Society for Values in Higher Education	Democracyproject@aol.com
Thrush, Carol	Univ Ark Med Sci	thrushcarolr@uams.edu
Tigue, Patrick	Springfield Technical Community College	tigue@stcc.edu
Tran, Tu	University of Southern California	ntran@usc.edu
Trapp, Fred	Long Beach City College	frapp@lbcc.edu
Twardock, Robert	College of Lake County	rtwardock@clcilinois.edu
Velez de Santiago, Marcelina	Pontifical Catholic University of Puerto Rico-Ponce	msantiago@email.pucpr.edu
Vitzelio, Tom	Riverside Community College	tom.vitzelio@rcc.edu
Von Knorring, John		HJvK@aol.com
Wallace, Roslyn	Austin Community College	rwall@austincc.edu
Watts, Don		dwatts@mtroyal.ab.ca
White, Marsha		mawhite@hcc.mass.edu
Wiehle, Lisa	Elgin Community College	lwiehle@elgin.edu
Withers, Doris	Medgar Evers College, CUNY	doris@mec.cuny.edu
Wynne, Catherine	Suffolk Community College	wynnec@sunysuffolk.edu
Yang, Catherine		cyang@educause.edu
Yarbrough, Sharon	Pellissippi State Technical Community College	slyarbrough@pstcc.edu
Zayas, Myriam	Pontifical Catholic University of Puerto Rico	mzayas@pucpr.edu

APPENDIX K

<i>Building Learner-Centered Institutions: Developing Institutional Strategies for Assessing and Improving Student Learning</i> March, 2004 Workshop Schedule Activities Day 1: March 24, 2004	
4:00 – 6:00 pm Reception <i>Garden Level Room</i>	Welcome – Deborah Blue, Associate Director, ACCJC/WASC Introduction and Overview – Mary Allen and Amy Driscoll Best Practices Poster Session
6pm	Dinner on your own
Activities Day 2: March 25, 2004	
7:00 – 7:45 am <i>Keoni</i>	Continental Breakfast
7:45 – 9:00 am <i>Keoni</i>	Greetings – Ralph Wolff, Executive Director, WASC Plenary Session: Assessment in a Learning-Centered Institution--Mary Allen
9:15-10:30 am <i>Keoni (1)</i> <i>Asia (3)</i> <i>Koi (2)</i>	Three Concurrent Sessions: (1) Promoting Institutional Change Through Assessment — Ray Somera (2) Aligning Student Learning with Institutional Decisions and Processes—Amy Driscoll (3) Articulating Learning Objectives —Mary Allen
10:30-10:45 am <i>Keoni</i>	Break
10:45 – 12:00 noon <i>Keoni (3)</i> <i>Asia (1)</i> <i>Koi (2)</i>	Three Concurrent Sessions: (1) Direct Methods to Assess Student Learning—Mary Allen (2) Analyzing Student Evidence for Reliability, Validity, and Improvements—Amy Driscoll (3) Jumpstarting and Strengthening Your Campus Assessment Initiative - Ray Somera
12:00 – 1:15 pm <i>Garden Level Room</i>	Lunch
1:15– 2:30 pm <i>Keoni (2)</i> <i>Asia (1)</i> <i>Koi (3)</i>	Three Concurrent Sessions: (1) Developing and Applying Rubrics—Mary Allen (2) Indirect Methods to Assess Student Learning - Ray Somera (3) Closing the Loop: Using Evidence to Improve Student Learning—Amy Driscoll
2:30 – 5:00 pm <i>Keoni, Asia, Koi, Sarimonok, Kamehameha</i>	Team Time to work on Capstone Projects
5:00 <i>Keoni</i>	Questions You Would Like Us to Answer
5:00 – 6:30 pm	Dinner on your own
Activities Day 3: March 26, 2004	
8:00 – 8:30 am <i>Keoni</i>	Continental Breakfast
8:30 – 9:00 am <i>Keoni</i>	Responses to Questions
9:00 – 10:00 am <i>Keoni</i>	Plenary Session: Assessing Learning in General Education—Amy Driscoll
10:00 – 10:15 am <i>Keoni</i>	Break
10:15 – 11am <i>Keoni, Asia, Koi, Sarimonok, Kamehameha</i>	Teams develop their capstone projects with their mentors
11 am –12 pm <i>Keoni</i>	Presentation of capstone project
12:15 – 1:00 <i>Garden Level Room</i>	Lunch and Points of Learning Wrap-up

APPENDIX L

Summary of Survey

Workshop: Building Assessment Capacity at Northern Marianas College

Presented by Dr. John Rider and
Dr. Ray Somera

Dr. Dean Papadoupoulos
Director, Office of Institutional Effectiveness
Northern Marianas College
April 16, 2004

The results of these surveys serve to gauge the perceptions and opinions of participants at the “Building Assessment Capacity” workshop. This workshop was hosted by the Northern Marianas College and delivered by two nationally recognized presenters: Dr. John Rider and Dr. Ray Somera of Guam Community College.

The participants received this survey after a full day presentation/workshop on Building Assessment Capacity. The surveys were completed anonymously and voluntarily. No verbal instructions were given, except that they were asked to fill-out the survey and leave it in a box placed next to the door. The number of surveys distributed is unknown; therefore, the return rate is unknown. The researcher collected thirty total surveys; two surveys were discarded because they were incomplete.

The survey consisted of three parts: five statements that participants rated on a 5-point Likert type scale, one question, and one statement soliciting suggestions for improving the workshop; the second and third parts were answered by writing responses on the survey. The first five statements were: Usefulness of content; effectiveness of workshop facilitators; effectiveness of materials & packet; opportunities for interaction and small group work; and, overall effectiveness of session. The 5-point Likert scale offered ratings of Excellent, Acceptable, and Poor, with corresponding values of 5, 3, and

1, respectively. The other two options on the scale were: Between Excellent and Acceptable and Acceptable and Poor with corresponding values of 4 and 2, respectively. See Table 1 for Descriptive Data.

Table 1
Means and Standard Deviation (N = 28)

Variables	Min.	Max.	Avg.	SD
Usefulness of Content	2	5	4.64	.826
Effectiveness of Workshop Facilitators	3	5	4.64	.678
Effectiveness of Materials And Packet	2	5	4.00	1.018
Opportunities for Interaction And Small Group Work	1	5	4.18	1.056
Overall Effectiveness	2	5	4.39	.916

Overall satisfaction with the assessment workshop was high at 4.39 or at approximately half way between Acceptable/Excellent and Excellent. A range of a minimum of 2 and a maximum of 5 was the norm for three of the five variables. A minimum value of 1 or Poor for “opportunities for interaction and small group work” was noted; apparently on that same survey, the participant strongly encouraged the presenters to allow for more time in group work.

The second and third part that allowed for written responses were a question and one request for information: What was the one best aspect of this training/workshop? Why? and, Share one way that this workshop session might be improved. See Lists 1 and 2 for complete participants’ responses.

List 1

Answers To: Share one way that this workshop session might be improved.

1. More time in general workshop and group session.
2. Lessen presentation in time and include more discussion. Also, breakout sessions needed more direction and instruction.
3. More small group interactive time—less talking by presenters.
4. Follow-up. More time to absorb techniques and strategies.
5. Two day—use more time for group work.
6. Get the afternoon PowerPoint out to participants.
7. Serious food: BLT's, egg, tuna sandwiches, chicken legs, coffee, etc.
8. Include specific course assessment materials from GCC.
9. It should be more concrete; it should inculcate debate, and it should remove its vague, motivational content.
10. State the obvious—this is only being done for accreditation purposes.
11. Shorter presentations followed by short exercises, rather than long presentation and workshop exercises.
12. List of Community Colleges that have assessment on the WEB.
13. Provide handouts or website page for information noted on posters that were placed around the room.
14. More time.
15. More time—two to three days—present for Professional Development Day.
16. Walk through a specific example so the information is clearly understood.
17. Slower, more clear explanations of basics. Many in audience seemed new to concepts.
18. Apply a unified style sheet to your materials and packet.
19. Less time on convincing us how important assessment is and more time for us to work together in developing the assessment system.

Fifteen of the twenty-eight (54%) surveys included responses to the first question that required a written response. Nineteen of the twenty-eight (68%) participants took time to provide suggestions for improving the workshop, which provided information to the last question of the survey.

The participants' answers to the question, "What was the one best aspect of this training/workshop? Why?" clearly articulates the effectiveness of the presenters, the importance of the second session or group work, and the credibility that "real-world examples"(15) offer. Moreover, there is a definite consensus about the clarity of ideas

and the process presented. There were individual comments about the video, the benefits of external trainers, and camaraderie between the two community colleges. The twenty-three answers to this question included many sub-group responses within one answer.

This researcher invites you to read the entire list.

List 2

Participant's Responses To: What was the one best aspect of this training/workshop? Why?

1. Afternoon session where groups worked together to start developing assessment ideas for college departments.
 2. Q& A with GCC Admin. and Ray.
 3. Consensus building...it began to break down the resistance in our department.
 4. Grounding in assessment ideas, process and examples.
 5. Ray and John – well-organized, sequential and informative.
 6. The video gave a good overview and was useful to motivate us to follow GCC's example.
 7. The appropriateness and importance of the subject matter, coupled with the knowledge and enthusiasm of the presenters. Superior and Relevant!!
 8. Learning with humor and expertise of presenters.
 9. Increased knowledge in general aspect of assessment of our college programs towards the learning outcomes of our students.
 10. Presentations based in actual experience.
 11. It has a specific use in the overall goal of our institution. It was resented in a manner that is understandable and useful.
 12. Clearing the water – understanding assessment and its meaning.
 13. Being upfront about the tension around change.
 14. Instructors are superb – knowledge/ability. Well done!!
 15. Group interaction; real-world examples.
 16. Dr. Rider's introduction...highly motivating and humorous.
 17. Introduction about this topic to all—an outside source has a better chance at being heard than internal players.
 18. Dialogue with a neighboring and comparable institution.
 19. Participants—the session speaks for itself—this is the best attended workshop I've seen to the last minute.
 20. Group activities. Involves active participa[tion]. Conversations.
 21. Last small group breakout—a chance to do something practical.
 22. Facilitators were effective speakers.
 23. Providing a real application and benefit to me and NMC.
-

The participants' suggestions to the request to "Share one way that this workshop session might be improved," clearly articulated a need for more time for the second session or for group work. Some participants thought this might be accomplished by shortening the first session, while other participants thought this could be accomplished by extending the workshop to two days. Of the nineteen suggestions offered, ten of them addressed the issue of "Time"(1-5, 11, 14, 15, 17 and 19). In descending order, three suggestions sought more information from the materials in the packet by way of WEB sites and handouts of the second session PowerPoint presentation (6, 12 and 13). Two participants requested specific examples from GCC's course assessment materials, and "a specific example so the information [can be] clearly understood,"(8 and 16). One participant each had a suggestion in four other categories: accreditation is the only purpose for assessment activities(10), presentation of information packet(18), food(7), and delivery/content(9).

*The following is a new Chapter Reference for Chapter 4—insert after page 67.
It provides an important new tool for institutions and Consultant-Evaluators.*

Chapter Reference A

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT: LEVELS OF IMPLEMENTATION

Updated March 2002

INTRODUCTION

The *Levels of Implementation* are a tool (1) to assist institutions in understanding and strengthening their programs for assessment of student academic achievement and (2) to provide evaluation teams with some useful characteristics, or descriptors, of progress to inform their consultation and their recommendations related to those programs.

The clusters of characteristics contained in *Levels of Implementation* emerge from rigorously applied research analysis of content found in team reports, the source of Consultant-Evaluators' discussion of assessment at scores of institutions. The term, *Levels of Implementation*, as used in this document, is to be understood as descriptive and not definitive. Therefore, the *Levels of Implementation* provide markers of the progress institutions have made in developing their assessment programs. **As institutions and teams use the Levels, it is unlikely they will find any assessment program exhibiting all of the characteristics associated with a particular level at any given time. Moreover, not every assessment program will progress through each level and characteristic before it becomes an effective, ongoing system of processes that results in the continuous improvement of student learning. The Commission's research continues, and as its learning grows, these characteristics will be modified and updated.**

Instead of a structured, uniform set of levels of implementation of assessment, the complexity of the *Levels of Implementation* indicates fluid and dynamic patterns of characteristics. **The patterns of characteristics across the levels are fluid because within any one institution, different individual units may exhibit characteristics that cut across two or even all three levels. They are dynamic because the goal of assessment is continual improvement of student learning not completion of items on a checklist. Clearly, though, there is a basic assumption that the characteristics are cumulative in nature. That is, not all of the characteristics of Level Two are restated in Level Three, but it is assumed that most of them continue.**

INSTITUTIONS

Institutions should find the *Levels of Implementation* useful. Colleges and universities may find it informative to compare their own assessment program against the patterns of characteristics provided for each Level. This gives them a way of evaluating their progress in implementing their assessment plans. The *Levels of Implementation* do not provide a perfect continuum for each pattern of characteristics, but institutions may find it helpful to use the characteristics of the levels to get a sense of where they were one, two, or three years earlier and where they are today. Colleges or universities that have been unable to move their assessment programs forward can compare the characteristics of the level at which they judge their assessment program to be with those of the next higher level, identifying what changes they wish to make for the program to move forward. They can then create action plans to accelerate their progress. Institutions may also find the *Levels* to be a means of confirming that their assessment programs exhibit characteristics that indicate they are successfully implementing their assessment program. Institutions might choose to include in their self-study documents the evaluation of their assessment programs derived from the use of the *Levels*.

EVALUATION TEAMS

Evaluation teams may find the *Levels of Implementation* a useful resource in suggesting the types and range of questions that might be asked about the progress an institution and each of its academic programs is making in assessing and

improving student learning. Use of the *Levels* by all teams in evaluating assessment programs of institutions should promote consistency across teams in the advice they give and, if appropriate, the ongoing monitoring by the Commission that they recommend.

As a team reviews an institution's progress in assessment, it needs to consider its basic obligations.

- n No matter the level of the institution's implementation of assessment, the team needs to **give the institution the best consulting advice possible**.
- n No matter the level of the institution's implementation of assessment, the team needs to **recognize the accomplishments** made by the institution in implementing an effective assessment program.
- n To **determine the appropriateness of Commission follow-up**, the team is well advised to limit that follow-up to these specific situations:
 1. Call for a focused visit when the predominant pattern of characteristics locates the institution at Level One and the team finds little evidence that much progress is being made toward Level Two.
 2. Call for a monitoring report (within 3 years) when the predominant pattern of characteristics locates the institution at Level One and the team finds good evidence that progress is being made toward Level Two.
 3. Call for a progress report when an institution at Level Two appears not to be using or lacks the capacity to use data from the assessment program to improve its academic programs and enhance effective student learning.

March 2000: Updated March 2002

I. INSTITUTIONAL CULTURE: a. Collective / Shared Values

Beginning Implementation of Assessment Programs

LEVEL ONE

— Collective / Shared Values —

- 1. A shared understanding of the purposes, advantages, and limitations of assessment has not evolved or is just emerging.
- 2. There is not an institution-wide understanding of the strategies to be used in conducting an effective assessment program.

Making Progress in Implementing Assessment Programs

LEVEL TWO

— Collective / Shared Values —

- A shared understanding of the purposes, advantages, and limitations of assessment exists and is broadening to include areas beyond the instructional division.
- Student learning and assessment of student academic achievement are valued across the institution, departments, and programs.
- Some but not all academic programs have developed statements of purpose and educational goals that reflect the institutional mission and specifically mention the department's focus on improving student learning, and the importance they attribute to assessing student learning as a means to that end.
- The institution has yet to extend its assessment program to include all of its academic programs.
- Assessment of general education skills, competencies, and capacities is progressing but has not been fully implemented or was begun but has stalled.

Maturing Stages of Continuous Improvement

LEVEL THREE

— Collective / Shared Values —

- 1. Assessment has become an institutional priority, a way of life.
- 1. Students, faculty, and staff view assessment activities as a part of the institution's culture and as a resource and tool to be used in improving student learning at all degree and program levels.
- 1. Academic units and programs consider assessment of student learning to be integral to their educational operations.
- 1. Assessment of student learning is an integral component of each academic program offered by the institution, including distance learning, non-traditional, off-campus and adult degree programs.
- 1. Academic units and programs regard assessment findings as a source of knowledge essential for continuous improvement in instruction and program offerings.
- 1. Institutional decisions are tied to assessment results.

I. INSTITUTIONAL CULTURE: b. Mission

Beginning Implementation of Assessment Programs

LEVEL ONE

— Mission —

- a. Neither the institutional statements of Mission or Purposes nor statements of educational goals includes wording about student learning.
- a. The statement of departmental purposes and the statement of educational goals of some or all academic units do not show an easily identifiable relationship to the institutional mission and goals.

Making Progress in Implementing Assessment Programs

LEVEL TWO

— Mission —

- The institutional statements of Mission or Purposes or statement of educational goals indicate the value the institution places upon student learning.
- Some but not all of the institution's assessment efforts are recognizably expressive of the sentiments about the importance of assessing and improving student learning found in the Mission and Purposes statements.

Maturing Stages of Continuous Improvement

LEVEL THREE

— Mission —

- a. The characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- a. Every academic program has a published statement of its purpose and educational goals, developed by the academic unit's faculty, which reflects the institution's Mission and Purposes statements, including those portions directly focused on assessing and improving student learning.
- a. The assessment program materials developed at the institutional level reflect the emphasis of the Mission and Purposes statements on the importance of identifying learning expectations, on determining the outcomes of assessing student learning across academic programs, and on using assessment results to improve student learning.

II. SHARED RESPONSIBILITY: a. Faculty

Beginning Implementation of Assessment Programs

LEVEL ONE

– Faculty –

- 1. Only a few academic departments or programs have described measurable objectives for each of their educational goals.
- 2. Most academic programs have not identified and used direct measures of student learning.
- 3. Programmatic or departmental faculty members depend exclusively on indirect measures of learning.
- 4. A few academic units have begun to expand assessment activities beyond teacher evaluation of student learning and grades awarded in courses.
- 5. Faculty and staff are questioning the efficacy of the assessment program, and their buy-in to date is minimal.
- 6. Quantitative and qualitative measures are not aligned with academic program goals and objectives.
- 7. Assessment of student learning is limited to those programs whose professional agencies mandate it.
- 8. Many programmatic or departmental faculty are not engaged in assessment activities that get to the core of measuring student-learning outcomes.

Making Progress in Implementing Assessment Programs

LEVEL TWO

– Faculty –

- Faculty in many or most departments have developed measurable objectives for each of the program's educational goals.
- Faculty members are taking responsibility for ensuring that direct and indirect measures of student learning are aligned with the program's educational goals and measurable objectives.
- The Faculty Senate, Assessment Committee, Curriculum Committee, other faculty bodies, and individual faculty leaders accept responsibility for becoming knowledgeable and remaining current in the field of assessment.
- Faculty members are becoming knowledgeable about the assessment program, its structures, components, and timetable.
- Faculty members are learning the vocabulary and practices used in effective assessment activities and are increasingly contributing to assessment discussions and activities.
- After receiving assessment data, faculty members are working to "close the feedback loop" by reviewing assessment information and identifying areas of strength and areas for possible improvement of student learning.
- Groups of faculty identified by the institution receive assessment reports and provide suggestions and recommendations to appropriate constituencies.

Maturing Stages of Continuous Improvement

LEVEL THREE

– Faculty –

- 1. All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- 2. Faculty members engage in effective assessment practices.
- 3. Faculty members routinely collaborate to determine appropriate measures for publicly stated goals, objectives, and intended outcomes and to justify and recommend improvements based on corresponding results.
- 4. Faculty members speak both publicly and privately in support of assessment.
- 5. Faculty members systematically educate persons unfamiliar with institutional and departmental assessment programs about their value.
- 6. Faculty members continually explore the uses of assessment in the context of research on learning theories, constructing vs. acquiring knowledge, and active learning strategies.
- 7. Faculty members routinely link their assessment findings to decision making and instructional and program improvement.

Faculty – continued on following page

Levels of Implementation – Patterns of Characteristics

Updated: March 1, 2002

II. SHARED RESPONSIBILITY: a. Faculty

Beginning Implementation of
Assessment Programs

LEVEL ONE

Faculty – continued from previous page

A substantial number of faculty members across the institution do not differentiate between grading in individual courses and the broader measurement of student outcomes across an academic program.

Making Progress in
Implementing Assessment Programs

LEVEL TWO

Maturing Stages of
Continuous Improvement

LEVEL THREE

Levels of Implementation – Patterns of Characteristics

Updated: March 1, 2002

II. SHARED RESPONSIBILITY: b. Administration and Board

Beginning Implementation of Assessment Programs

LEVEL ONE

– Administration and Board –

- Concerns about the assessment plan identified in the last Evaluation Team's Report and/or the APR review (assessment panel review) have not been addressed or not adequately addressed.

Making Progress in Implementing Assessment Programs

LEVEL TWO

– Administration and Board –

- The Board, the CEO, and the executive officers of the institution express their understanding of the meaning, goals, characteristics, and value of the assessment program, verbally and in written communication.
- The CAO has oversight responsibility for the ongoing operation of the assessment program and for promoting the use of assessment results to effect desired improvements in student learning, performance, development, and achievement.
- The CAO arranges for awards and public recognition to individuals, groups, and academic units making noteworthy progress in assessing and improving student learning.
- Deans, directors, and other academic officers demonstrate their commitment to the assessment program by informing senior administrators about assessment results and needs to make improvements in instruction, staffing, curriculum, and student and academic services.
- Unit heads devise strategies to ensure that their academic departments/programs implement the assessment plans they developed or develop them more fully.

Maturing Stages of Continuous Improvement

LEVEL THREE

– Administration and Board –

- All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- Board members routinely champion institutional and other improvement efforts that are based on assessment findings.
- Board members advocate the continual improvement of student learning as an institutional priority.
- Senior administrators annually provide resources for the assessment program and provide additional resources necessary to enhance assessment practices and improve faculty's understanding of assessment principles and use of assessment results.
- Senior administrators routinely authorize various campus offices (e.g., institutional research) to provide the support services needed to carry out the assessment programs.
- Senior administrators regularly provide resources for special projects to enhance the assessment program (e.g., pilot projects, summer stipends, departmental grants, and support for assessment symposia).

Levels of Implementation – Patterns of Characteristics

Updated: March 1, 2002

II. SHARED RESPONSIBILITY: c. Students

Beginning Implementation of Assessment Programs

LEVEL ONE

– Students –

- Students know little or nothing about the assessment program. They do not understand how it will be carried out, their role in its success, or how it could be useful to them and future cohorts of students.
- Prospective and incoming students are provided with few or no explicit public statements regarding the institution's expectations for student learning and the student's role and responsibility in that effort.

Making Progress in Implementing Assessment Programs

LEVEL TWO

– Students –

- Students are becoming knowledgeable about the institution's assessment program.
- There is student representation (undergraduate and graduate, as appropriate) on the assessment committees organized within the institution.
- The institution effectively communicates with students about the purposes of assessment at the institution and their roles in the assessment program.

Maturing Stages of Continuous Improvement

LEVEL THREE

– Students –

- Throughout their academic programs, students are provided formal occasions to reflect upon their academic work and express their thoughts, in oral and written forms, about the levels of success they think they have experienced in achieving the learning outcomes identified and expected by faculty.
- Students are regularly required to present oral and written explanations of how work products they have selected demonstrate attainment of publicly stated goals and objectives for their learning.
- Student leaders educate their peers about the assessment program through conversations, public presentations, and/or articles in the student newspaper.
- Students routinely participate in discussions with the unit faculty about improvements that might be made in areas of learning where assessment results indicate a need for strengthening.

Levels of Implementation – Patterns of Characteristics

Updated: March 1, 2002

III. INSTITUTIONAL SUPPORT: a. Resources

Beginning Implementation of Assessment Programs

LEVEL ONE

– Resources –

- 1. The institution has not designated funds in its operating budget to support a comprehensive assessment program.
- 2. The institution does not understand or clarify the difference between the evaluation of resources and processes and the assessment of student learning.
- 3. Sufficient resources have yet to be allocated in the annual E&G operations budget to operate and sustain a comprehensive assessment program.
- 4. The institution does not protect the assessment program from the funding vicissitudes of particular schools, colleges, and units.

Making Progress in Implementing Assessment Programs

LEVEL TWO

– Resources –

- The CEO and CAO annually negotiate a budget for the assessment program sufficient to provide the technological support, physical facilities, and space needed to sustain a viable assessment program and for making professional development opportunities available.
- In institutions without an Office of Institutional Research (OIR), knowledgeable staff and/or faculty members are given release time or additional compensation to provide these services.
- Unit heads endorse the use of departmental funds for professional development in assessment, for faculty release time, and other expenses associated with the department's assessment activities and initiatives based on assessment findings intended to improve student learning.
- Resources are made available to assessment committees seeking to develop skills in assessing student learning.
- Resources are made available to departments seeking to implement their assessment programs and to test changes intended to improve student learning.
- The institution provides resources to support an annual assessment reporting cycle and its feedback processes.
- Assessment information sources such as an assessment newsletter and/or an assessment resource manual are made available to faculty to provide them with key assessment principles, concepts, models, and procedures.

Maturing Stages of Continuous Improvement

LEVEL THREE

– Resources –

- 1. All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- 1. A budget line has been established and sufficient resources are allocated in the annual E&G operations budget to sustain a comprehensive assessment program.
- 1. Funds are available and sufficient to support consultation, workshops, and professional development for faculty in the area of assessment of student learning.
- 1. The Assessment Committee solicits proposals and awards funding for programmatic and departmental assessment activities and initiatives.
- 1. Individuals who have administrative assignments (including deans and department heads) are given the responsibility and authority to use budgeted resources to support academic changes based on assessment findings.

Levels of Implementation – Patterns of Characteristics

Updated: March 1, 2002

III. INSTITUTIONAL SUPPORT: b. Structures

Beginning Implementation of Assessment Programs

LEVEL ONE

– Structures –

- 1. The structure of the assessment program is beginning to take shape.
- 2. There is little or no infrastructure to support the institution's assessment program.

Making Progress in Implementing Assessment Programs

LEVEL TWO

– Structures –

- There is an organizational chart and an annual calendar of the implementation of the assessment program.
- The assessment program is provided with a Coordinator/Director who reports directly to the CAO.
- The CEO or CAO has established a standing Assessment Committee, typically comprised of faculty, academic administrators, and representatives of the OIR and student government.
- The administration has enlarged the responsibility of the OIR to include instruction and support to the Assessment Committee, academic unit heads, and academic departmental or program faculty.
- The CAO delegates unit heads sufficient authority and resources to conduct an effective assessment program.
- Unit leaders (department heads) have responsibility for maintaining successful assessment programs as a part of their formal position descriptions.
- Some or many academic units and the Curriculum Committee are requiring that faculty members indicate on the syllabi of previously approved courses and in the proposal for new courses, and for new or revised programs, the measurable objectives for student learning and how student learning will be assessed.

Structures – continued on following page

Maturing Stages of Continuous Improvement

LEVEL THREE

– Structures –

- 1. All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- 2. Syllabi for courses being currently offered and all submitted courses and programs state measurable objectives for student learning and provide for the assessment of students' academic achievement.
- 3. The institution maintains a system of data collection that helps sustain an effective assessment program.
- 4. The comprehensive assessment program is evaluated regularly and is modified as necessary for optimal effectiveness.
- 5. Institutional and departmental assessment programs are annually reviewed and annually updated.
- 6. The effectiveness of the changes in curriculum, academic resources, and support services made to improve student learning is evaluated and documented.
- 7. The institution, through its organizational structure, provides financial resources and other support for all aspects of the assessment program, including research and evaluation design, data collection and maintenance, decision-making, and consultation services.
- 8. The institution, through its organizational structure, provides on-line access to assessment data for academic departments and programs.

Structures – continued on following page

Levels of Implementation – Patterns of Characteristics

Updated: March 1, 2002

III. INSTITUTIONAL SUPPORT: b. Structures (continued)

Beginning Implementation of Assessment Programs

LEVEL ONE

Making Progress in Implementing Assessment Programs

LEVEL TWO

Structures – continued from previous page

- Members of the Assessment Committee serve as coaches and facilitators to individuals and departments working to develop or improve their assessment programs and activities.
- The Assessment Committee is working with unit heads and with faculty and student government leaders to develop effective feedback loops so that information (about assessment results and the changes tried where those results suggest improvement is needed) can be shared with all institutional constituencies and used to improve student learning.

Maturing Stages of Continuous Improvement

LEVEL THREE

Structures – continued from previous page

- u The institution, through its organizational structure, continually fosters accountability by facilitating the integration of planning and budgeting processes with the results of assessment.
- u The institution, through its organizational structure, systematically and routinely links assessment outcomes to the allocation of resources for the improvement of student learning.
- u Academic unit heads report annually to the chief academic officer on accomplishments and challenges relating to the unit's assessment program.
- u Academic unit heads report annually to the chief academic officer on recommended and implemented changes in the previous year's assessment plan.
- u Information about assessment activities and their results are communicated regularly to the campus community.

IV. EFFICACY OF ASSESSMENT

Beginning Implementation of Assessment Programs

LEVEL ONE

– Efficacy –

- 1. Implementation of the assessment program is in its infancy, is progressing at a slower than desired pace, or has stalled.
- 2. There is minimal evidence that the assessment program is stable and will be sustainable.
- 3. Confusion exists regarding the different purposes and relationships among: placement testing, faculty evaluation, program review, institutional effectiveness, and the assessment of student learning.
- 4. Assessment of general education skills, competencies, and capacities has not been implemented or has stalled.
- 5. Reported learner outcomes do not correspond with publicly stated goals and objectives for student learning.
- 6. Few academic programs and departments are collecting, interpreting, or using data about student learning beyond the level of the individual classroom.
- 7. Few if any academic programs are using assessment results to improve student learning.
- 8. The assessment program is not designed to provide useful data, which could impact change.
- 9. The data are being collected but not disseminated to constituencies.

Making Progress in Implementing Assessment Programs

LEVEL TWO

– Efficacy –

- Considerable program-level data about student and program performance are available, but individual units vary widely in the degree to which they are using this information to improve the quality of educational experiences.
- Assessment data are inconsistently used as the basis for making changes across the institution.
- The data the assessment program collects are not useful in guiding effective change.
- Assessment data are being collected and reported but not being used to improve student learning.
- Faculty members are increasingly engaged in interpreting assessment results, discussing their implications, and recommending changes in academic programs and other areas in order to improve student learning.
- Many academic units or programs are collecting, interpreting, and using the results obtained from assessing student learning in general education, in undergraduate majors, and in graduate and professional programs.
- Assessment findings about the state of student learning are beginning to be incorporated into reviews of the academic program and into the self-study of institutional effectiveness.

Maturing Stages of Continuous Improvement

LEVEL THREE

– Efficacy –

- 1. All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- 2. Student learning is central to the culture of the institution and finding ways to improve it is ongoing.
- 3. A “culture of evidence” has emerged, sustained by a faculty and administrative commitment to excellent teaching and effective learning.
- 4. Explicit statements regarding the institution’s expectations for student learning are widely publicized.
- 5. Programmatic benchmarks are established against which students’ learning outcomes are assessed.
- 6. The institution publicly and regularly celebrates demonstrated student learning, performance, and achievement.

Levels of Implementation – Patterns of Characteristics

Updated: March 1, 2002

IV. EFFICACY OF ASSESSMENT (continued)

Beginning Implementation of
Assessment Programs

LEVEL ONE

Making Progress in
Implementing Assessment Programs

LEVEL TWO

— continued from previous page —

— Efficacy —

- The conclusions faculty reach after reviewing the assessment results and the recommendations that they make regarding proposed changes in teaching methods, curriculum, course content, instructional resources, and in academic support services are beginning to be incorporated into regular departmental and/or institutional planning and budgeting processes and included in the determination of the priorities for funding and implementation.

Maturing Stages of
Continuous Improvement

LEVEL THREE

Levels of Implementation — Patterns of Characteristics

Updated: March 1, 2002

APPENDIX N

Team Assessment of GCC's Learning-Centeredness

Qualitative Data

A. Based on published materials (e.g., catalog, website, etc), the college's programs articulate high and clear expectations for student learning outcomes.

1. Course descriptions – outdated due to old curriculum in many dept. Current language about learning outcomes scarce. (F)
2. Expectations are clear. (F)
3. The hard copy material has been update and cleaned up. The website is still outdated and static. A dynamic linkage needs to be provided. (F)
4. We have a long way to go in getting our catalog & website to a level where student learning outcomes are clearly stated. We need to start by using “learning” terminology vs “teaching” in all our materials. (A)
5. SLOS appear for and between in published college materials; not explicitly stated in catalog. (A)

B. The college values and recognizes an ongoing, sustainable commitment to assessing student learning and using assessment results to improve educational quality.

1. Many changes support attempt to make a priority – Ray's new position – deans write letters – Dr. Rider's hard line – presentations by Ray & others on the committee to external entities. (F)
2. More so each semester. (F)
3. The concept is there at the higher thought level, but exactly how to implement it is at various individuals varied levels. People have received the information, but what to do with it, or how to use it, needs more time to develop. (F)
4. As evidenced in acceptance of assessment process as an institutional culture. We have data to back up the ongoing commitment to continuous improvement in what we do to promote student learning. (A)
5. Tourism, Construction Trades. (A)
6. The compliance rate in submission of assessment requirements serve to document the value that college constituents place on assessment. (A)
7. Although GCC is leaps and bounds ahead of other institutions in terms of using assessment and focusing on student learning – this area cannot be exemplary until that assessment also drives which programs stay and go. (A)
8. I would of checked exemplary but collectively, I've not seen this. (F)

C. The college develops and supports channels of communication to discuss and act on results of assessing student learning at all levels.

1. Not yet a reality. (F)
2. Communication and action need strengthening. (F)
3. I believe the support is there, but have not seen much in the development. Currently at the stage of developing plans, and not yet to the point of evaluating how the process has changed. (F)
4. We still need to have students and non-author faculty involved. Currently the direct impact is on authors of assessment plans/reports. (A)
5. No systematic mechanism in place other than monthly report to Deans but no follow through occurs. (A)
6. By having a committee of admin. (academic & other) and faculty, by instituting training, by keeping people informed of assessment progress - all constituents are represented and all components of the college are reminded of the larger purpose (our students & their learning). (A)

D. Constituents across the institution are involved in sustainable, ongoing, and systematic inquiry into what and how well students learn and develop and they use the results of this inquiry to validate or improve student learning.

1. Not yet a reality. (F)
2. Some are engaged – others are not. (F)
3. Again the discussion is going on, but it is currently more focused on the plans and reports instead of the students, but this is evolving. (F)
4. There's room for improvement in this area – secondary faculty as well as adjuncts need to be engaged in this process. (A)
5. No visible mechanism exists. (A)
6. The more “student learning” is a part of regular conversations – the focus is changing – I don't think everyone understands the paradigm shift – sometimes it is just using the jargon – but a change is present in terms changing the focus and thinking. (A)
7. I've seen some “constituents” not involved! (F)

E. Faculty, student services and administrative staff work in partnership to support student learning.

1. At the moment, I would say that all units are doing their own separate issues, the issue of how everyone gets into student learning outcomes has gotten everyone thinking, but not yet together. (F)
2. Slowly, this is coming around. However if you were to ask a Business Staff about supporting student learning, you may draw a blank(?). (A)
3. Course guide update process. (A)
4. Compliance rates show this trend. (A)

F. Faculty, student services and administrative staff explore how pedagogy and learning experiences contribute to diverse learners and learning styles.

1. Not yet a reality. (F)
2. Accommodation of diverse learning styles needs work in some shops & classrooms. (F)
3. Similar to questions, but is also very much in the Teaching versus Learning stages. Teaching is what most people are use to, and have not bought into the Learning/Student Learning outcomes. Student/First. (F)
4. We need a means to share to our entire GCC family – how pedagogy & learning experiences contribute to diverse learner & learning styles. Perhaps we need a workshop, forum, convention – to engage everyone. (A)
5. Through CCA. (A)
6. Not systematically measured. (A)

G. Faculty within programs/disciplines develop consensus about desired learning outcomes, as well as spend time discussing how students develop those desired outcomes over time.

1. Assessment Plans & Reports – data collection motivates conversation. (F)
2. In meeting with various departments, I've seen the discusses starting, originally it was just the person writing the plans. (F)
3. As we focus on changing the mind set from teaching to learning, we need to encourage more dialogue amongst faculty within programs. (A)
4. GenEd subcommittee mtgs. (A)
5. No discussions of SLOS are regularly occurring in dept and college meetings (e.g., DC meeting). (A)
6. Personally seen only dept. chair drive assessment. (F)

H. Key administrative leaders at the college support inquiry into student learning inside and outside of the classroom and support/advocate for allocation of resources to improve student learning.

1. No funds available to actively pursue this objective. (F)
2. The AVP Yes, Deans Starting, others? (F)
3. 1. Support – Yes! 2. Allocating resources to improve student learning – more needed. (A)
4. Permanents Assessment Office. (A)
5. Repeated announcements in governance meetings, college convention, meetings, etc. (A)

I. Institutional planning, budgeting and decision making are linked to assessment findings in order to improve educational quality.

1. PDRC and AAC and Deans are looking at assessment results to make decisions. (F)
2. I'm sure something's ongoing, especially when changes are made to tourism. (A)
3. Not quite there yet. This will take time. (A)
4. Still see the Teaching method being applied. Student's First, Providing teachers with resources to meet #1, the admin/staff to support #2. (F)
5. This "link" is emerging and should be used extensively in the future to determine resource allocations. (F)
6. "Buy-in" from the Business Division is gradually happening. (A)

J. Students are actively engaged in their learning and in the assessment of their learning.

1. Not happening yet. (F)
2. Through Assessment plans/reports. (A)
3. Students are concerned about earning good grades more so than the value of learning. (A)
4. Students are involved as sources of information, but not currently actively involved in the process or evaluation. (F)
5. It's time to go beyond surveys and promote artifacts. We are a vocational institution. (F)
6. Program assessment reports do not systematically focus on this area. (A)
7. Not able to answer this – I'm not teaching faculty. (F)

APPENDIX O

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES

Policy 306

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

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

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

Assess program quality, productivity, need and demand;

Improve the quality of academic offerings and vocational training;

Ensure wise allocation of resources;

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

WHEREAS, newly-approved accreditation standards mandate a more comprehensive assessment process for all instructional programs, student services and administrative units on campus, and

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

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

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

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

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

Adopted: September 4, 2002
Resolution 13-2002

APPENDIX P

TracDat Training
Room D7, Building D

Name	Group	Program
February 20, 2004		
Abshire, Ron	B	Cosmetology
Bouchard-Miller, Barbara	A & B	Accounting & Accounting Clerk
Chong, Eric		Adjunct Associate Dean
Cruz, Donna	A & B	Criminal Justice & Social Science
Quan, Jonathan	B	Criminal Justice
Sukola, Kelly		Criminal Justice & Social Science
Teng, Zhaopei	A & B	Computer Science
7 Participants		
March 12, 2004		
Armstong, John	A	Liberal Arts
Balbin, Sandy	B	Office Administration
Cruz-Jones, Julie	A	Office Technology
Fejerang, Elaine	C	Instructional Technology Center
Gima, Wes	A & D	Visual Communications
Limtiaco, John	A	Electronics Engineering Technology
Manzana, Amada	A & D	Marketing
Mozammel, Hoque		Business Office
Sgambelluri, Bunny	A & B	Supervision & Management
Skipper, Rick	A & D	Marketing
10 Participants		
March 19, 2004		
Benavente, Frances	C	Management Information Systems
Clymer, Imelda	C	Enrollment Services
Duenas, Frank	C	Facilities Maintenance
Ige, Joanne	C	Project Aim
Matson, Christine	C	Learning Resource Center
Mead, Barry	A	Hospitality Industry Management
Roberts, John	C	Safety Office
Schilling, Hank	C	Apprenticeship Training & Work Experience
8 Participants		
Name	Group	Program
March 26, 2004		

APPENDIX P

Delos Santos, Cecilia	C	Health Services
Leon Guerrero, Barbara	C	Office of Student Development
Lizama, Troy	C	Assessment & Counseling
Neff, Bob	C	Learning Resource Center
Sison, Christine	C	Career Placement
Slyter, Dennis	B	Fire & Science Technology
Souza, Sam	C	Office of Student Development
7 Participants		
April 9, 2004		
Charfauros, Gina	C	Admissions & Registration
Danieli, Frances	C	Budgets & Contracts
Gogue, Cathy	C	Communications & Promotion
Johns, Priscilla	C	AAD Support Staff
Jacala, Barbara	D	Adult Education Office
Postrozny, Marsha	A, B & D	Education & Allied Health
Quitugua, Joe	C	Facilities Maintenance
Reyes, Lolita	C	Continuing Education
Roberto, Tony	C	Assessment & Counseling
9 Participants		
April 16, 2004		
Bouchard-Miller, Barbara	A & B	Accounting
Chong, Eric		Adjunct Associate Dean
Danieli, Frances	C	Budget & Contracts
Leon Guerrero, Cathy		Tourism
Santos, Michelle		Associate Dean
Setzer, Mike		Computer Science
6 Participants		
Total Number of Participants: 47		

Visit:
www.guamcc.edu/assessment

**ASSESSMENT @ GUAM COMMUNITY COLLEGE**

Search this site

[GCC Home](#)[Office of Assessment and Institutional Effectiveness](#)

Quick Links

welcome

TO ASSESSMENT AT GCC

Your source of valuable information about Guam Community College's comprehensive assessment process set up to demonstrate accountability and promote internal improvements!

This site is dedicated to the implementation of GCC's comprehensive assessment process begun in Fall 2000. Its primary intent is to be the first stop for faculty, staff and other interested stakeholders who need assessment information and resources to fulfill their program assessment requirements for accountability and continuous institutional improvement.

"Assessment ... is a rich conversation about student learning informed by data."
Ted Marchese

"Assessment is an ongoing process. We don't 'get it done'; we 'get on with it.'"
Outcomes Assessment, Miami of Ohio

"The ultimate reward from assessment occurs when faculty use assessment evidence to improve their programs."
Catherine Palomba

"Without dialogue, assessment is an empty and intellectually unfulfilling mechanical process removed from the profession of teaching and the process of learning. However, with dialogue –raising questions, seeking answers, interpreting evidence, implementing changes, and examining their effects – assessment becomes integral to our work. Internally driven assessment engages us in improving our students' learning."
Peggy Maki

"Self-assessment is not the goal. Self-adjustment is the goal. That's what makes Tiger Woods and Michael Jordan great. That's what makes Socrates so impressive. That's what our best students and teachers do. They self-adjust, with minimal effort and optimal effect."
Grant Wiggins

what's new

- ASSESSMENT HOME
- ABOUT US
- CORE DOCUMENTS
- TEMPLATES
- COMMITTEE WORK
- AUTOMATED ASSESSMENT
- ARCHIVE
- RESOURCES
- SITE MAP
- SEND E-MAIL

See video

ASSESSMENT SUCCESS AT GCC



Office of Assessment and Institutional Effectiveness
Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921
Tel: (671) 735-4422
Fax: (671) 734-5238

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Guam Community College

APPENDIX R

MEMORANDUM

TO: PAT WATSON - MATH
DAVE MORAN - SCIENCE
ZHAOPEI TENG – COMPUTER SCIENCE
JOHN ARMSTRONG – PSYCHOLOGY, SOCIOLOGY
JUDY SALAS - ENGLISH
DENNIS SLYTER – ASSESSMENT COMMITTEE
CHRISTINE MATSON – TECHNOLOGY LITERACY / LRC
GARY HARTZ – STUDENT DEVELOPMENT

FROM: Vice President for Academic Affairs

DATE: 11/03/03

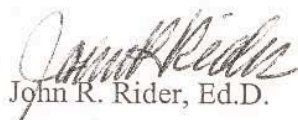
SUBJECT: Appointment to General Education Assessment Committee

I am pleased to appoint you to the General Education Assessment Committee. This group will function as a sub-committee of the Committee on College Assessment (CCA). Your tasks are:

- Review and compare the General Education statement on page 31 of the College Catalog to the ACCJC Standard II, Section 3.
- Suggest changes for the statement in the catalog, if necessary.
- Review for appropriateness and efficacy all student learning outcomes in each of the courses listed in the General Education core.
- Using the CCA five-column model for assessment, establish a plan for assessing general education at the college.
- Carry out the assessment plan.

I've asked John Armstrong to conduct the first meeting of the committee on November 14, at noon in Room 2234 of the Student Services and Administration Building. Please find time to attend. General education crosses all disciplines of the college. The work of this committee is a vital link to understanding how well we, as an institution, are performing. You are also participating in the critical institutional dialog that forms the foundation of the systematic cycle of assessment, planning, and improvement so central to meeting accreditation standards.

Thank you for participating.


John R. Rider, Ed.D.

Cc: R. Somera
J. Mason
R. Ridgell

APPENDIX S

COURSES/PROGRAMS PENDING REVISION for AY 2004-20051

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
Business	Accounting (AS) Revised 12/21/00	OA115 Fundamentals of Booking (Renamed 9/13/96 as AC115 Fundamentals of Bookkeeping & Accounting)	OS	1996	7
		AC110 Payroll Accounting & Related Taxes	01Y	2000	3
		AC150 Federal Income Tax I	01Y	2000	3
		AC225 Hospitality Accounting	01Y	1996	7
		AC240 Certified Bookkeeper Review	OS	2000	3
		OA104 Business Math Calculating Machine	OS	1999	4
		OA206 Business Correspondence	OS	1980	23
		OA220 Spreadsheet Systems (Revised 11/24/02 to change textbook)	01Y	2002	1
		SM230 Business Law Application	01Y	1987	16
Technology Studies	Computer Science (AS)	There is no record of an approved/signed program document on file. - 1980		1980	23
		CS102 Computer Operations	OS	1980	23
		CS103 RPG II	OS	1980	23
		CS110 Introduction to Internet	OS	1997	6
		CS202 COBOL	OS	1992	11
		CS203 System Analysis & Design	01Y (Fall)	1986	17
		CS204 C Programming	OS	1995	8

1 The CCA strongly suggests that program/course documents that are *five (5) years old and over* be systematically reviewed and promptly updated by the program faculty in their respective departments. In the matrix above, programs/courses that are *under 5* years old are considered *current*.

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
		CS205 Network Communications (The 1996 document on file was not approved by AAC)	01Y (Spring)	1996	7
		CS252 Advanced RPG II	01Y (Spring)	1980	23
		CS298 Co-Op Work Learn	As Needed	1980	23
Education/Allied Health Department	Early Childhood Education (AS) Program was revised 4/3/02	CD110 ECE Orientation	OS	2000	3
		CD180 Phys/Language Development	01Y (Fall Only)	2002	1
		CD221 Child Growth & Development	OS	2002	1
		CD260 Social & Emotional Development	OS	2001	2
		CD281 Bilingual/Bicultural Education	01 (Spring Only)	2001	2
		CD285 Child Care Management	01 (Spring Only)	2002	1
		Certificate in Early Childhood Education (ECE) (Revised 4-11-02)		2002	1
		AS in ECE		2002	1
Social Science & Criminal Justice Department	Criminal Justice (AS) Program was revised 3/3/03	CJ100 Introduction to Criminal Justice	OS	1993	10
	Deleted 3/2003	CJ102 First Responder (No deletion memo on file-pending approval to delete from the Catalog. The only revision document on file dated 10/7/94 was to change the textbook)	02Y	1994	9
	Deleted from Catalog 4/7/99	CJ104—Dynamics of Substance Abuse (No deletion memo on file, pending approval to delete from Catalog)	01Y	1994	9

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
	Deleted from Catalog 4/1999	CJ107 Introduction to Corrections (No record of this course being deleted, pending approval to delete from Catalog)	01Y	1981	22
		CJ132 Emergency Vehicle Operator Course	NOF	1994	9
	Deleted 4/1999	CJ135 Firearms	01Y	1994	9
		CJ148 Traffic Law Enforcement	NOF	1984	19
	Deleted 4/1999	CJ150 Criminal Procedure (No document on file deleting this course from the Catalog)	OS (excluding Summer)	1994	9
	Deleted 4/1999	CJ155 Self Defense (No document on file deleting this course from the Catalog)	NOF	1994	9
		CJ204 Introduction to Criminology	01Y	1996	7
		CJ205 Police Report Writing (Revised 6/14/99 to change the textbook)	01Y	1999	4
		CJ250 Police Organizational Theory	01Y	1981	22
Electronics Department	Electronics Engineering Technology (AS)	The program was revised and changed to A.S. in Computer Networking on 4/30/04.		2004	
		EE105 Semiconductor Devices	01Y	Fall 1982	21
		EE106 Electronic Circuits	01Y	Fall 1982	21
		EE107 Introduction to Instrumentation	01Y	Fall 1982	21
		EE110 Instrumentation	01Y	Fall 1982	21
		EE111 Introduction to PC Systems Installation & Maintenance	OS	Spring 1993	10
		EE116 Digital Technology	01Y	Fall 1982	21
		EE200 Microprocessors	NOF	Fall 1982	21
		EE201 Communication Systems I	01Y	Fall 1982	21

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
		EE202 Communication Systems II	01Y	Fall 1982	21
		EE203 Communication Systems III	01Y	Fall 1982	21
		EE221 PC Systems I	01Y	Fall 1998	5
	NO FILE	EE231 A+ Preparation	01Y	Not Listed	
		EE241 Category 5 Wiring & Testing Certification	OS	Spring 2000	3
		EE243 Fiber Optics Installation	OS	Spring 2000	3
		EE245 Cable Fault Locating with & without the use of TDR	01Y	Spring 2000	3
		EE247 Fiber Optics Troubleshooting	01Y	Spring 2001	2
		EE265 Computer Networking I	01Y	Fall 2002	1
		EE266 Computer Networking II	01Y	Spring 2002	1
Social Science & Criminal Justice Department	Fire Science Technology (AS)	The document on file is a Certificate in Fire Science Technology dated 7/25/86.		1986	17
	AS in Hospitality Industry Management (AS)	HS150 Welcome to Hospitality	OS	2002	1
		HS203 Sanitation & Safety	01Y	1997	6
		HS150 Welcome to Hospitality	OS	2002	1
		HS211 Front Office Procedure	01Y	1999	4
		HS215 Housekeeping Management	01Y	1999	4
		HS216 Human Resources Management	01Y	1999	4
		HS217 Hotel Security Management	02Y	1999	4
		HS218 Facilities Management	01Y	1999	4

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
Tourism & Hospitality Department	Deleted 4/2003	HS229 Marketing of Hospitality Services (No deletion memo on file, pending approval to delete course)	01Y	1999	4
	Deleted 4/2003	HS208 Food & Beverage Service (No deletion memo on file, pending approval to delete course)	01Y	1999	4
Marketing	Marketing (AS) Program was revised and approved on 3/25/03.	MK220 Salesmanship	01Y	1994	9
		MK223 Retailing	01Y	1994	9
Education/Allied Health Department	Medical Assisting (AS/Cert) Program was revised and approved on 1/28/04.	MS120 Clinical Medical Assisting I	01Y (Fall Only)	2002	1
		MS121 Clinical Medical Assisting II	01Y (Fall Only)	2002	1
		MS125 Clinical Office Experience	01Y (Fall Only)	2002	1
		MS140 Administrative Medical Assisting I	01Y (Spring Only)	1999	4
		MS141 Administrative Medical Assisting II	01Y (Spring Only)	1999	4
		MS145 Administrative Medical Assisting Experience	01Y (Spring Only)	1999	4
		MS201 Medical Law & Ethics	01Y (Summer Only)	1999	4
		MS210 Medical Assisting Critique	01Y (Spring Only)	1999	4
		MS220 Clinical Medical Assisting Specialties I	01Y (Fall Only)	2000	3
		MS221 Clinical Medical Assisting Specialties II	01Y (Fall Only)	1999	4

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
		MS225 Clinical Medical Assisting Specialties Practicum	01Y (Fall Only)	2000	3
		MS250 Basic Cardiac Arrhythmias	Deleted from program beginning Fall 2002	1999	4
		MS192/292 Practicum Medical Assisting	01Y (Spring Only)	2000	3
		HL130 First Aid & Safety	OS	2000	3
		HL140 Intro to Clinical Laboratory	01Y (Spring Only)	2003	1
		HL150 Intro to Study of Diseases	01Y (Spring Only)	1999	4
		HL152 Study of Diseases	01Y (Spring Only)	2000	3
		HL160 Intro to Pharmacology	01Y (Summer Only)	1999	4
		HL161 Pharmacological Treatment of Disease	01Y (Summer Only)	1999	4
		HL162 Administration of Medications	01Y (Summer Only)	1999	4
		HL202 Nutrition	OS	2001	2
		HL252 Pathophysiology	01Y (Spring Only)	1999	4
		SI130 Anatomy & Physiology	OS	1999	4
Business	Office Technology (AS) Program was revised and approved on 4/30/04.	OA101 Keyboarding Applications	OS	1989	14
		OA104 Business Math/Calculating Machines	OS	1999	4
		OA103 Filing Systems	01Y	1996	7
		OA130 Information Processing	01Y	1996	7

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
		OA206 Business Correspondence	OS	1980	23
		OA220 Spreadsheet Systems	01Y	2002	1
		OA230 Advanced Information Processing	01Y	1997	6
		OA250 Office Procedures	01Y	1998	5
Business	Medical Secretary (Office Technology Concentration) Approved 4/30/04 (Part of the A.S. in Office Technology program)	HL120 Medical Terminology	OS	2001	2
		MS101 Intro to Medical Assisting	OS	2002	1
		MS201 Medical Law & Ethics	01Y Summer Only	1999	4
		MS140 Administrative Medical Assisting 1	01Y Spring Only	1999	4
		S1130 Anatomy & Physiology	OS	1999	4
Business	Supervision & Management (AS) Program was revised and approved 4/8/03.	AC101 Accounting Principles I	OS	1995	8
		OA250 Office Procedures	01Y	1998	5
		SM230 Business Law Application	O1	1987	16
		OA104 Business Math Calculating Machines	OS	1999	4
		PY125 Interpersonal Relations	OS	1997	6
		OA206 Business Correspondence	OS	1980	23
		OA101 Keyboarding Applications	OS	1989	14

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
		OA103 Filing Systems	01Y	1996	7
Business	Accounting Clerk (Certificate) Program was revised and approved 12/20/00.	AC110 Payroll Acct.& Related Taxes	01Y	2000	3
		AC150 Federal Income Tax I	01Y	2000	3
		OA104 Business Math & Calculating Machines	OS	1999	4
		OA101 Keyboarding Applications	OS	1989	14
		PY125 Interpersonal Relations	OS	1997	6
		CS151 Windows Applications	OS	1996	7
Technology Studies	Computer Science (Certificate) There is no record of an approved/signed program document on file. – 1980	CS101 Introduction to Computer Science& Information Technology (Pending revision to change course title)	OS	1994	9
		CS102 Computer Operations	OS	1980	23
		CS103 RPG II	OS	1980	23
		CS198 Co-op Work Learn	As Needed	1980	23
		CS202 COBOL	OS	1992	11
		CS204 C Programming	OS	1995	8
		CS205 Network Communications	01Y (Spring)	1996	7

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
Tourism & Hospitality	Food & Beverage Management (Certificate) This program was consolidated and approved on 4/3/03 and is now a part of the AS in Hospitality Industry Management.	HS150 Welcome to Hospitality	OS	2002	1
		HS203 Sanitation & Safety	01Y	1997	6
		HS206 Beverage Management	01Y	1993	10
		HS208 Food & Beverage Service	01Y	1999	4
		HS216 Human Resources Management	02Y	1999	4
		HS218 Facilities Management	02Y	1999	4
	Deleted	HS229 Marketing of Hospitality Services (No deletion memo on file)	01Y	1999	4
		HS225 Hospitality Purchasing Management	02Y	2000	3
		HS298 Co-op/Work Experience	OS	1988	15
		AC115 Fundamentals of Bookkeeping and Accounting	OS	1996	7
		AC225 Hospitality Industry Accounting	01Y	1996	7
Education/Allied Health Department	Nursing Assisting (Certificate) Program was revised and approved 4/5/01.	NU101C Nursing Assistant Clinical	OS	2000	3
		HL120 Medical Terminology	OS	2001	2
		HL130 First Aid & Safety	OS	2000	3
		Certificate in Nursing Assisting		2001	2

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
Business	Office Administration (Certificate) Program title was changed and approved on 4/30/04 as Certificate in Office Technology.	AC115 Fundamentals of Bookkeeping and Accounting	OS	1996	7
		OA101 Keyboarding Applications	OS	1989	14
		OA103 Filing Systems	01Y	1996	7
		OA104 Business Mathematics & Calculation Machines	OS	1999	4
		OA130 Information Processing	01Y	1996	7
		OA198 Co-Op Work Learn	As Needed	1986	17
		OA206 Business Correspondence	OS	1980	23
		OA230 Advanced Information Processing	01Y	1997	6
		OA250 Office Procedures	01Y	1998	5
Business	Supervision & Management (Certificate) This program was revised and approved on 4/8/03.	AC101 Accounting Principles I	OS	1995	8
		SM230 Business Law Application	O1	1987	16
		SM220 Management Skill Development	OS	1987	16
		SM205 Purchasing	01Y	1998	5
		OA104 Business Math & Calculation Machines	OS	1999	4
		PY125 Interpersonal Relations	OS	1997	6
		OA206 Business Correspondence	OS	1980	23

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
		OA101 Keyboarding Applications	OS	1989	14
		OA103 Filing Systems	01Y	1996	7
Tourism & Hospitality	Ticketing (Certificate) This program was consolidated and approved on 4/3/03 and is now a part of the AS in Hospitality Industry Management.	HS152 Customer Service	OS	2002	1
		HS150 Welcome to Hospitality	OS	2002	1
		HS153 Destination Geography (Revised textbook 4/7/94)	OF/S	1994	9
		HS159 Itinerary Planning	OF/S	1997	6
		HS251 Ticketing	01Y (F)	1994	9
Adult Education	Adult Basic Education Unable to locate program document.	SP040	OS	2002	1
		SP045	OS	2002	1
Transportation	Automotive (Secondary) Unable to Locate program document.	No report submitted.			
Electronics	Electronics & Computer Networking (Secondary) No approved program document on file.	No listing of courses provided.			

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
Marketing	Marketing (Secondary) This program was revised and approved on 2/19/02.	VEMK050 Marketing IA	01Y, except twice a year at SHS	2001	2
		VEMK051 Marketing IB	01Y, except twice a year at SHS	2001	2
		VEMK060	01Y, except twice a year at SHS	1991	12
		VEMK061 (The only signature on the course document is the Author)	01Y, except twice a year at SHS	1991	12
		VEMK070 Marketing IIIA	01Y, except twice a year at SHS	2001	2
		VEMK071 Marketing IIIB	01Y, except twice a year at SHS	2001	2
		VEMK066 Student Store Lab I	01Y	2001	2
		VEMK067 Student Store Lab II	01Y	2001	2
		VEMK078 Student Store Lab III	01Y	2001	2
		VEMK079 Student Store Lab IV	01Y	2001	2
Education/Allied Health Department	Nursing Assisting (Secondary – Certificate of Completion/Mastery) This program was revised and approved on 5/3/02.	HO050 Introduction to Health Occupations	OS	2000	3
		SI050 Applied Anatomy & Physiology	OS	2000	3
		NU060 Nursing Assistant	OS	2001	2

Department	Program	Courses	Frequency of Course Offering	Year of implementation or last revision	Not updated for how many years?
		Certificate of Completion/Mastery in Nursing Assisting		2002	1
Tourism & Hospitality	Tourism & Hospitality (Secondary) This program was revised and approved on 10/15/02.	VETT052 Introduction to Lodging Operations	OS	2000	3
		VETT062 Intermediate Lodging Operations	OS	2000	3
		VETT072 Advance Lodging Operations	01Y	2001	2

APPENDIX T

FACULTY TRAINING NEEDS AS REPORTED BY VARIOUS PROGRAMS/UNITS WITHIN THE LAST ASSESSMENT CYCLE (AY 2002-2003 TO AY 2003-2004)

Program	Training Needs
Accounting (AS)	<p>Training for the full-time faculty (in priority order) is requested below.</p> <ol style="list-style-type: none"> 1. College Assessment 2. Payroll Certification Training 3. PowerPoint Presentation 4. NIAS training 5. Microsoft Word training
Computer Science (AS)	<p>The assurance that GCC provides dependable training combined with a globally recognized certification will potentially increase the students' demand for courses that lead to certification. Faculty members need to be certified in order to provide certification training. The following have been identified as our department's training needs:</p> <ul style="list-style-type: none"> • Microsoft Office Specialist Master Instructor Certification Training • Novel Certification Training • Linux Certification Training • Cisco Certification Training • Fundamentals of Web Design Instructor Training • Fundamentals of Java Programming Instructor Training <p>In addition, the following have been identified:</p> <ul style="list-style-type: none"> • College Assessment (Survey Development and Data Analysis/Interpretation)
Criminal Justice (AS)	<p>In terms of staff development concerns, identify your training needs as a department and rank your priorities.</p> <ol style="list-style-type: none"> 1. Assessment 2. Continuing Legal Education 3. Multimedia Programs 4. Internet Training 5. NIAS Training
Early Childhood Education (AS)	<p>Continue updating course guides to reflect current research in the education and early childhood education fields.</p> <p>Obtain technology in integration training.</p> <p>ECE instructor will continue to pursue doctoral in education as it relates to improving programs for children and youth.</p>

APPENDIX T

Program	Training Needs
Electronics Engineering Technology (AS)	New Technology: Instructors need to keep abreast of changing technology. Training in CCNP, A+, WAN technologies, wireless communication, etc., will be needed to keep Guam Community College at the forefront of Guam's expanding telecommunications industry.
Hospitality Industry Management (AS)	<ul style="list-style-type: none"> a. Attain professional certifications from American Hotel & Lodging Educational Institute or National Restaurant Association Educational Foundation or Society of Human Resources Management. b. Attend International Council on Hotel, Restaurant, and Institutional Education (I-CHRIE) annual conference and exposition or regional Asia-Pacific CHRIE conferences to obtain latest information and resources about the industry. c. Continue to actively participate in Guam Hotel & Restaurant Association, Guam Visitors Bureau, Micronesian Chef's Association and Society of Human Resources Management professional development activities. d. Obtain training in Fidelio Hotel Information System. e. Obtain F&B training (ex. Bartending, F&B Sanitarian Training, F&B Service Internship Training). f. Continue with industry internships for faculty. g. Dynalogic and NIAS training. h. College Assessment
Marketing (AS)	<ul style="list-style-type: none"> A. Training in the use of technology in the performance of marketing instruction. (E.g. Photo Shop, Illustrator) B. Curriculum writing workshop. C. Grant-writing workshops. D. Dynalogic and NIAS training.
Medical Assisting (AS)	Since the department has only two full-time faculty members, the priority is for faculty members to receive training related to the field of medical assisting.
Office Technology (AS)	<p>Faculty must continue updating knowledge and skills with courses, conferences, and/or colleges.</p> <p>Faculty will pursue certifications in CPS (Certified Professional Secretary), CAP (Certified Administrative Professional), and/or MOS (Microsoft Office Specialist)</p>
Supervision & Management (AS)	<ul style="list-style-type: none"> a) College Assessment b) Curriculum development c) Advisement (including the use of NIAS) d) Teaching methods (focus on student-learner centered approach)
Visual Communications (AS)	I need to provide training to my adjunct instructors on basic teaching methods.

APPENDIX T

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Admin. Unit & Student Services	Training Needs
Budget & Contracts	<ul style="list-style-type: none"> A. Budget development, strategies, and policies. B. Advance Microsoft Access Training C. Computer Training D. Leadership/Management Training
Communication & Promotions	Computer software application training: Illustrator Quark Express Front Page – Web Design
Safety Office	Complete the OSHA 501 Instructor Course for the General Industry in August 2003. Obtain updated copies of the OSHA CFR1910 & CFR 1926 Regulations Become a professional member of the NFPA Association Prepare for the (CSP) Certified Safety Professional Exam by 2004.