

**AUGUST 2005**

**ACADEMIC  
YEAR  
2004-2005**

# **FIFTH 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 2004-2005, members of the committee included Dr. John Rider (ex-officio), Salvatore Sgambelluri, 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 assistance provided by AIE staff Priscilla Johns and Rose Taitingfong is also acknowledged.

*Guam Community College's chronological commitment to assessment, represented at the end of this chapter in Appendix 7.1 and Figure 7.1, illustrates how one institution has expanded its institutional commitment through allocation of human and financial resources. Columns 3 and 4 in Appendix 7.1 trace that commitment over a three-year period. What is significant about this chronology is the institution's dedication of not only human but also financial resources to deepen and mature its commitment to assessment.*

Peggy Maki, Assessing for Learning: Building a Sustainable Commitment Across The Institution (2004), p.180

Fifth Annual Institutional Assessment Report, AY 2004-2005  
Committee on College Assessment  
Guam Community College

*Executive Summary*

The organizing framework for this report is based on Barbara Beno's (2004) four practical guidelines to demonstrate accreditation readiness: (1) document expected student learning outcomes; (2) document institutional assessment of learning; (3) document student learning outcomes; and (4) document use of assessment results for institutional improvements. As such, it is divided into four sections where the college's readiness for a team visit is supported by meaningful data and evidence. It also builds on the valuable assessment progress that has been systematically documented in the previous four institutional assessment reports (AY 2000-2001 to AY 2003-2004).

Data sources for this report cover a wide range of quantitative and qualitative data, as generated both from TracDat and hard copy files. Mission and vision statements, articulated student learning outcomes, curriculum mapping, data collection memos, status of implementation of assessment results, compliance rates, assessment monitoring matrices, classroom observation notes, and curricular changes comprise the broad array of evidence presented in this report.

After five years of systematic and regularized assessment, the greatest impact at the institutional level lies in the area of data organization and management. With the full implementation of TracDat, richer data are continuously gathered and analyzed to guide meaningful decisions that have a great impact on program and institutional improvements. Most importantly, the process of assessment "buy-in" is evident at various levels. While the Board of Trustees however has approved Policy 306, it still needs to demonstrate its full commitment to the college's assessment process.

The recommendations provided at the end of the report further strengthen the college's efforts to view assessment as an activity of critical self-reflection. This is consonant with the college's belief that the true goal of assessment is the improvement of student learning, and that the real measure of an effective institution is the extent to which it uses data-driven decisions that greatly impact on the quality of teaching and learning processes.

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FIFTH ANNUAL INSTITUTIONAL ASSESSMENT REPORT  
GUAM COMMUNITY COLLEGE  
ACADEMIC YEAR 2004-2005

Committee on College Assessment

Introduction

When the Chamorro word “fuetsa” (roughly translated into English as power, strength, or force) was chosen as the most apt descriptor of assessment team spirit at Guam Community College in Spring 2005,<sup>1</sup> it marked a crucial linguistic milestone in the five-year old assessment initiative at GCC. As the college ushers in the sixth year of its systematic and regularized assessment process, there is now a collective understanding among GCC constituents in the *power* of assessment to fuel institutional dialogue that ultimately brings about change or improvement. How can this assessment energy be harnessed so that this institutional assessment report can provide the evidence necessary to demonstrate such *fuetsa* or power?

*ACJCC Expectations*

Revolving around the *developmental* approach that the Accrediting Commission on Junior and Community Colleges (ACJCC) has taken in explaining the 2004 Standards of Accreditation (Beno, 2002), this document -- the **Fifth Guam Community College Annual Institutional Assessment Report (AY 2004-2005)**-- will use the following ACJCC expectations as its starting point to demonstrate the college’s accreditation readiness:

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<sup>1</sup> A contest sponsored by the Office of Assessment and Institutional Effectiveness (AIE) was launched in January 2005 to find a word that would serve as the college’s *school code*, a required input upon login into **TracDat**, the college’s assessment data management software. In an indirect way, this contest was also meant to cultivate a feeling of ownership among GCC users of this assessment tool. See contest guidelines in APPENDIX A.



- An institution will have begun identifying student learning outcomes, defining meaningful measures of accomplishment, measuring and evaluating the results. Some data on student achievement of student learning outcomes will be available.
- There will be some plan in place to extend accomplishments in using student learning outcomes to all courses, programs and degrees.
- There will be evidence of broad institutional dialogue about and engagement with student learning outcomes.
- There will be some evidence of reorientation of other college processes to support student learning, such as planning and processes, resource allocation processes, and decision-making processes.

### *Organizing Framework*

In consonance with the above expectations, Dr. Barbara Beno (2004) in her article, “The Role of Student Learning Outcomes in Accreditation Quality Review,” (as published in Serban et. al.’s *Developing and Implementing Assessment of Student Learning Outcomes*), provides the following four practical guidelines for institutions as they prepare for an accreditation team visit:

- Document Expected Student Learning Outcomes
- Document Institutional Assessment of Learning
- Document Student Learning Outcomes
- Document Use of Assessment Results for Institutional Improvements

As GCC prepares for an ACJCC/WASC accreditation team visit in February/March 2006, it is important to begin asking the following relevant questions: How has our college accumulated the evidence necessary for an accreditation team to assess the strength of

GCC's claims that it is fulfilling its mission statement or educational purpose? What cumulative proof do we possess, with regard to the quantity and quality of assessment activities on campus that have we systematically documented, analyzed, and utilized for purposes of planning and improvement? Most important of all, what concrete evidence do we have to demonstrate that the college is meaningfully engaged in assessing student learning at the classroom, program and institutional levels?<sup>2</sup>

For purposes of clarity and organization, this report will be structured in four major sections, with each section reflecting one practical guideline as indicated in the aforementioned Beno article. Because this report builds on the four previous institutional assessment reports written for the periods covering AY 2000-2001 to AY-2003-2004, it is likewise suggested that the reader reviews these prior reports for a better understanding of the gradual development and consequent evolution of a systematized assessment program at the college since its launching in Fall 2000.<sup>3</sup> This fifth report clearly serves to solidify the college's accreditation readiness.

### *Divisional Format*

Another feature in this year's report will be to structure the narrative at the **divisional** level. Departing from the broad institutional framework adopted in previous reports, this divisional format will allow the reader to gauge the effectiveness of the *comprehensive* approach the college has taken in implementing assessment. This means that

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<sup>2</sup> The three tiers of assessment—course, program, institution—was the dominant framework that guided the year-long series of assessment training and workshops for all GCC constituents (as spearheaded by the Committee on College Assessment) in AY 2001-2002.

<sup>3</sup> The best way to gain a comprehensive overview of the development of assessment activities and processes at the college will be to explore the GCC Assessment Website at <http://www.guamcc.edu/assessment>, as developed and maintained by the Office of Assessment and Institutional Effectiveness (AIE). As of August 1, 2005, the website has received 9,715 hits since its launching in March 2004. It was also officially listed in the meta-site, "Internet Resources of Higher Education Outcomes Assessment," in January 2005. See APPENDIX B for a screen capture of the site's home page.

the three important areas where various assessment activities are taking place –in instructional programs, student services, and administrative units –will be given equal treatment and importance in this report. The three main divisions of the college --- Academic Affairs, Business & Finance, and Administrative Services – will therefore be highlighted in terms of the quantity and quality of their respective assessment activities and processes, as well as their strategies in collecting either direct or indirect evidence to measure their assessment accomplishments.

How are these assessment processes contextualized in the development and evolution of the “culture of evidence” at the college? As a background to the four major sections of the report, the discussion that follows situates the whole GCC assessment effort in the context of a continually evolving infrastructure that has significantly undergone transition from manual (i.e., hard copy) to automated (i.e., online) assessment processes.

### *Assessment Infrastructure and Data Sources*

The greatest challenge in reporting assessment progress is how to organize, manage, and report assessment data that can prove meaningful to an institution’s goals of accountability and improvement. This challenging task of data organization and management consequently dictated the college’s decision to purchase a site license for TracDat, an assessment data management software<sup>4</sup>, in late November 2003. Though the transition from hard copy to automated assessment occurred soon thereafter,<sup>5</sup> the software’s full implementation campus-wide primarily began in Fall 2004. This occurred after about a

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<sup>4</sup> To learn more about the capabilities of TracDat, see the software vendor’s website at <http://www.nuventive.com>.

<sup>5</sup> A super typhoon that hit the island in December 2003 wrought havoc upon Guam’s power utilities, and the damage that it caused to some GCC buildings was partly responsible in the delay of implementing TracDat on a campus-wide scale.

year of intensive software training for prospective GCC users,<sup>6</sup> and was mostly focused on mapping the software's features with the currently-existing assessment infrastructure at the college. How and to what extent does this assessment electronic tool address the assessment needs of prospective software users? This was the general question that dictated the production of an informative brochure that spelled out the benefits of using TracDat. Touted as "a flexible software solution for managing the college's comprehensive assessment process," the brochure conveyed that the electronic tool will help assessment authors "achieve program improvement."<sup>7</sup> With almost one full year of bold experimentation with the software (AY 2003-2004) and one year of campus-wide implementation (AY 2004-2005), GCC users have since gained a better handle of the software's basic navigational features. After approximately two hundred fifty two (252) hours expended for TracDat training activities<sup>8</sup>, much still needs to be done however in building the capacity of all assessment authors, and most importantly, in securing their "buy-in" and comfort level with the use of this electronic tool. With about one hundred fifteen (115) internally-registered users of the software, it is anticipated that with each passing year, and as faculty, staff, and administrators get better training, the data entered into TracDat would eventually become richer and more meaningful.

Despite the relative "newness" of the current TracDat database, most of the evidence that will be provided in this report will be generated out of TracDat, as supplemented by the hard copy files of assessment documents kept and maintained by the Office of Assessment

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<sup>6</sup> Several important issues were identified in the course of the software training, such as the "good fit" of the features of the software with current assessment terminology and practice. Through regular consultation with our consultants at Nuventive (the software vendor), most of these issues were consequently resolved and later on implemented. See APPENDIX C for the training schedule developed by AIE.

<sup>7</sup> See APPENDIX D. This TracDat brochure is also available online at the AIE website at <http://www.guamcc.edu/assessment>. Click on "Automated Assessment" to view the document.

<sup>8</sup> See APPENDIX D.1 for a listing of one-on-one and group training session participants.

and Institutional Effectiveness (AIE).<sup>9</sup> Examples of such evidence will be assessment plans that detail mission and vision statements, program and unit set ups, articulated student learning outcomes (SLOs), as well as measures of evaluating SLOs. Assessment plans will further contain information on assessment roles, timelines, course information, program guide updates, as well as other relevant information pertinent to course, program, or unit assessment. Assessment reports containing summary of assessment data, as well as the use of assessment results (including follow-ups) will also be utilized as evidence. Both assessment plans and reports from various programs and units will be selected from each of the assessment groups (A, B, C, & D) based on the two-year assessment cycle schedule currently being implemented at the college.<sup>10</sup>

Another important component of the college's assessment infrastructure is the array of artifacts developed and utilized by the Committee on College Assessment (CCA) in its oversight of assessment compliance at the college. These artifacts—consisting of various kinds of downloadable templates—have become very important tools<sup>11</sup> in fulfilling assessment requirements among GCC constituents, as well as in the monitoring of these requirements by CCA members in their weekly committee meetings.<sup>12</sup>

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<sup>9</sup> AIE keeps all assessment documents in several four-level horizontal filing cabinets at the two AIE offices, Rm 2226 and Rm 2227, located at the Student Services and Administration Building on campus.

<sup>10</sup> Developed for purposes of monitoring compliance with assessment requirements, the assessment taxonomy is based on the following: Group A: Associate degrees; Group B: Certificate; Group C: Student Services & Admin Units; Group D: Special Programs. The two-year assessment cycle schedule assigns deadlines for specific assessment requirements to each of the groups, so that they are not doing the same things at the same time. See APPENDIX E for the Monitoring of Assessment Activities, Groups A-D, Spring 2005.

<sup>11</sup> See APPENDIX F for an array of CCA templates that are currently being utilized at the college. For easy downloading and printing, these tools are also made available at the AIE website ([www.guamcc.edu/assessment](http://www.guamcc.edu/assessment)) under Quick Links.

<sup>12</sup> CCA meetings occur weekly on Wednesdays, from 2 – 3 pm. See APPENDIX G for the attendance record of committee members for AY 2004-2005. Minutes of Assessment Committee meetings (called GCC Updates) have been uploaded to the AIE website. As a good source of GCC assessment history and its evolution, meeting minutes of AY 2001-2002 to AY 2004-2005 are replete with issues, dialogue, and decisions that reflect the institutional commitment to the whole assessment process.

Other sources of data for this report will cover a wide range of both direct and indirect measures, as outlined in assessment plans and reports submitted to CCA through TracDat. Direct measures include evidence from student projects, exams, student essays, and other similar classroom products. These are, in the college's assessment terminology, collectively known as *student artifacts*, and will be embedded in TracDat. Additionally, indirect measures such as compliance rates, student enrollment data, program budget expenditures, classroom observation notes, survey results, CCA attendance records, General Education (GE) committee meeting summaries, SLO matrices, and curriculum revision updates, among others, will also be included. It is also important to note that both quantitative and qualitative data will be used in this report to illustrate the breadth and scope of assessment activities being undertaken at the course, program and institution levels.

#### *Assessment Compliance at the Divisional Level*

For background and context, it is also instructive to look at the “big picture” of assessment progress at the college by looking at divisional compliance. The *comprehensive* scope of GCC assessment necessitates this action, since all instructional programs, student services, and administrative units at the college are mandated by BOT Policy 306<sup>13</sup> to “do assessment.” This policy entitled, “Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees,” was adopted in September 2002 and supersedes the earlier policy on program evaluation, Policy 305. With its radical departure from the previously-set five-year program review schedule, this policy mandates comprehensive assessment in a two-year assessment cycle. Toward this end, all

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<sup>13</sup> Refer to APPENDIX H.

assessment activities and processes at the college are substantively driven by the BOT Policy 306 policy document.

As the GCC's Two-Year Assessment Cycle Schedule poster produced and updated annually by AIE reflects<sup>14</sup>, the following chronology of submission of assessment requirements to CCA is recommended:

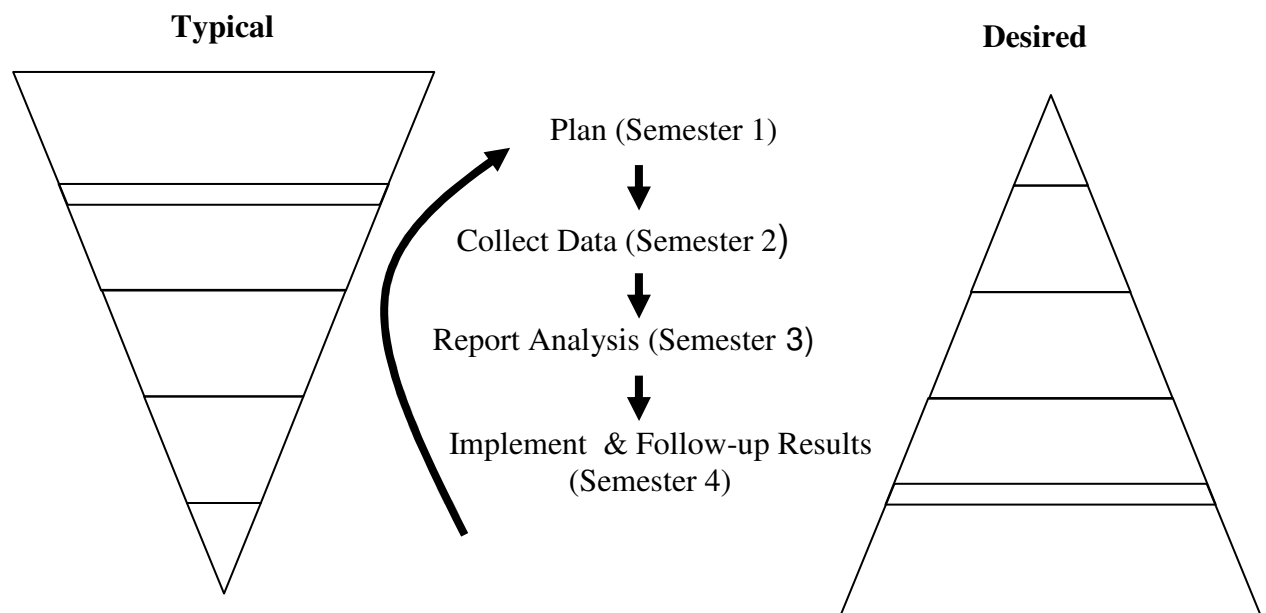
Semester 1, submission of an original or revisited assessment plan;

Semester 2, submission of a data collection progress memo;

Semester 3, submission of an assessment report; and

Semester 4, submission of an implementation of results memo.

This is visually represented in the following diagram:



Closely adhering to this schedule, AIE keeps track of assessment submissions and monitors program or unit compliance through a memorandum<sup>15</sup> sent to the Deans (and in some programs/units, Vice Presidents), so that friendly reminders may be applied, when

<sup>14</sup> See poster in APPENDIX I.

<sup>15</sup> See Monitoring Matrix in APPENDICES J, J.1 and J.2

necessary.<sup>16</sup> The table below presents the variable compliance rates of the three major divisions at the college vis-à-vis their adherence to the two-year assessment cycle schedule. In the following table, *compliance* is measured in terms of being on track with *at least two* (i.e., plan, report) of the four semester goals identified above:

**Table 1.** Rates of Divisional Compliance with Assessment Requirements for the 2-year Assessment Cycle Schedule (in percentages)

Academic Year	Programs/Units on Track	Percent	Programs/Units on Track	Percent	Programs/Units on Track	Percent
	Total Number of Programs/Units		Total Number of Programs/Units		Total Number of Programs/Units	
	(Academic Affairs Division)		(Business & Finance Division)		(Administrative Services Division)	
AY 2000-2001	--		--		--	
AY 2001-2002	--		--		--	
AY 2002-2003	43/61	70%	0/6	0%	4/4	100%
AY 2003-2004	35/57	61%	0/5	0%	2/4	50%
AY 2004-2005	37/65	57%	4/5	80%	3/4	75%

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. For AY 2001-2002, compliance data was not yet systematically gathered at that time.

As is clearly apparent in Table 1 above, the bulk of assessment activities and processes at the college occur in the area of academic affairs. As dictated by its mission, the Academic Affairs Division (AAD) covers both academic and non-academic programs while the Business and Finance Division (BFD) and Administrative Services Division (ASD) both cover non-academic services only. For AY 2002-2003 alone, AAD had sixty-one (61)

<sup>16</sup> Several sample monthly reports are compiled in APPENDIX K to give the reader a good idea of what these reports intend to achieve vis-à-vis compliance issues. A memo exchange in APPENDIX K.1 is illustrative of the ongoing dialogue between administrators and faculty regarding compliance issues.



programs and units being assessed while BFD had 6 and ASD had 4. In the next academic year, one unit (i.e., Bookstore) was dropped by BFD in its assessment program. During that same year, AAD experienced program deletions (e.g., Turf Management, etc.), as well as consolidations (e.g., Hospitality programs). For the past academic year, new programs have also been added to AAD, as a result of new offices or programs being established (e.g., Assessment and Institutional Effectiveness, Accommodative Services, etc.).

Although the AAD compliance figures above reflect a decline with every passing year (from 70% to 61% to 57%), this must however be viewed in the light of program deletions, additions, and most importantly, the introduction of the TracDat software to the whole assessment process. The introduction of the software surely contributed to a lot of unease and resistance toward the whole assessment process; this despite the gradual acceptance of the various elements of the college's assessment initiative earlier. This transition from the hard copy to the online environment required a most difficult challenge in terms of software training, CCA review of assessment submissions, scheduling, and a host of other relevant issues.

As a result, the interplay of these factors has had a variable impact on overall compliance, specifically among assessment authors in instructional programs.<sup>17</sup> BFD compliance, on the other hand, has been dictated by factors that will be discussed in a later section of the report. With only four (4) departments under its scope of responsibility, compliance for ASD programs does not seem to be problematic at all.

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<sup>17</sup> Another caveat regarding compliance: In programs with faculty ranked below Assistant Professor, compliance has been rather slow and difficult due to contract issues. The Job Specifications document in the Board-Faculty Union contract does not require faculty members with the rank of Instructor and below to engage in curriculum development tasks. To remedy this situation, one Dean has proposed a funded program agreement that would provide valuable assessment assistance to such programs (e.g. Construction Trades, Automotive).

***Practical Guideline #1:***

**DOCUMENT EXPECTED STUDENT LEARNING OUTCOMES**

For this first practical guideline for an accreditation team visit, the college has worked diligently for the past five years to build a data base of expectations for each and every instructional program, student services area, and administrative unit within the college. These expectations are variously called mission and vision statements, educational goals, intended educational objectives, or student learning outcomes, among various assessment practitioners. Peggy Maki (2004), in her oft-cited “Assessment Cycle” puts *mission or educational objectives* as the central core in her diagram in keeping with her contention that sound assessment emanates from a clearly articulated educational mission. Moreover, many assessment authors (Nichols, 2000; Allen, 2004; Suskie, 2004) believe that these expectations of educational objectives must be widely shared and disseminated to the whole campus community. Surely, when expectations are made visible and explicit to all college stakeholders, assessment results can be rightly measured against such objectives or goals. Moreover, college constituents’ common knowledge of expectations brings them closer to a collective understanding of their general mission, not as individuals, but as a group. Their individual roles in the achievement of these goals and expectations are therefore gradually clarified and concretized. Such commonality of vision drives them to realize their set objectives against all odds. Framed in this particular context, the following table presents the mission and vision statements, as well as the broad goals of the three main divisions –Academic Affairs, Business and Finance, and Administrative Services -- at GCC, as culled from the TracDat database:

**Table 2.** Mission & Vision Statements and Articulated Goals of the Three Main Divisions at GCC as culled from TracDat, AY 2004-2005

Division	Mission	Vision	Goals
Academic Affairs (AAD)	The mission of the Academic Affairs Division is to achieve excellence in instruction and student services through the hiring and retention of qualified and motivated faculty and support staff; ensuring high curricular program quality through systematic and continuous assessment; promoting student learning outcomes at the institutional, program and course levels; and maintaining all ACCJC accreditation standards for accountability and improvement	The Division envisions all programs and services to engage in a continuous cycle of evaluation, planning and improvement where systematic assessment serves to fuel institutional dialogue at all levels.	<p>AAD maintains all ACCJC accreditation standards, with a sustained focus on accountability and improvement.</p> <p>AAD enhances the college's strategic planning through a comprehensive and regularized assessment process.</p> <p>AAD maintains a reputation for excellence in vocational programs and services.</p> <p>AAD remains an integral part of Guam's economic development through the offering of quality educational programs.</p> <p>AAD integrates technology into instructional and administrative processes in order to foster student learning outcomes both directly and indirectly.</p> <p>AAD increases and strengthens partnerships with the college's external constituencies, e.g. Guam DOE, Univ. of Guam, Univ. of San Diego, among others.</p> <p>AAD provides leadership for the region through continuing education and workforce development.</p>
Business and Finance (BFD)	The mission of the Business and Finance Division is to support the thoughtful allocation and management of the College's resources.	(no input in TracDat)	BFD supports the thoughtful allocation and management of the College's current financial resources through the operation of the following offices: Business, Budget, Financial Aid, Materials Management, and Human Resources.
Administrative Services (ASD)	The mission of the Administrative Services Division is to provide support for the technology, physical plant, safety, support	The Division envisions continuous improvement in the delivery of administrative	ASD efficiently provides support services (e.g., copying, telephone operations and messenger services) for all divisions, departments and offices.

	services, planning and grant maintenance requirements for all Guam Community College divisions, departments and offices to enhance the overall academic mission of the College.	support services through the solicitation of meaningful feedback from all constituencies.	<p>ASD ensures a safe environment for faculty, staff, administrators and students.</p> <p>ASD maintains and continuously enhances the technology infrastructure of the College.</p> <p>ASD maintains and improves the physical plant infrastructure, buildings and internal spaces.</p> <p>ASD provides grant support for the Formula Grants (VEA and ABE) to augment and enhance the educational programs of the college.</p> <p>ASD provides support for the development of a Strategic Plan for the college.</p>
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According to Nichols (2002), expectations about “educational objectives do not exist, unless they are written down.” There must be some truth to this statement since it took several years before the above “written” expectations (not till TracDat required their input) became concrete and permanent on paper. Since the implementation of TracDat at the college, there is now a growing sense of urgency among various programs and units to “write down” their respective program mission and vision, as well as their intended program outcomes because of the TracDat requirement. As a result, the acronym “SLO” (short for *student learning outcome*), as applied to instructional programs, has attained extreme popularity in usage among GCC faculty and students. Many other key phrases that have acquired common usage because of their association with assessment are “means of assessment,” “criteria for success,” “use of assessment results,” and the “5-column model<sup>18</sup>,” among others. This is of course expected for the most part since the college has had its

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<sup>18</sup> The 5-column model is derived from James Nichols’ book, The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness, 2000. See APPENDIX L for a visual representation of the model, as adopted by the college in its comprehensive assessment process.

comprehensive assessment program in place since Fall 2000. Most of the assessment processes, procedures and protocols have been institutionalized, and the institution's commitment to comprehensive assessment has been validated by the establishment of the Office of Assessment and Institutional Effectiveness (AIE) in February 2004.<sup>19</sup>

The key term here is *comprehensive*, meaning that the college's assessment initiative covers the three broad areas of campus functioning, i.e., instructional programs, student services, and administrative units. For the former, the current campus terminology is expectedly "SLO" but for the latter two areas, the terms applied at the college are either "administrative objectives" or "admin outcomes." It is worthwhile to note that the delineation in usage is reflective of the ongoing challenge of measuring assessment success through its *direct impact on student learning*. Though this direct impact can be demonstrated more easily by instructional programs because of faculty's regular contact with students, this is not always the case with student services areas, and even more so, with administrative units. The challenge posed by the question --are indirect measures of student learning as equally valuable as the direct measures? -- constantly informs this dialogue among those GCC constituents who gather assessment data in their respective areas. In the end, the articulated mission and vision statements of various programs and units essentially serve to guide and dictate the kinds of assessment tools that are being used for data collection purposes, as well as the selection of respondents necessary to provide the answers to assessment questions.

What kinds of data are meaningful for what particular statements of educational or administrative objectives? At this juncture, a discussion of educational and administrative

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<sup>19</sup> See the Fourth Institutional Assessment Report (pp. 21-22) for a brief discussion of the office's establishment, as well as its goals and objectives.

objectives from the three divisions will give the reader a better understanding of the articulated expectations set forth by the various programs and units under each of the divisions.

#### A. ACADEMIC AFFAIRS DIVISION (AAD)

In last year's institutional assessment report (AY 2003-2004), a matrix was provided documenting the student learning outcomes (SLOs) for various instructional programs, in both Associate and Certificate degrees. For AY 2004-2005, several AS and Certificate programs continued to revisit and refine their SLOs as they were entered into the TracDat database. This development also coincided with the progression of various programs into the second cycle of assessment, after having completed a full cycle in the previous four semesters. The following two tables<sup>20</sup> present new, as well as revisited and improved SLOs that have now been entered into the TracDat database:

**Table 3.** Articulated Student Learning Outcomes For *Associate Degree* Programs As Reported By Various Departments

Program	Student Learning Outcomes (SLOs)
Accounting (AS)	<ol style="list-style-type: none"> <li>1. Students will express their opinions regarding values learned from practicing accounting theory and principles.</li> <li>2. Students will demonstrate computer-based knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of business.</li> <li>3. Students will recall accounting theory and principles to accounting procedures and practices for either financial and/or hospitality accounting systems.</li> </ol>
Automotive Technology (AS)	<ol style="list-style-type: none"> <li>1. Students will be able to identify automobile components.</li> <li>2. Students will seek ways to improve customer service and to have integrity in customer relations.</li> <li>3. Students will be able to diagnose, adjust, repair and replace automotive components.</li> </ol>
Computer Science (AS)	<ol style="list-style-type: none"> <li>1. Students will be equipped with a basic foundation of computer knowledge and practical skills.</li> <li>2. Students will be prepared for employment in competitive positions in the computer</li> </ol>

<sup>20</sup> For purposes of consistency in structure and format, some of the SLOs included in these two tables have been slightly edited.

	<p>science profession.</p> <ol style="list-style-type: none"> <li>3. Graduates will be able to create files using the Interactive Data Definition Utility (IDDU).</li> <li>4. Graduates will be able to design and implement a computer-based solution of a problem by using SDA, creating files using IDDU and writing code using the RPG programming language.</li> </ol>
Criminal Justice (AS)	<ol style="list-style-type: none"> <li>1. Students will be able to identify the legal procedures for gathering information about crimes, criminal procedure, and a defendant's right.</li> <li>2. Students will be able to describe the process of the criminal justice system and the duties and responsibilities of the criminal justice professional.</li> <li>3. Students will be able to demonstrate the ability to understand the interrelations, ethics and role expectations of the criminal justice professional in society.</li> </ol>
Culinary Arts (AA)	<ol style="list-style-type: none"> <li>1. Students will be able to perform skills and tasks associated with the culinary arts.</li> <li>2. Students will demonstrate knowledge in culinary terms, methods and applications.</li> <li>3. Students will be able to perform skills under the pressures associated with the culinary field.</li> </ol>
Early Childhood Education (AS/Certificate)	<ol style="list-style-type: none"> <li>1. Students will be able to plan and implement appropriate lesson plans and activities.</li> <li>2. Students will demonstrate a positive disposition toward working with young children and their families from different nationalities, cultures, ethnic groups, and abilities.</li> <li>3. Students will establish and maintain positive professional relationships with families of young children they serve.</li> <li>4. Students will establish and maintain a safe and healthy setting for infants to early school-age children.</li> </ol>
Education (AA)	<ol style="list-style-type: none"> <li>1. Students will be able to effectively implement appropriate behavioral management strategies and problem solving skills when necessary.</li> <li>2. Students will be able to establish and maintain a safe and healthy environment for all students.</li> <li>3. Students will be able to establish and maintain positive and productive relationships at the job site.</li> <li>4. Students will be able to plan and implement lesson plans, coordinates classroom activities and organizes room accordingly.</li> </ol>
Electronics Networking (AS)	<ol style="list-style-type: none"> <li>1. Students will be successfully employed in the field of Electronic Engineering Technology.</li> <li>2. Students will successfully pass the Electronic Technician Association exams for industry certification.</li> </ol>
Hospitality Industry Management (AS)	<ol style="list-style-type: none"> <li>1. Students will be equipped with fundamental <i>knowledge</i> to be successful in the lodging and foodservice segments of the tourism industry.</li> <li>2. Students will be equipped with fundamental <i>skills</i> to be successful in the lodging and foodservice segments of the tourism industry.</li> <li>3. Students will be equipped with fundamental <i>attitudes</i> to be successful in the lodging and foodservice segments of the tourism industry.</li> </ol>
Liberal Arts (AA)	<ol style="list-style-type: none"> <li>1. Students will be able to draw relationships between continuity and change in explaining human behavior and society.</li> <li>2. Students will be able to analyze the progress of one's self in life and examine the</li> </ol>

	<p>impact it has had in relation to living in a democratic and global society.</p> <ol style="list-style-type: none"> <li>Students will be able to explore the factors affecting individual's choices and their effects on one's self and adjustment within society.</li> <li>Students will be able to analyze and examine relationships between past, present and future events in society.</li> </ol>
Marketing (AS)	<ol style="list-style-type: none"> <li>Students will learn the basic knowledge taught in the core courses of the Marketing program.</li> <li>Students will demonstrate effective communication skills and technology skills used in the basic fields of marketing.</li> <li>Students will display fundamental knowledge and attitudes to be successful in a marketing profession.</li> </ol>
Medical Assisting (AS)	<ol style="list-style-type: none"> <li>Students will be able to meet National Standards for Medical Assistants in performing administrative duties in the clinic or physician's office.</li> <li>Students will be able to meet National Standards for Medical Assistants in performing clinical procedures.</li> <li>Students will be able to display professionalism in performing administrative and clinical duties.</li> </ol>
Office Technology (AS)	<ol style="list-style-type: none"> <li>Students will be equipped with the necessary administrative terminology and principles to work in a legal or medical office.</li> <li>Students will be prepared to be employed in a legal, medical or other office related occupation with the necessary attitude and values reflective of their training.</li> <li>Students will demonstrate efficiency in legal and medical transcription through the use of computer application software according to industry standards.</li> </ol>
Supervision & Management (AS)	<ol style="list-style-type: none"> <li>Students will be able to demonstrate knowledge of management performance standards and its application in employee evaluation in the business environment.</li> <li>Students will be able to demonstrate motivational skill techniques and its application in employee attitude challenges in the business work place.</li> <li>Students will be able to demonstrate supervisory skills application in solving employee conflicts in the business work environment.</li> </ol>
Visual Communications (AS)	<ol style="list-style-type: none"> <li>Students will identify and master software tools and palettes and demonstrate basic techniques and actions.</li> <li>Students will complete their projects in analog or electronic format (for storage in an electronic portfolio).</li> <li>Students will demonstrate proficiency in the use of Illustrator digital tools.</li> </ol>

**Table 4.** Articulated Student Learning Outcomes For *Certificate* Programs As Reported By Various Departments

Program	Student Learning Outcomes (SLOs)
Accounting Clerk (Cert)	<ol style="list-style-type: none"> <li>Students will express their competency level in their use of the accounting cycle for a business.</li> <li>Students will complete a computerized payroll project for a small business.</li> <li>Students will apply basic financial statement analytical procedures and analysis to assess</li> </ol>



	the solvency and profitability of a business.
Automotive Technology (Cert)	<ol style="list-style-type: none"> <li>1. Students will be able to identify automobile components.</li> <li>2. Students will seek ways to improve customer service and to have integrity in customer relations.</li> <li>3. Students will be able to diagnose, adjustment, repair and replace automotive components.</li> </ol>
Computer Science (Cert)	<ol style="list-style-type: none"> <li>1. Students will complete database projects using MS Access 2003 application.</li> <li>2. Students will complete spreadsheet projects using the EXCEL application to solve real life problems.</li> <li>3. Students will create a slide show using POWERPOINT to present a real-life event.</li> </ol>
Cosmetology (Cert)	<ol style="list-style-type: none"> <li>1. Students will develop the aptitude (i.e., skills, knowledge, attitudes, and leadership qualities) required to meet licensure standards of the Guam Board of Cosmetology.</li> <li>2. Students will hone their skills in improving beauty salon services like shampooing, rinses, scalp treatment, permanent waving, finger-waving, make-up and haircuts.</li> <li>3. Students will acquire the following cosmetology-related characteristics: ability to understand and apply technical knowledge and theoretical principles, as well as the flexibility to work for demanding individuals, and to work for long periods of time under pressure.</li> </ol>
Education (Cert)	<ol style="list-style-type: none"> <li>1. Students will effectively implement appropriate behavioral management strategies and problem solving skills when necessary.</li> <li>2. Students will establish and maintain positive and productive relationships at the job site.</li> <li>3. Students will plan and implement lesson plans, coordinates classroom activities and organizes room accordingly.</li> <li>4. Students will develop a positive attitude toward working with all students to include those who have special needs and (those who) come from diverse cultures.</li> <li>5. Students will establish and maintain a safe and healthy environment for all students.</li> </ol>
Fire & Science Technology (Cert)	<ol style="list-style-type: none"> <li>1. Graduates will be able to command a fire company during emergency response situations.</li> <li>2. Students will demonstrate proficiency in the use of fire hose, nozzles, appliances, adapters, and hose streams.</li> <li>3. Students will be able to perform a residential or business fire prevention inspection.</li> <li>4. Students will be able to perform the required duties of a basic Emergency Medical Technician.</li> <li>5. Graduates will possess requisite knowledge of NFPA and OSHA regulations pertaining to the fire services.</li> </ol>
Medical Assisting (Cert)	<ol style="list-style-type: none"> <li>1. Students will display professional characteristics at the clinical site including recognizing ethical and legal responsibilities and communicate effectively.</li> <li>2. Students will meet national standards for Medical Assistants in performing administrative duties in the clinic or a physician's office.</li> <li>3. Students will meet national standards for Medical Assistants in performing clinical procedures.</li> </ol>
Office Administration (Cert)	<ol style="list-style-type: none"> <li>1. Students will express their competency level on the ability to use and integrate various office applications.</li> <li>2. Students will use previously learned skills and information to format and produce various</li> </ol>

	<p>office documents.</p> <ol style="list-style-type: none"> <li>Students will demonstrate appropriate skills and ability to integrate various office applications.</li> </ol>
Supervision & Management (Cert)	<ol style="list-style-type: none"> <li>Students will demonstrate report writing skills necessary in situations requiring disciplinary action.</li> <li>Students will demonstrate non-structured problem solving skills in the decision-making process.</li> <li>Students will interpret and apply employee performance evaluations skills.</li> </ol>
Systems Technology (Cert)	<ol style="list-style-type: none"> <li>Students will be able to install, configured and repair Computer Network Systems.</li> <li>Students will be able to pass Local &amp; National Certification test in Computer Repair &amp; Networking Administrative.</li> <li>Students will communicate the values of an effective and productive technician in the telecommunication and industry.</li> </ol>

Tables 3 and 4 above have a cumulative total of eighty one (81) articulated Student Learning Outcomes, broken down into 47 SLOs for Associate Degree programs and 34 SLOs for Certificate programs. Fifteen (15) AS programs and thirteen (13) Certificate programs are included in this selected sample.

With regard to student learning outcomes, one notable observation in last year's report was that "most programs have largely emphasized cognitive outcomes," in light of the three assessment questions that have been largely emphasized in previous faculty capacity-building workshops<sup>21</sup>, namely:

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

For AY 2004-2005, a careful comparative review of the SLOs in Tables 3 and 4 reveal the following interesting patterns:

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<sup>21</sup> Assessment capacity-building workshops for GCC constituents, in fact, began as early as Spring 2001 and continued on till Fall 2002.

**Table 5.** Dimensions of Assessment Expressed in Student Learning Outcomes for Associate Degree and Certificate Programs (n = 81)

	Total SLOs	COGNITIVE <i>What do students know?</i>	%	BEHAVIORAL <i>What can they do?</i>	%	AFFECTIVE <i>What do they think and value?</i>	%
Associate Degree (n = 15)	47	17	<b>36%</b>	19	<b>41%</b>	11	<b>23%</b>
Certificate (n = 13)	34	10	<b>29%</b>	17	<b>50%</b>	7	<b>21%</b>

As the above table reflects, there has been a significant shift of emphasis in the dimensions of assessment expressed in the various SLOs articulated by various assessment authors during the past academic year. It is worthwhile to note that the *behavioral* dimension has been expressed in 41% (n = 19) of the 47 SLOs for the Associate Degree programs, in comparison with the *cognitive* dimension which was the focus of only 36% (n = 17) of the SLOs. This same pattern likewise holds true for the Certificate programs where the behavioral dimension is expressed in 50% (n = 17), while the cognitive dimension is expressed in only 29% (n = 10) of the 34 SLOs. Several factors may account for this shift in emphasis. One, the competency-based nature of vocational programs on campus might be one primary reason. Why? As assessment authors began to have a better understanding of what assessment questions to ask, they took their current classroom practices into significant account. Two, skills-proficiency checklists are common tools for classroom assessment in many vocational programs, and hence, articulating a student learning outcome to fit an existing assessment tool may prove to be a logical move for some assessment authors.

Like the struggle being experienced in many campuses across the country, however, it is the affective or attitudinal dimension that seems difficult to articulate in many

programs' student learning outcomes. The figures 23% (n = 11) and 21% (n = 7) respectively for Associate Degree and Certificate programs in Table 4 above attest to this fact. The challenge of measurement (e.g., how does one quantify attitude or work ethic?) is often given as the main explanation for the difficulty of assessing affective outcomes, and in the case of GCC, it is also the most oft-cited explanation, especially among faculty members.

If the assessment of instructional programs is essentially grounded in articulated SLOs, what about student services and administrative units which are also important components of a learning-centered college? The table below documents the administrative objectives or admin outcomes formulated by student services areas in the Academic Affairs Division for the AY 2004-2005 (as generated from TracDat)<sup>22</sup>:

**Table 6.** Articulated Expectations for Student Services and Administrative Units as Reported by Various Departments/Units under AAD, AY 2004-2005

Student Services/Units	Administrative Objectives/ Admin Outcomes
AAD Support Staff AVP Office	<ol style="list-style-type: none"> <li>1. To produce a useful print catalog in accordance with policy and curriculum approval process that is consistent with NIAS, the web-based student information system.</li> <li>2. To continue to address students' electronic needs through the addition of developed standard forms and standard operations procedures to the website.</li> <li>3. To improve the way students are provided with the educational resources and delivery of services that they need to fulfill their educational goals.</li> </ol>
Accommodative Services/ Office of Student Development	<ol style="list-style-type: none"> <li>1. To work effectively with community partners (e.g., Department of Vocational Rehabilitation and Agency for Human Resources Department) in order to enable students to become clients, receive services, and gain employment.</li> <li>2. To create and implement a system of interaction with faculty in order to assist them in their efforts to ensure that curriculum and related educational resources are fully accessible to students with disabilities.</li> <li>3. To identify two to three funding sources to support accommodation services and related expenditures, as well as identify two to three best practices for students with disabilities at comparative institutions.</li> </ol>

<sup>22</sup> Some of the articulated objectives in this table, as well as in succeeding tables, have been slightly edited for consistency of format and structure.

	<ol style="list-style-type: none"> <li>To create and produce a brochure depicting accommodations for students with disabilities on campus.</li> </ol>
Admissions & Registration	<ol style="list-style-type: none"> <li>To ensure that all individuals accessing NIAS are aware of the Code of Responsibility and FERPA rules and are provided with NIAS training based on their responses to a user survey. This will lead to better advisement, and ultimately, improved student outcomes.</li> <li>To provide timely and accurate student information (e.g., enrollment data) to administrators and faculty for planning purposes. <ol style="list-style-type: none"> <li>This entails creating a data request system including designated deadlines. Deadlines will be established between the Office of Admissions and Registration and the requestor in cases where there are no existing deadlines (e.g., ad-hoc reports).</li> <li>This also entails creating a logbook of student reported errors of transcripts and certificates.</li> </ol> </li> <li>To provide services (certification requests, transcript requests, evaluation requests, application for admissions as a declared student, application for degree/certificate/diploma, change/add second program/major, change of name/other) within designated deadlines.</li> <li>To provide complete and accurate student information (certification requests, transcript requests, evaluation requests, application for admissions as a declared student, application for degree/certificate/diploma, change/add second program/major, change of name/other).</li> <li>To provide service in a prompt and courteous manner.</li> <li>To keep staff well informed by providing them with a monthly calendar of upcoming admissions and registration activities and a schedule of counter service coverage.</li> <li>To conduct staff meetings on the second and fourth Friday of every month to discuss issues, concerns, policies, and admissions and registration activities.</li> <li>To reinstate the use of a Suggestion Box to collect feedback from students, other department/units within the College community and the general public regarding the services provided by the Admissions and Registration Office.</li> </ol>
Advisement Services	<ol style="list-style-type: none"> <li>To create and maintain a webpage designed to provide advisement information to GCC students.</li> <li>To equip faculty advisors with an understanding of the basic use of NIAS and the different tools available in advising students.</li> </ol>
Apprenticeship Training	<ol style="list-style-type: none"> <li>To provide accurate advisement to registered apprentices as they track through their recommended courses.</li> <li>To provide accurate and timely information to the business office for tuition deferment purposes.</li> <li>To improve the quality of advisement services to apprentices through the use of needs assessment tools (such as a survey).</li> <li>To provide a cost breakdown to the Business Office indicating the number of student apprentices currently enrolled in courses per semester (Cost breakdown includes: tuition, fees, books and bonuses).</li> </ol>

Assessment & Counseling	<ol style="list-style-type: none"> <li>1. To implement activities that will develop students' skills and/or increase their awareness in areas affecting their personal and educational success.</li> <li>2. To implement a marketing plan to increase awareness of counseling services among faculty, administrators and staff.</li> <li>3. To ensure that students will be satisfied with services provided by the Counseling Department.</li> <li>4. To review and evaluate department services, programs and initiatives regularly.</li> </ol>
Auxiliary Services	<ol style="list-style-type: none"> <li>1. To ensure that all cross-enrolled, secondary students attending GCC who need disciplinary intervention receive this service in an efficient, timely manner.</li> <li>2. To ensure that the campus community receives security services needed for a safe learning environment.</li> <li>3. To provide students and faculty with identification cards and parking decals within the first month of each academic semester.</li> </ol>
Career Placement Center	<ol style="list-style-type: none"> <li>1. To conduct or coordinate in-class/community employability training workshops.</li> <li>2. To increase the awareness and utilization of placement services among the GCC constituents through a marketing plan.</li> <li>3. To provide career related services and resources to fill the needs of the students.</li> <li>4. To review and evaluate goals, programs and initiatives.</li> </ol>
Continuing Education	<ol style="list-style-type: none"> <li>1. To provide educational and personal enrichment courses and opportunities to public, government agencies, and private businesses (including those courses not offered during the regular semester and courses offered towards professional certification).</li> <li>2. To vigorously promote and advertise the department's goals in the community, including government agencies and private businesses.</li> <li>3. To monitor department incentive monies earned through Continuing Education.</li> <li>4. To improve the quality of course offerings through the use of student questionnaires.</li> <li>5. To ensure that courses offered through Continuing Education are financially self-sustaining.</li> <li>6. To monitor department incentive monies earned through Continuing Education.</li> </ol>
Health Services Center	<ol style="list-style-type: none"> <li>1. To conduct annual TB skin testing and clearance of employees as required by law.</li> <li>2. To perform TB skin testing and clearance of students year round.</li> <li>3. To perform immunization audit of students year round.</li> <li>4. To provide appropriate nursing care interventions to ill and injured clients.</li> <li>5. To disseminate at least 90% of health-related workshops sponsored by Guam Nurses Association's Continuing Education Committee to employees, especially the faculty in Allied Health Dept., and students via e-mail and/or bulletin announcements, at the latest within a week of the workshop.</li> <li>6. To disseminate services provided at HSC through an informational</li> </ol>

	brochure.
Instructional Technology Center	<ol style="list-style-type: none"> <li>1. To provide training to support identified technology competency levels for faculty.</li> <li>2. To provide consultation and direction for departmental program growth in the use of instructional technology.</li> <li>3. To solicit training needs and develop workshop schedules for faculty.</li> <li>4. To serve as the source of instructional technology information and support for faculty.</li> <li>5. To purchase and loan out equipment to meet the needs of faculty that do not have the instructional hardware.</li> </ol>
Judicial Affairs/ Office of Student Development	<ol style="list-style-type: none"> <li>1. To convene a Judicial Affairs Student Advisory Council, consisting of 5 student leaders, to provide students' on-going assessment of the Office of Judicial Affairs in its on-going operation and development.</li> <li>2. To uphold the Student Code of Conduct in a way that ensures the Guam Community College is fully able to enact its mission by determining the current level of awareness students have about the Student Code of Conduct, including an understanding of where to find the document and of specific policies relating to student behavior, as presented in the Code.</li> <li>3. To identify any negative behavioral patterns related to Code violations, involving students, faculty and administrators in the collective effort to improve student behavior.</li> <li>4. To enact the procedures found within the Student Code of Conduct in a way that is both feasible and represents the Code.</li> </ol>
Learning Resources Center	<ol style="list-style-type: none"> <li>1. To foster the growth and training of library personnel to provide quality instruction and services to all library clientele.</li> <li>2. To provide competent assistance to students when borrowing materials, asking directional questions, using computer stations, making audio-visual requests, or conducting other library business at the Circulation Desk.</li> <li>3. To give students competent assistance in accessing and using information.</li> <li>4. To provide students with a library environment that meets their instructional and physical needs.</li> <li>5. To assess the process of planning, budgeting and evaluating the library program to determine whether the library is fulfilling its mission.</li> </ol>
Center for Leadership Development Studies/ Office of Student Development	<ol style="list-style-type: none"> <li>1. To identify and assess student leadership needs by surveying GCC postsecondary students.</li> <li>2. To identify and assess perceived student leadership needs by surveying GCC faculty and administrators.</li> <li>3. To provide or conduct leadership workshops to fill the needs of the students.</li> <li>4. To review and evaluate programs and goals.</li> </ol>
Office of Student Development/Center for Civic Engagement	<ol style="list-style-type: none"> <li>1. To conduct or coordinate Civic Engagement/Service Learning workshops for faculty.</li> <li>2. To provide Civic Engagement/Service Learning resources and support for faculty and staff.</li> </ol>

Student Governance	<ol style="list-style-type: none"> <li>1. To train leaders of the Council on Postsecondary Student Affairs and student organizations on the processes of writing and forwarding legislative documents.</li> <li>2. To document communications and results of communications of the Office of Student Development with department chairs, program managers and GCC management that are designed to ensure that these faculty members and administrators have the opportunity to take student concerns and recommendations into consideration in decisions affecting student educational experiences.</li> <li>3. To meet with COPSA officers and members on an on-going bases to report to them on the efforts and progress of the Student Governance Initiative.</li> </ol>
Work Experience	<ol style="list-style-type: none"> <li>1. To provide work-experience opportunities to qualified students in the satellite high school and post-secondary programs as related to their field of study.</li> <li>2. To provide feedback (for curriculum and skill development) to GCC's college's departments regarding student vocational skills and student learning outcomes.</li> <li>3. To develop and strengthen school-to-community linkages and relationships with industry, for WE/Co-op Program.</li> <li>4. To establish meeting times for WE/Co-op Work-Learn Program for the purposes of planning and evaluation.</li> </ol>

As reflected in Table 6 above, the seventy one (71) statements of administrative objectives from AAD seem to be solidly grounded in student learning, particularly those of Assessment and Counseling, Admissions and Registration, Career Placement Center, Advisement Services, Student Development, and the Learning Resources Center. On the other hand, the Instructional Technology Center's administrative outcomes seem geared towards supporting the teaching, more than the learning, process, though it can also be argued that the improvement of teaching ultimately leads to improved learning among students. The objectives of the Center for Civic Engagement seem to revolve around this same approach. Likewise, because the Continuing Education programs cater mostly to clientele from the community at large, the administrative objectives reflect this community bent, as well. On the other hand, the administrative objectives of Work Experience derive



strength from student experiences gained from out-of-class assignments made meaningful through appropriate community placements.

## B. BUSINESS & FINANCE DIVISION (BFD)

As generated from TracDat, the next table presents the administrative objectives or outcomes for the various administrative units of the college under the Business & Finance Division:

**Table 7.** Articulated Expectations for Administrative Units  
as Reported by Various Programs under BFD

Student Services/Units	Administrative Objectives/ Admin Outcomes
Budget & Contracts	<ol style="list-style-type: none"> <li>1. To complete the fiscal year with budgeted revenue and expenditure targets.</li> <li>2. To prepare an annual budget request within the parameters laid down by GovGuam and by the College.</li> <li>3. To promote the level of understanding and satisfaction of faculty, staff and administrators with the budget process.</li> <li>4. To sustain an ongoing sense of cooperation and mutual support among various departments -- Human Resources, the Business Office, Planning and Development, and MIS—in building the budget request and in managing the budget.</li> <li>5. To complete the timely production of required information by 100% of the departments, it is necessary to solicit cooperation of over 50 instructional and administrative units.</li> <li>6. To oversee the budget management process and assist the departments in managing their allocation of the College's financial resources.</li> <li>7. To communicate information about the College's fiscal resources and ensure that resources are effectively used through timely and accurate production and distribution of budget information.</li> <li>8. To seek out ways to improve and enhance budget development and budget management at the College.</li> <li>9. To clarify timelines associated with request budget development and management through annual participation in the update of GCC's five-year institutional calendar.</li> </ol>
Business Office	<ol style="list-style-type: none"> <li>1. To support the College's reputation as a well-run GovGuam agency so that the College will receive an "unqualified" audit completed within the timeframe required.</li> <li>2. To support the effective management of institutional resources so that the College will operate within the parameters of the annual approved budget.</li> <li>3. To assist departments with the management of their budget allocations, through the development and distribution of financial information on a regular and timely basis.</li> <li>4. To provide timely and accurate payment of all payroll actions for which appropriate paperwork is in place, the Business Office depends upon Human Resources to provide personnel information that is used for</li> </ol>

	<p>payroll purposes.</p> <ol style="list-style-type: none"> <li>5. To follow federal grant management requirements so that there are no audit findings about grants and contracts in the annual audit report through its coordination with Research and Planning vis-à-vis compliance regulations for grants and contracts.</li> <li>6. Through timely and accurate production and distribution of financial information, the Business Office helps ensure the College's fiscal resources are effectively used.</li> <li>7. To actively seek out ways to improve and enhance Business Office operation at the college.</li> <li>8. To clarify timelines associated with regular business office operations through annual participation in the update of GCC's five-year institutional calendar.</li> </ol>
Human Resources Office	<ol style="list-style-type: none"> <li>1. To support educational programs through the recruitment and selection of qualified faculty, staff, and administrators.</li> <li>2. To support educational programs by improving the functioning of employees through development of training programs.</li> <li>3. To support educational programs through the effective use of performance evaluations.</li> <li>4. To interact regularly with the Budget Office and Business Office so that there is an ongoing sense of cooperation and mutual support.</li> <li>5. To interacts regularly with the academic offices including the AVP and the Deans so that there is an ongoing sense of cooperation and mutual support.</li> <li>6. To interact regularly with individual employees so that there is an ongoing sense of cooperation and support as reflected in feedback from an annual survey.</li> <li>7. To contribute to the life and governance of the College by ensuring that employment practices are carried out within federal and GovGuam guidelines.</li> <li>8. To actively seek out ways to improve and enhance human resource operations at the college.</li> <li>9. To actively seek to clarify and publicize timelines associated with Human Resources functions through annual participation in the update of GCC's five year institutional calendar.</li> </ol>
Materials Management	<ol style="list-style-type: none"> <li>1. To support educational programs by ensuring timeliness in procurement of supplies and services needed for the support of individual programs.</li> <li>2. To support educational programs by ensuring the timeliness of the receipt and delivery of ordered goods and services as well as timeliness in the processing of vendor invoices.</li> <li>3. To promote a level of satisfaction among faculty and staff served by Materials Management.</li> <li>4. To communicate with and work closely with the Business Office, especially Accounts Payable, in processing invoices and making payments to vendors in a timely manner.</li> <li>5. To communicate with and work closely with all other departments within the College community on issues pertaining to ordering and receiving of goods and services.</li> <li>6. To ensure that the College follows GovGuam and federal procurement law and regulation through the oversight of the procurement process, resulting in an 'unqualified' opinion in annual audit.</li> <li>7. To actively seek out ways to improve and enhance its operations at the</li> </ol>

	<p>College.</p> <ol style="list-style-type: none"> <li>To actively communicate its requirements to faculty and staff.</li> <li>To clarify required MM timelines through annual participation in the update of GCC's five year institutional calendar.</li> </ol>
Materials Management/Bookstore	<ol style="list-style-type: none"> <li>To support educational programs on campus by making sure required textbooks are available to students.</li> <li>To support educational programs on campus by ensuring that there is not an excessive wait time to pick up books.</li> <li>To work closely with department chairs and other academic personnel to place book orders in time for the new semester.</li> <li>To promote a level of student satisfaction with bookstore services.</li> <li>To coordinate information from various GovGuam agencies, private companies and College program managers (because this is required for the sale of books under the third party payment program) so that students receive their books on a timely basis.</li> <li>To contribute to the life and governance of the College through actively seeking out ways to improve Bookstore operations.</li> </ol>
Student Financial Aid	<ol style="list-style-type: none"> <li>To support educational programs by helping students apply for and receive financial aid in support of their education.</li> <li>To support educational programs by understanding the population being served as well as understanding the population not being served.</li> <li>To support educational programs by the college's continuing eligibility for the federal financial aid program.</li> <li>To actively seek out ways to improve and enhance SFA operations at the College.</li> <li>To clarify timelines associated with SFA activities through annual participation in the update of GCC's five-year institutional calendar.</li> </ol>

Though its impact on student learning can only be measured *indirectly*, it is worthwhile to note that most of the forty (40) statements of administrative outcomes in Table 7 above are appropriately phrased in the context of promoting student learning. This can be gleaned through the recurring phrase -- "to support educational programs" -- in almost all of the stated objectives of the various departments under the division. This connection to student learning is made clearly evident in the administrative objectives articulated by Human Resources, Materials Management, and Student Financial Aid.

Among all the units of the college, it was this division that posed the greatest challenge where assessment "buy-in" was concerned. Several complex factors contributed to this state of affairs, including GovGuam's long-running budgetary crisis, several typhoons

that hit the isl and the consequent workload and staffing constraints attendant to the management of scarce fiscal resources in such times. As a consequence, the division was out of sync with the CCA-approved assessment cycle schedule most of the time. Additionally, the Division head wanted to personally review and approve all written plans and reports developed by the different units under his division. He also wanted to be trained in the TracDat software first before he permitted any of his subordinates to attend any training session. As a direct result, this requirement of personal approval and first-to-be-trained in TracDat eventually served to stall many of the assessment submission requirements prepared by the various assessment authors under the division. By the time the approval was secured from the division head, one assessment cycle was already over.<sup>23</sup> Though the hands-on involvement of the division head is in fact commendable in this case, it did little to equip the authors with the necessary practice and experience necessary to do “real assessment” in “real time.” As Beno (2004) put it so bluntly, if assessment is done for mere compliance only, it defeats the whole purpose of assessment which is improvement. In the case of the Business & Finance Division, this would seem to be the case. Consider for instance that assessment plans for various departments under the division were approved by the CCA in Spring 2002, but the assessment reports however were completed only in Spring 2005. How can assessment results be utilized for program improvement purposes in this case when currency of information was severely compromised? How can accountability be demonstrated when timeliness was not given priority? These are the questions that the CCA members asked, in light of a memorandum received from the division head, where both the approval process and timelines set forth by the CCA seem to be ignored.<sup>24</sup> This CCA

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<sup>23</sup> One assessment cycle is the equivalent of four semesters or two academic years (AY).

<sup>24</sup> See the complete text of the memo in APPENDIX M.

experience is reflective of the multifaceted challenges of an institutional assessment initiative that seeks to be *comprehensive* in terms of assessment activities and processes. The lessons learned and insights gained from this experience point to the fact that the ideal assessment cycle may be difficult to fully realize because certain intervening variables often impede, rather than facilitate, compliance.

Despite this constraint, however, it must be noted that the various units under the division (toward the end of Spring 2005) are finally on track with their assessment activities<sup>25</sup>. Surely, the hands-on involvement of the division head is a crucial facilitating factor in this respect. The Human Resources department, as a case in point, has submitted a most comprehensive assessment report in TracDat that details the expected administrative objectives, means of assessment and criteria of success, as well as the results summary, and the use of assessment results. Other departments, like Materials Management, Budget Office and Financial Aid, have likewise followed suit. It is strongly suggested however that as another assessment cycle is begun, the various departments in the division should work closely with AIE in seeing to it that the chronology of assessment activities is followed and completed so that their respective programs will eventually get in sync with the “rhythm” or “pulse” of assessment at the college.

It must also be noted here that, despite the limitations discussed above, the Business and Finance Division received commendation from Government of Guam’s Office of Public Auditor for the recently-concluded audit of the college’s finances. A congratulatory article, as published in the Pacific Daily News (PDN) has this attention getting headline: “Audit

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<sup>25</sup>It must also be noted that the primary reason for this development was the division head’s impending transfer to another institution.

report shows no questioned costs for GCC.” The following excerpt from the news article reveals the college’s commitment to “live within its means:”

*Prudent spending has allowed the Guam Community College to qualify as a low-risk auditee. But more importantly, the college continues to provide academic services to its hundreds of students despite shrinking government financial assistance. According to the audit report released this week, there were no questioned costs in the audit.*

*“GCC remains among the few Government of Guam entities to again qualify as a low-risk auditee,” the audit report stated. “We’re very pleased with the public auditor’s findings, and we’ll work diligently to continue to live within our means,” said GCC spokeswoman Cathy Gogue.(PDN, March25, 2005)*

It is anticipated that now that the pressure on the audit has completely subsided, the BFD staff will allocate more time and effort into their respective departments’ assessment activities.

Another important area of contribution that BFD has made vis-à-vis assessment is its strict requirement that each department or unit of the college submit a budget narrative that specifies goals and objectives, performance indicators and proposed outcomes. This requirement stems from the idea that resource allocation is grounded in sound planning and the prioritizing of needs. Though unevenly written and inconsistent in format, most of these budget narratives (see APPENDIX N), upon cursory review, provides the reader a better understanding of what performance-based budgeting is all about.

The Budget Office, however, needs to follow through with these budget narratives in order to gather data that would serve as evidence of each department’s success or failure to meet these articulated expectations. Designing an instrument that would assist in collecting meaningful data from each department or unit of the college should therefore become a part of its assessment plan.

### C. ADMINISTRATIVE SERVICES DIVISION (ASD)

The table below contains the administrative outcomes or objectives formulated by the various departments under the Administrative Services Division, as extracted from the TracDat database:

**Table 8.** Articulated Expectations for Administrative Units  
as Reported by Various Programs under ASD

Student Services/Units	Administrative Objectives/ Admin Outcomes
Facility Maintenance	<ol style="list-style-type: none"> <li>1. To provide responsive, quality maintenance and repair services for college facilities.</li> <li>2. To establish a single feed-back/status system for all work requests for faculty and staff are knowledgeable of the status of all services requested.</li> <li>3. To ensure that work requests over 8 hours duration will be started and/or completed within 5 work days or submitted for contract accomplishment after receipt in the Maintenance Dept. (Note: Only backlogged work request with materials locally available are valid. Backlogged work requests requiring off-island materials will not be counted.)</li> <li>4. To achieve incremental reduction in backlogged facility maintenance work requests.</li> </ol>
Management Information Systems	<ol style="list-style-type: none"> <li>1. To provide the computer lab rooms (D2, D3, D9) with upgraded operating systems from WIN98 TO WINXP Professional.</li> <li>2. To provide instructional computer labs with a technological enhanced environment.</li> <li>3. To provide technical assistance with promptness.</li> <li>4. To provide technical assistance with public relations skills.</li> <li>5. To provide access to network at all times for all GCC users.</li> <li>6. To provide office computers with necessary software and application requirements as requested by users.</li> </ol>
Planning & Development	<ol style="list-style-type: none"> <li>1. In support of the teaching and learning processes at the college, P&amp;D's administration of VEA and ABE federal grants will ensure that vocational-technical and adult education programs are strengthened through these activities: <ol style="list-style-type: none"> <li>a. To train prospective grant applicants through technical assistance sessions.</li> <li>b. To screen ABE and VEA grant applications to ensure that all required documents and forms are complete and appropriate for the federal fund requested.</li> <li>c. To review application audit to ensure alignment with institutional goals.</li> <li>d. To evaluate and score ABE and VEA grant applications according to federal criteria.</li> </ol> </li> <li>2. P&amp;D will develop and emphasize the unit's relationship and interaction with other department/units within the college community through the following activities. <ol style="list-style-type: none"> <li>a. To conduct individual sessions with department chairs and/or advisory committees to explore and identify ways federal funds</li> </ol> </li> </ol>

	<p>can support or strengthen their vocational-technical and adult education programs.</p> <ul style="list-style-type: none"> <li>b. To publish information through various media to promote the awareness of federal funds.</li> <li>c. To prepare documents (grants, loans or white papers) aimed at diversifying financial resources.</li> </ul> <p>3. P&amp;D will assess its “quality of service” to the college community and its constituents through the following activities:</p> <ul style="list-style-type: none"> <li>a. To research and use the best survey methodology (mail, telephone) to increase the number of respondents as a measure of whether the student’s training in school/college was helpful.</li> <li>b. To provide useful institutional research data (Graduate/Completer Follow up and Employers Survey, Adult Education Survey, Expense Summary Report, financial reports, consolidated annual reports, etc.) to department chairs, employers, program administrators, management team, other agencies, etc.</li> <li>c. To provide timely monthly financial reports on federal expenditures and remaining balances.</li> <li>d. To conduct the Program Agreement Briefing Session to provide program administrator information on procurement rules, allowable and unallowable expenses, etc.</li> </ul> <p>4. P&amp;D will assess the effectiveness of its internal planning, budgeting and evaluating processes through the following:</p> <ul style="list-style-type: none"> <li>a. To monitor the effective and efficient use of VEA/ABE federal funds.</li> <li>b. To maintain Weekly Task Agenda for staff meeting.</li> </ul>
Safety Office	<ul style="list-style-type: none"> <li>1. To provide safety programs, training &amp; inspections to protect employees and students within the campus and satellite schools.</li> <li>2. To insure that injuries are kept to the lowest levels possible.</li> <li>3. To provide coordination with FEMA representatives on natural disasters.</li> <li>4. To monitor the safety programs to ensure compliance.</li> <li>5. To establish a good working relationship with management and administrators to help in reduction of injuries.</li> <li>6. To work with Deans &amp; Department Chairs in damage assessment from a disaster within their departments.</li> <li>7. To reduce expenditures by posting safety manuals on the GCC website.</li> </ul>

Among all the twenty one (21) statements of administrative outcomes reflected in Table 8 above, it is clearly apparent that Planning and Development seems to be on track in its connections to student learning, with the use of such phrases as, “in support of the teaching and learning processes at the college,” “develop and emphasize the unit’s relationship and interaction with other department/units within the college community,” and “assess its quality of service to the college community.” Though there would seem to be a



tenuous connection between student learning and the rest of the other departments' stated administrative objectives, these expectations nevertheless have now been made clearly explicit to all interested stakeholders. Though their impact on student learning would largely be indirect, these expectations can now be meaningfully used to determine the relative success of these programs in terms of their contributions to overall institutional effectiveness. Most important of all, these standards have been articulated by the people who reside in these programs and units, and they should be considered as the best experts of what they can (or cannot) deliver. In the final analysis, this sense of "ownership" essentially strengthens their resolve toward accountability, as well as the improvement of service delivery in their respective areas.

### ***Practical Guideline #2:***

#### **DOCUMENT INSTITUTIONAL ASSESSMENT OF LEARNING**

For this second practical guideline for accreditation readiness, the college has made tremendous strides within the past five years, gained through variable experimentation in designing appropriate assessment strategies. As a case in point, when the college launched its systematic assessment initiative in Fall 2000, there were no carefully thought-out and clearly-written expectations on *what **all students must learn*** as they go through the college's educational programs<sup>26</sup>. Five years thereafter, those expectations are now widely communicated to both faculty and students, as well as other college stakeholders, through AAC-approved program guides, course syllabi, the newly-revised curriculum manual, yearly institutional assessment reports, and the annually-updated college catalog distributed at the

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<sup>26</sup> Since the focus of this section of the report is on institution level assessment, an attempt will be made to discuss comprehensive assessment strategies at the college. The divisional format will therefore not apply to this section.

beginning of each Fall semester. As conveyed to various audiences, these products cover the oftentimes intersecting and sometimes overlapping assessment processes at the *course*, *program*, and *institutional* levels.

Since the previous section largely focused on the programmatic aspects of assessment, the following discussion turns its focus to institution level assessment. To repeat the question: *What must all students learn as they go through their respective programs at GCC?* This is the purview of the General Education curriculum, which is tasked to promote the development of intellectual skills that enable students to become effective learners and informed citizens. It was through an “epiphany” brought about by assessment that a new GE core curriculum was implemented at the college in Fall 2003, after a spirited institutional dialogue among faculty, administrators and members of the CCA.<sup>27</sup> In AY 2004-2005, a committee composed mostly of faculty members was appointed by the Vice President for Academic Affairs to review currently-existing GE policy, recommend improvements, and formulate an assessment plan for the program. After about a year’s work, a new mission statement for GE has been formulated, as follows:

The General Education program at Guam Community College is intended to provide students with a breadth of quality student learning experiences, instilling in them a respect for cultural heritage, a commitment to responsible social behavior and a value for lifelong learning. General education strives to foster student learning and skill development in written and oral communication, critical thinking, quantitative reasoning, information literacy, civic engagement, and the understanding of the relationship between the individual and society.

Most important of all, the student learning outcomes for General Education have now been articulated and will see print in the AY 2005-2006 college catalog. The GE Committee has identified student learning outcomes that best represent the general

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<sup>27</sup> See a brief discussion of this dialogue in the Fourth Annual Institutional Assessment Report, AY 2003-2004, p. 25.

education philosophy of the College. The widely-held expectation is that as a result of students' completion of GCC's General Education Curriculum, they will be expected to demonstrate competence in several student learning outcome areas, as presented below by category:

#### WRITTEN COMMUNICATION:

1. Use writing to discover, organize and communicate ideas.
2. Identify and analyze the audience and purpose for any intended communication.
3. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.

#### QUANTITATIVE REASONING:

1. Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately.
2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
3. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.

#### INFORMATION LITERACY:

1. Locate, evaluate and use information effectively.
2. Properly use and cite a variety of sources.
3. Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of software applications.
4. Use and access information ethically and legally, with an understanding of what constitutes plagiarism.

#### CRITICAL THINKING SKILLS:

1. Properly identify and state issues, problems, or questions contained in a body of information.
2. Identify and analyze assumptions and underlying points of view relating to an issue or problem.
3. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases.
4. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
5. Synthesize information from various sources, drawing appropriate conclusions.
6. Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.

#### CIVIC ENGAGEMENT:

1. Complete a civic engagement experience where a service is provided to the community that relates to the academic curriculum.
2. Demonstrate an understanding of the need for and value of lifelong civic engagement with their local communities.
3. Provide a needed service to their local communities that relates to the academic curriculum.

#### THE INDIVIDUAL AND SOCIETY:

1. Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.
2. Examine critically and appreciate the values and beliefs of their own culture and those of other cultures.
3. Acknowledge opposing viewpoints.
4. Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.

#### ORAL COMMUNICATION:

1. Properly identify and analyze the audience and purpose of any intended communication.
2. Use language, techniques, and strategies appropriate to the audience and occasion.
3. Speak clearly and confidently, using the voice, volume, tone and articulation appropriate to the audience and occasion.
4. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
5. Use competent oral expression to initiate and sustain discussion.

Given the above broad expectations, how is assessment of student learning made possible at the three levels of assessment (i.e., institution, program, course) at the college? This all-encompassing question was specifically addressed at the faculty training workshop on “Rethinking SLOs and Program-Course Mapping” in Fall 2004, where the tool called “mapping” (Maki, 2004; Allen, 2004) was introduced.<sup>28</sup> This workshop addressed the following two objectives: (1) To provide guidance and direction for assessment authors to revisit their SLOs so that they systematically address the cognitive, affective and behavioral dimensions of program assessment; and (2) To deliver practical training on **curricular**

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<sup>28</sup> See memo in APPENDIX O.

**mapping** to serve as an effective visual tool for integrating educational opportunities that address program-level expectations for student learning.<sup>29</sup> Attended by no less than the GCC President himself, as well as the Vice President of Academic Affairs, this workshop attracted 36 faculty, administrators and CCA members who engaged in a healthy dialogue on pedagogy vis-à-vis student learning.

### *Institution Level Mapping*

The GE committee members also attended the workshop, and as a result, they produced a document which detailed where valuable student learning should be taking place in the GE curriculum. By mapping existing GE courses with the new GE goals, the committee was able to clearly address where certain goals are being *introduced* (I), *reinforced* (R) or *emphasized* (E), as in the following matrix:

**Table 9:** SLO Matrix for General Education

	EN 110	MA110A	CS151 or CS152	SI 103 or SI 110	PY 120	SO130
<b>1. WRITTEN COMMUNICATION</b>						
1.1 Use writing to discover, organize and communicate ideas.	I,R,E			R,E	R,E	R,E
1.2 Identify and analyze the audience and purpose for any intended communication.	I,R,E			R,E	R,E	R,E
1.3 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.	I,R,E			R,E	R,E	R,E
<b>2. QUANTITATIVE REASONING</b>						
2.1 Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning, accurately and appropriately.		I,R,E		R	R	R
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		I,R,E	R,E	R	R	R
2.3 Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		I,R,E	R	R		R

<sup>29</sup> See Workshop Agenda in APPENDIX P.

	EN 110	MA110A	CS151 or CS152	SI 103 or SI 110	PY 120	SO130
<b>3. INFORMATION LITERACY</b>						
3.1 Locate, evaluate and use information effectively.			R	R	R	R
3.2 Properly use and cite a variety of sources.				I,R,E	I,R,E	I,R,E
3.3 Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of different software application.			I,R,E	R	R	
3.4 Use and access information ethically and legally, with an understanding of what constitutes plagiarism.	I,R,E		R		I,R,E	I,R,E
<b>4. CRITICAL THINKING SKILLS</b>						
4.1 Properly identify and state issues, problems, or questions contained in a body of information.	I,R,E			R	R	R
4.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	R,E			R	R	R
4.3 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases.						
4.4 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		R,E	R,E	R,E		
4.5 Synthesize information from various sources, drawing appropriate conclusions.		R,E			R,E	R,E
4.6 Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.					I,R,E	I,R,E
<b>5. CIVIC ENGAGEMENT</b>						
5.1 Complete a civic engagement experience where a service is provided to the community as relates to the academic curriculum.						I,R,E
5.2 Demonstrate an understanding of the need for and value of lifelong civic engagement with their local communities.				I,R,E		I,R,E
5.3 Provide a needed service to their local communities as related to the academic curriculum.						R,E
<b>6. THE INDIVIDUAL AND SOCIETY</b>						
6.1 Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.				I,R,E	I,R,E	I,R,E
6.2 Examine critically and appreciate the values and beliefs of their own culture and those of other culture.				I,R,E	R	I,R,E
6.3 Acknowledge opposing viewpoints.	R			R	I,R,E	I,R,E
6.4 Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.				I,R,E	I,R,E	I,R,E

	EN 110	MA110A	CS151 or CS152	SI 103 or SI 110	PY 120	SO130
<b>7. ORAL COMMUNICATION</b>						
7.1 Properly identify and analyze the audience and purpose of any intended communication.	I,R,E					
7.2 Use language, techniques, and strategies appropriate to the audience and occasion.	I,R,E					
7.3 Speak clearly and confidently, using the voice, volume, tone and articulation appropriate to the audience and occasion.	I,R,E		R		R	R
7.4 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	I,R,E				R	R
7.5 Use competent oral expression to initiate and sustain discussion.	I,R,E		R		R	R

### *Curriculum Mapping*

Mirroring the institution level mapping by the GE committee, several mapping activities were also done at the academic department level. In this exercise, outcomes were discussed, clarified, and modified, as necessary and appropriate. As makers of these maps, faculty members indicate the focus of students' learning in the courses they teach or the educational experiences or opportunities they provide in the learning context. As a direct result, the distribution of learning opportunities in the program that contributes to shared expectations for student learning become clearer and more concrete.

For example, the Education Department produced three documents that clearly mapped the "alignment" between goals and courses in their three programs, namely Education, Medical Assisting, and Early Childhood Education. More importantly, these matrices provide a rich context for writing learning outcome statements, sentences that concretize what students in a course should be able to show or exemplify based on how and what they have learned. As Maki (2004) vividly explains: "Developing a broad view of students' progression enables us to see how frequently students have had the opportunity to

hone a particular ability, for example, or to build up a repertoire of strategies to solve discipline-specific problems” (p. 37).

The following three tables from the Education Department (Tables 10, 11, and 12) illustrate the challenging process of aligning student learning outcomes with particular program courses so that, from the perspective of assessment, learning becomes *intentional* rather than non-directed:

**Table 10:** SLO Matrix for AA Education

	Beh Mgmt	Intro to Teach.	Ed Methods	Inst Tech	Human Dev*	Excep Children	Bi/Bicultural	Practicum	*OR Child D	Keyboard	Interpersonal	A Sign Lang
<b>I = Introduce</b> <b>R = Reinforce</b> <b>E = Emphasize</b>	ED 100	ED 150	ED 180	ED 200	ED 220	CD 231	CD 281	CD 292	CD 221	OA 101	PY 125	ASL 100
1. Students will effectively implement appropriate behavioral management strategies and problem solving skills.	E	I	E	I	I	I	I	E				R
2. Students will establish and maintain a safe and healthy environment for all students.	R	R	E	R	R			E				E
3. Students will establish and maintain positive and productive relationships.	E	R	E	R	E	R	R	E				E
4. Students will plan and implement lesson plans.	I	R	E	E	I			E				I

**Table 11:** SLO Matrix for AS Medical Assisting

	Intro MA	Clin MA I	Clin MA II	Clin Office	Adm MA I	Adm MA II	Adm MA Ex	Med Law	Practicum	MA Critique	CMA Spec I	CMA SpecII+
<b>I = Introduce</b> <b>R = Reinforce</b> <b>E = Emphasize</b>	MS 101	MS 120	MS 121	MS 125	MS 140	MS 141	MS 145	MS 201	MS 292	MS 210	MS 220	MS 221,225
1. Students will meet national standards for Medical Assistants in performing administrative duties in the clinic or physician's office.	I	R	R	R	R	R	R		E	E	E	E
2. Students will meet national standards for Medical Assistants in performing clinical procedures.	I	R	R	R	R	R	R		E	E	E	E



3. Students will display professionalism in performing administrative and clinical duties.												
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**Table 12:** SLO Matrix for AS Early Childhood Education

	Intro ECE	Environ.	Physical & Lang.	Child Growth	Intro to Excep. Child	Cognitive	Emotional & Social	Prog Dev.	Bilingual /Bicultural	Practicum	Human Dev. Sub.for cd221
I = Introduce R = Reinforce E = Emphasize	CD 110	CD 140	CD 180	CD 221	CD 231	CD 240	CD 260	CD 280	CD 281	CD 292	(ED 220)
1. Students will demonstrate knowledge and skills of setting up and environment that is conducive to learning for the young child.	I	E			R			E		E	
2. Students will demonstrate knowledge and skills that reflect appropriate teaching strategies in working with young children and their families.	I		R	I	R	R	R	R	R	E	I
3. Students will demonstrate knowledge and skills in working with young children and their families from different nationalities, cultures and ethnic groups, as well as children with disabilities and their families.	I		R	I	R		R		E	E	
4. Students will demonstrate a positive disposition toward working with young children and their families from different nationalities, cultures, ethnic groups, and abilities.	I						R		R	E	

The above matrices clearly illustrate the intensity of departmental dialogue that took place among the faculty since the SLO workshop. By consciously pinpointing the areas of

expected learning for students in various courses within the program, faculty in the above departments have begun to discover that they can clearly address their articulated program goals by using the matrix that they themselves developed as a guide to their teaching.

Moreover, because these expectations have now been written down, they have likewise broadened the dialogue by involving the adjunct faculty in the ongoing discussions about student learning outcomes. As a result, there now exists ongoing discussions –though on a limited basis--among fulltime and adjunct faculty on pedagogical issues that directly impact on how well students learn in specific program courses. Admittedly, given the 62% comprising the adjunct faculty roster<sup>30</sup> (as of Spring 2005), a great deal of work still needs to be done in this area of full time and adjunct faculty interaction.

Nonetheless, the mapping tool has begun to initiate more significant discussion vis-à-vis student learning at the program level. The Accounting program, for example, produced the matrix below as a consequence of a serious rethinking of the previously-articulated goals of the program, as spelled out in an earlier assessment plan. Indeed, this exercise proved fruitful for it “forced” the program faculty in the above program to re-articulate student learning outcomes for its next assessment cycle.

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<sup>30</sup> Figures from the Human Resources office indicate that as of Spring 2005, there were 239 *true* adjuncts (62%) employed at the college. Of the total 388 faculty members employed, there were 93 full time faculty (23%). In addition, several of the full time faculty (n=56) likewise took on adjunct teaching assignments (15%). Personnel specialist J. Rojas provided these figures to the Assessment office.

**Table 13:** SLO Matrix for AS Accounting

	Fun of Book/Acting	Acting Prin. I	Acting Prin. II	Acting Prin. III	Payroll & Rel. Taxes	Fed. Income Tax I	Intro Fin. Mgmt.	Hosp. Indus Acting	Acting on Computer Peach Tree	Certified Book Keeping Review	Fed. Income Tax II	Co-op Work Learn
I =Introduce R = Reinforce E = Emphasize	AC 100	AC 101	AC 102	AC 103	AC 110	AC 150	AC 210	AC 225	AC 232	AC 240	AC 250	AC 298
1. Students will recall accounting theory and principles to accounting procedures and practices for either financial and/or hospitality accounting systems.	I	ER	ER	R	ER	E		ER	R	E	E	E
2. Students will express their opinions regarding values learned from practicing accounting theory and principles.		I	I	I					E	R		R
3. Students will demonstrate knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of business.		I	ER	R				ER	ER			

Although not all programs responded positively to the call for the creation of curricular maps, a good number of departments began to integrate discussions of SLOs in their regularly-scheduled department meetings. Anecdotal evidence from faculty also clearly reveal that maps of the curriculum serve three main purposes in demonstrating that the institution is committed to assessment of student learning. These three reasons, as articulated by Maki in her book, *Assessing for Learning: Building a Sustainable Commitment Across the Institution* (2004, p. 37), are the following:

- (1) They stimulate discussion about and critical reflection on collective learning priorities;

- (2) They illustrate how well collective expectations match with educational practices that foster those priorities; and
- (3) They provide a visual representation of students' contexts for learning that may assist later on in interpreting assessment results.

The question still remains: how are these mapped learning opportunities assessed so that they produce the desired outcomes? This question is necessarily methodological. As such, outcomes are addressed by utilizing certain tools that capture learning when it occurs at various points in the program. How is this concretized in the measures being used at the institutional and program levels of assessment?

At GCC, these measures are prescribed by the Assessment committee through the assessment website (<http://www.guamcc.edu/assessment>) maintained by the Office of Assessment and Institutional Effectiveness. As a valuable resource for GCC users, the current web site (<http://www.guamcc.edu/assessment>) contains 105 web pages, over 150 images, more than 180 downloadable digital files, and is maintained in a 200 MB partition. The information below, as culled from the website's *Frequently Asked Questions* (FAQ), provides assessment authors valuable information on assessment tools crucial for data collection:

**"What measures do we use to gather the data we need?"**

The measures we use are dictated by the assessment questions we pose. In assessing student learning, there are direct measures, indirect measures, and so-called non-measures. Because we are always striving towards a triangulation of methods, we must use all these measures when we can, but even within these strategies, there is a wide array of options. To complement the other measures you will use, the Office of Assessment and Institutional Effectiveness will gather data using indirect measures, but the faculty is charged with creating direct measures for assessing student learning within the classroom. The table below shows examples of the different levels of assessment measures we can use to assess student learning at the classroom, program, and institutional levels:

<b>Direct Measures</b>	<b>Indirect Measures</b>	<b>Non-Measures</b>
Capstone Experience	Alumni, Employer and Student Satisfaction Surveys	Analysis of Grade Distributions
Program Portfolio	Exit Interview of Graduates and Focus Groups	Enrollment Trends
Standardized Test, such as COMPASS	Graduate Follow-up Studies	Faculty/Student Ratios
Performance on National Licensure, Certification or Professional Exams	Retention and Transfer Studies	Diversity in the Student Body
Locally Developed Tests	Job Placement of Graduating Students	Curriculum Review Reports
Embedded Tests	Graduation Rates and Transfer Rates	Percentage of Students Who Graduate in X Years
Essay Questions Blind Scored by Faculty Across Department, Division, or School	Evaluation Reports of Individual Programs by Visiting Committees, or External Experts	Transcript Analysis
Qualitative Internal Juried Review	Student Course Evaluations	Examination of information contained in department's database, if it exists
Externally Reviewed Exhibitions and Performance During Internships Based on Stated Program Objectives	Internship Evaluation	Course-taking patterns

Many assessment authors combine indirect and non-measures (in the matrix above) and call them simply indirect methods. Based on TracDat data, most of the academic programs (e.g. Accounting, Education, Computer Science, etc.) use direct measures to serve as evidence of their program assessment. The service areas (e.g. Counseling, Human

Resources, Instructional Technology Center, Career Placement), on the other hand, mostly rely on indirect methods to gather the data they need for assessment purposes. However, not until there is uniformity and consistency in the definition and labeling of assessment measures as they are entered into TracDat, no accurate count of utilized measures can be determined. This is one significant training area in TracDat that will be emphasized in the coming academic year.

The survey is one of the most popular indirect measures that has been utilized for data collection at the college. At the institutional level, such locally-developed surveys include the General Education Audit Faculty Survey, Foundation Board Assessment Questionnaire, President's Performance Appraisal Survey (PPAS), and the Governing Board Assessment Questionnaire (GBAQ). Moreover, for a more efficient electronic administration and reporting of results, the PPAS and the GBAQ are accessible through TracDat. Moreover, various programs have utilized electronic survey tools that are readily available on the internet. It is worthwhile to note that these tools have been used for gathering program data that address affective (i.e., attitudes and perceptions) dimensions of assessment. Because of the rapid availability of results when surveys are administered electronically, it is expected that more internet administration of surveys will gradually become the norm in the coming year.

To give the reader a comprehensive overview of data gathering activities by various academic programs, the following table is a compilation of data collection memos submitted to the Assessment office:

**Table 14:** Data Collection Activities For Associate Degree Programs

**ACCOUNTING:**

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection
Students will recall accounting theory and principles to accounting procedures and practices for either financial and/or hospitality accounting systems.	<p>Students will take the National Examination sponsored by the Educational Institute of the American Hotel &amp; Motel Association in course AC225 Hospitality Industry Accounting.</p> <p>70% of accounting majors taking the national examination will pass the national standard of 60% and receive a certificate.</p>	<p>This course is a Fall only course. Mozammel Hoque was the faculty instructor for Fall 2003. Twenty-five students took the exam, however, as indicated in the Implementation Memo of March 8, 2004, only scores from the accounting majors and not the hospitality majors will be included for assessment. Nine majors in Hospitality were enrolled in this course and sixteen majors in Accounting. Therefore, 7 out of 16 accounting majors passed the exam which is a passing rate of 56%. All seven students received a certificate. This course was not offered for Spring 2004 and did not have the required minimum number of students (14) for Fall 2004. Therefore, the course was offered for Spring 2005 and the National Examination is scheduled for early May 2005. Also, the goal to solicit an adjunct faculty from the hospitality industry was realized with the hiring of Lou Arongay, Controller for Alpang Beach Tower, Guam.</p>
Students will express their opinions regarding values learned from practicing accounting theory and principles.	<p>A forty-three questions exit survey will be completed by all students enrolled in AC232 and AC240 during their last semester of the degree program. Exiting students in other accounting classes will also be identified and asked to complete a survey.</p> <p>100% of graduating accounting majors will complete the survey.</p>	<p>For Spring 2004, all students enrolled in AC240 were graduating Spring 2004. Nine surveys were completed. No other surveys were completed by other graduating students.</p>
Students will demonstrate knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of business.	<p>Students will complete three computerized accounting projects: (1) service business (2) merchandising business (3) nonprofit business. These are projects in the accounting capstone course AC232 Accounting on the Computer Using Peachtree. This is a SPRING ONLY course.</p>	<p>Mozammel Hoque was the faculty instructor for AC223 for Spring 2004. Nineteen students enrolled completed all three projects. The accumulate score of the three projects was 16 out of 19 students scored 4 on a rating sheet with 4 as the highest score possible. This course is being offered for Spring 2005 and the three projects will be collected.</p>

	70% of students completing the computerize projects will score 3 or higher on a rating sheet.	
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#### **COMMUNICATIONS & PROMOTIONS:**

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection
Access the marketing plan implemented by the Office of Communications & Promotions.	Two focus groups (student organizations and media representatives) will review and evaluate GCC's marketing plan to determine effectiveness of activities identified to provide maximum marketing and PR exposure.	Although data collection has not been completed, activities in the marketing plan have been carried out. The Office of Communications & Promotions has produced four: 30 second commercials to target GCC students. A recruitment video is set to be completed in the 2 <sup>nd</sup> week of June 2005.  Surveys of the effectiveness of the commercials and recruitment video are forthcoming.
Justify promotional activities including media buys and printed materials developed by the Office of Communications & Promotions that support the relationship and interaction between the College and community.	Determine whether promotional efforts have positively increased GCC's image or visibility for the College through registration activities and other planned promotions.	Data collected from the registrars show an increase in student head count and seat count from prior semesters. With the recent media blitz that took place from May 16 to 27, 2005, information from the registrars shows an improvement in enrollment for the summer and fall semester.
Increase industry partnership relationships within the Apprenticeship, Continuing Education, Cooperative Education and Civic Engagement programs resulting from the promotional activities outlined in the marketing plan.	Measure the growth of partnerships and relationships by interviewing program managers from these programs to determine growth and quality of efforts by the Office of Communications & Promotions.	Various presentations have been made with the Office of Continuing Education and Center for Civic Engagement. Based on our contacts, we have increased industry partners with companies that have not been a direct partner with the College. A spreadsheet identifying the company, the activity with GCC and the results will be provided as a means of assessment for such increase in industry partnerships. We will also send a survey to these partners to evaluate their satisfaction with GCC.

#### **COMPUTER SCIENCE:**

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection
Students will be able to demonstrate the correct use of programming code.	Students' compiler reports will be assessed against a rubric for scoring student performance will be	Data was collected from Fall, 2004  More data will be collected at the



	used.	end of Spring 2005
Students will be able to construct programs using programming code skills.	Students' class projects will be assessed against the instructor-defined checklist with a rubric for scoring student performance.	Data was collected from Fall, 2004  More data will be collected at the end of Spring 2005
Students will be able to differentiate between two or more options including pros, cons, and students evaluation.	Students' reports will be assessed against the instructor-defined checklist with a rubric for scoring student performance.	Data will be collected at the end of Spring 2005

#### **CULINARY ARTS:**

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection
Students to demonstrate knowledge in culinary, terms, methods and applications.	Final exams in each of the Technical Requirement classes. Criteria for success 75% of class to score 70% or better on exams.	Collection of exams is on going.
Students are able to perform skills under the pressures associated with the culinary field.	75% of students will complete with 80% competency a student portfolio to document capstone class (HS293). HS293 Practicum is completed in the Fall Semester of each year. Practicum includes 400 hours of practical exercise measured through the use of a competency checklist.	Practicum for this area does not occur until the Fall of 2005 semester.
Students are able to perform skills and tasks associated with the culinary arts.	100% of students will score 75% completion of performance evaluation form (competency checklist) completed by a work-site supervisor during practicum.	Practicum for this area does not occur until the Fall of 2005 semester.

#### **EARLY CHILDHOOD EDUCATION:**

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection
Students will be able to plan and develop a comprehensive and appropriate lesson plan.	observation and submission of written lesson plan At least 70% of the students will score a 3.0 or higher out of a total of 5.0 on the rating sheet used to score lesson plans.	Practicum supervisor will continue to collect data from the rating sheet after Spring 2005 semester.
Students will demonstrate knowledge and skills of setting up an environment that is conducive to learning for the young child.	Lesson plan includes all developmental areas. Practicum supervisor and mentor will observe student in how efficiently they set up a learning	Practicum supervisor will continue to collect data from the rating sheet after Spring 2005 semester.

	environment for young children. Student will meet one of the four criterion (see rating sheet).	
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.	Observation of practicum students by mentor teachers using the attached rating scale. Mentors will include kindergarten teachers and day care directors and teachers.	Practicum supervisor will continue to collect data from the rating sheet after Spring 2005 semester.

#### **EDUCATION:**

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection
Plan and implement lesson plans, coordinates classroom activities and organizes room accordingly.	At least 70% of students successfully implemented activities in their practicum site from their integrated lesson plan. The scoring team will consist of the Practicum Mentor and supervisor.	Practicum supervisor will continue to collect data from the rating sheet after Spring 2005 semester.
Effectively implements appropriate behavioral management strategies and problem solving skills when necessary.	70% of students will earn a total of 3.0 or better on the rubric.	Practicum supervisor will continue to collect data from the rating sheet after Spring 2005 semester.
Establish and maintain a safe and healthy environment for all students.	70% of students will score a total of at least 3.0 out of 4.0 on the rubric. The scoring team will consist of the Practicum Supervisor and Mentor.	Practicum supervisor will continue to collect data from the rating sheet after Spring 2005 semester.
Establish and maintain positive and productive relationships at the job site.	70% of students will score at total of 3.0 out of 4.0 on the rubric. The scoring team will consist of the Practicum Supervisor and Mentor.	Practicum supervisor will continue to collect data from the rating sheet after Spring 2005 semester.

#### **HOSPITALITY INDUSTRY MANAGEMENT:**

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection
Students to demonstrate knowledge in supervision principles.	Final exam in Hospitality Supervision from American Hotel & Lodging Educational Institute (national exam). Criteria for success: 75% of class to score 69% or better in exam.	Collection of exams is on going.
Students are able to show friendly customer service attitude.	Performance evaluation form completed by a work-site supervisor during practicum. Criteria for success: 90% of class to score "good or excellent" in this area.	Practicum for this program occurs as needed by students.

Students are able to perform skills and tasks associated with the area of their concentration.	Completion of a student portfolio to document capstone class (HS292 Practicum)  Criteria for success: 90% of class to score 70% for portfolio.	Practicum for this program occurs as needed by students.
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#### **MARKETING:**

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection
Students will learn the basic knowledge taught in the core courses of the Marketing program.	The students will take a multiple choice question test, which includes lessons in Principles of Marketing, Retailing, Selling, Advertising, and Entrepreneurship, upon graduation.	Students will be contacted prior to graduation when tentative graduating students list is available, to schedule a time to take the test.
Students will demonstrate effective communication skills and technology skills used in the basic fields of marketing.	Students will conduct presentations using PowerPoint.	Due to low enrollment of two Marketing classes this semester, only one class will be assessed. Also, because videotaping equipment and materials are not available at this time, only the PowerPoint presentations on disk will be assessed, not the oral communications skills.
Students will display fundamental knowledge and attitudes to be successful in a marketing profession.	Students will fill out a survey upon graduation.	Two students have filled out the survey who completed the Marketing Associate program last semester. Upon availability of graduating Marketing students list this semester, students will be contacted to fill out the survey.

#### **MEDICAL ASSISTING:**

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection
Students will be able to meet National Standards for Medical Assistants in performing administrative duties in the clinic or physician's office.	Based on an rating sheet, a passing score should be and average of at least 3.0 on all competencies, with at least 70% of students receiving a passing score. Students will perform administrative duties including managing care of office property.	Evaluation sheets will be compiled at the end of MS292 (in Spring 2005 semester).
Students will be able to meet National Standards for Medical Assistants in performing clinical procedures.	Perform clinical procedures, including managing patients and handling emergencies. Perform clinical procedures based on rating sheet, a passing score should be an	Evaluation sheets will be compiled at the end of MS292 (in Spring 2005 semester).

	average of at least 3.0 on all competencies, with at least 70% of students receiving a passing score.	
Students will be able to display professionalism in performing administrative and clinical duties.	Students will display professional characteristics at the clinical site, including recognizing ethical and legal responsibilities and communicating effectively. At least 70% of students will display professional characteristics by receiving a passing score of a minimum 3.0 out of 4.0 on the rubrics.	Evaluation sheets will be compiled at the end of MS292 (in Spring 2005 semester).

#### **SUPERVISION & MANAGEMENT:**

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection
Interpret and apply key principles of employee motivation and their applications in today's business environment.	Given a case study students will prepare a statement on "Maslow's Hierarchy of Needs Assessment" and 70% of those completing the case study review will score 3.0 or higher on the rubric.	89% (16 out of 18 ) of those completing the case study review scored 3.0 or higher on the rubric. 11% (2 out of 18) received follow-up review of tested SLO.
Set employee performance objectives to achieve organizational goals.	Given a case study review students will prepare a statement on "Management By Objectives (MBO) of Expected Accomplishments" and 70% of those completing the review will complete the statement at 100%.	Data Collection scheduled for Mid-Term Exam mid-March 2005.
Manage and resolve employee conflicts.	Given a case review students will prepare a statement on "The Five Step Conflict Approach" and 70% of those completing the review will score 3.0 or higher on the rubric.	Data Collection scheduled for Final Exam last week of May 2005.

As the above table reflects, most programs employ a majority of **direct** measures in their data collection activities such as case reviews, projects, exams, quizzes, and certification exams, among others. Still, a good number of them also utilize **indirect** methods such as focus groups and surveys. The experimentation of various programs in using different tools of assessment in their respective program assessment is continuous and ongoing.

At various levels, assessment data collection remains focused and steadfast, as guided by the 2-year assessment cycle schedule. The second cycle of the student assessment piece, **Faces of the Future**, has just been completed, and as of this writing, the report is currently being written. The **President's Performance Appraisal Survey** (also in its second cycle) was also administered this semester, both in electronic (via TracDat) and hard copy format. The assessment plan has been entered into TracDat and a report from AIE is forthcoming.<sup>31</sup>

It must also be noted that assessment data collection, as conducted by the Board of Trustees, has been rather slow and protracted.<sup>32</sup> Though assistance has been given by AIE to the Board (i.e., board retreat on assessment issues), individual members still need to fully grasp and understand the value of assessment in their role as policy makers. Indeed, much work needs to be done in establishing the valuable linkage between policy and assessment, and most importantly, the Board's demonstration of their previously-stated full "buy-in" of the GCC assessment process, as stated in BOT Policy 306.

### ***Practical Guideline #3:***

## **DOCUMENT STUDENT LEARNING OUTCOMES**

Assessment at GCC is systematic rather than sporadic. With the campus wide implementation of the two-year assessment cycle schedule, a specific "rhythm" has been established for all programs and services in the assessment taxonomy that is established at

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<sup>31</sup> See the CEO Assessment Plan (as inputted in TracDat) in APPENDIX Q .

<sup>32</sup> See the Board of Trustees' Assessment Plan (as inputted in TracDat) in APPENDIX R, and AIE memo on BOT Assessment in APPENDIX R.1. The matrix in APPENDIX R.2 shows the division of labor among BOT members regarding their individual assessment responsibilities. This matrix was developed with the assistance of BOT secretary Lourdes Bautista and AIE staff.

the beginning of each academic year.<sup>33</sup> This is what has been referred to as the *pulse* of assessment at the college. At the core of all assessment activities is the understanding that assessment is primarily done to address successful student learning outcomes. As such, it goes beyond the mere compliance mentality. Rather, the gradually-maturing assessment initiative at the college is seen as a collective effort of GCC constituents to reflect on the ways of the institution, one that ultimately leads to improvement in the delivery of programs and services.

This section of the report presents selected assessment plans and reports culled from the TracDat database, as well as hard copy files from the Assessment office. The entire list of programs and service areas with completed plans and reports as dictated by the two-year GCC assessment cycle schedule can be accessed in TracDat.<sup>34</sup> Likewise, in the context of advancing student learning outcomes at all levels in the institution, sample assessment memos (data collection and implementation), as well as the tools used by the committee to provide feedback to assessment documents, will be discussed in this section. (A bound copy of printed assessment reports and assessment plans for AY 2004-2005, as inputted into TracDat, is available for perusal and review at the AIE office in Rm. 2227, Student Services and Administration Building.)

As a general background, the figures presented below give the reader a better idea of assessment activity at the college via TracDat, as indicated by division:

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<sup>33</sup> See APPENDIX S for GCC's Assessment Taxonomy, AY 2004-2005.

<sup>34</sup> It is important to note that TracDat access has several levels according to user role. The six types of user roles in TracDat are admin, unit admin, department admin, department user, data entry, and read only. As a security scheme, AIE designates these user roles, in consultation with programs and departments.

**Table 15:** Assessment Activities in TracDat by Division

Division	No. of programs set up in TracDat	No. of assessment plans in TracDat	%	No. of assessment hard copies submitted	%	No. of assessment reports in TracDat	%	No. of implementation memos submitted	%	No of data collection memos submitted	%
AAD	65	52	80	4	6	32	49	36	55	36	55
ASD	4	3	75	0	0	2	50	2	5	2	50
BFD	5	5	100	0	0	5	0	2	40	0	0
Total	74	60		4		39		40		38	

As the above figures reveal, it is in Academic Affairs Division (AAD) where the flurry of assessment activities happens. In comparison with the steady numbers from Administrative Services and Business & Finance, these AAD numbers frequently change because of program deletions and additions that occur periodically within the academic year. Once the challenges of transitioning from hard copy to the electronic format have been hurdled, higher compliance rates in using TracDat are anticipated, particularly in Academic Affairs. Continued training in the use of the software will also greatly facilitate this transition from hard copy to online assessment processes.

Though full “buy-in” is not yet expected by the next academic year, AIE believes that compliance is a necessary first step to achieve an assessment program that goes beyond the “I met the deadline” mentality, one that considers assessment as a routine and relevant activity that directly benefits student learning. This vision drives the work of AIE.

#### A. ACADEMIC AFFAIRS DIVISION (AAD)

In the TracDat set up at GCC, the 5-Column Model (Nichols, 2000) has simplified the assessment process for most authors (see APPENDIX L). In this format, Column 1 is

the broad institutional goal derived from the recently-revised GCC mission statement.<sup>35</sup>

Intended program outcomes are recorded in Column 2 while Column 3 requires that assessment measures to be used for data collection are clearly specified (direct or indirect). The result is a simplified assessment plan in a 3-column format. When Column 4 --which requires assessment results to be briefly summarized (either in quantitative or qualitative format)--, and Column 5 --which specifies how assessment results will be used—are finally filled in, an assessment report is likewise completed.

As culled from TracDat, the following assessment report from the Accounting program illustrates the Nichols' 5-column model that the college has found to be perfectly suited to its needs. All five columns have been filled in. Dates also appear on Columns 4 and 5 to mark the period of TracDat data entry, and is also indicative of the timeliness of the submitted report. Though the document below has several linked files that can only be accessed through TracDat, it nonetheless gives the reader a good idea of how the assessment process, at the academic program level, is implemented at the college:

**Table 16:** AS Accounting Assessment Report in 5-Column Format, Spring 2005  
(as culled from TracDat)

<b>Institution (GCC) Assessment Guam Community College</b>				
<b>Institutional &amp; Program/Unit Level Outcomes</b>	<b>Student Learning Outcomes (SLOs) / SS/ Admin Unit Outcomes</b>	<b>Means of Assessment &amp; Criterion</b>	<b>Summary of Results</b>	<b>Use of Assessment Results &amp; Follow Up</b>
<b>Institution Level</b> - The College seeks to meet the needs of Guam's youth and adult student clientele to achieve their	<b>Accounting Associate Degree - AY 04-05 ACCOUNTING STUDENT ATTITUDES</b> - Students will express their	<b>Means of Assessment:</b> A forty-three question exit survey will be completed by all students enrolled in AC232 and	<b>05/01/2004 -- AC240</b> Exit Survey Spring 2004 <b>DESCRIPTION:</b> Nine (9) accounting majors graduating in Spring 2004 completed the exit	<b>Use of Assessment Results: 04/07/2005</b> - - INTERMEDIATE (41%) PLUS ADVANCED (47%) = 88%. The criterion of 80% has been met. Responses from

<sup>35</sup> The Board of Trustees adopted the new revised mission statement on February 9, 2005. Reflecting this change, AIE produced a new poster called "Mission & Vision," for campus wide dissemination. See APPENDIX T.



career and quality of life goals.	opinions regarding values learned from practicing accounting theory and principles.	<p>AC240 during their last semester of the degree program. Exiting students in other accounting classes will also be identified and asked to complete a survey. (Note: See the text of the exit survey in Document Link below.)</p> <p><b>Criterion:</b> Graduating accounting majors will rate their own satisfaction level of their accounting training at a minimum of 80% combining their responses for both intermediate and advanced on an exit survey.</p>	<p>survey in course AC240 Certified Bookkeeper Review. The students were asked to evaluate their own level of competency for forty-three (43) accounting skills. The list of forty-three accounting competencies were tabulated directly from accounting course guides in the accounting program.</p> <p>Students weighted each item related to their own perceived level of accomplishment. The average (n=5) results are as follows:</p> <p>0=no knowledge 1=beginner 2=intermediate 3=advanced</p> <p>1% 11% 41% 47%</p> <p>Accounting majors graduating in Spring 2004 rated 43 accounting skills. 47% of the 43 skills was rated at ADVANCED level, 41% at INTERMEDIATE level, 11% at BEGINNER level, 1% at NO KNOWLEDGE level.</p> <p>NOTE: Click on the Related Data tab to see a complete analysis of the data above. The document name is Summary of Results for Exit Survey Spring 2004. <b>TYPE:</b> Distinction / Strength <b>NOTES:</b> The last Assessment Report</p>	graduating accounting majors show an extremely high level of satisfaction with the training they are receiving from the accounting program, no action needs to be taken at this time.
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			<p>dated September 23, 2003 did not include this data. This data will be reported in the next Assessment Report dated October 3, 2005.</p> <p>Not all accounting graduates completed this survey. Graduating students of accounting may not be taking an accounting course during their last semester of the accounting program. It will be necessary to establish a method to locate all the graduating accounting majors each semester to capture more accurate data. The goal is for all accounting majors graduating to complete the exit survey.</p> <p><b>Related Data:</b>  <a href="#">View File</a> - Summary of Results Exit Survey Spring 2004</p>	
	<p><b>Accounting Associate Degree - AY 04-05</b>  <b>COMPUTER SKILLS IN ACCOUNTING</b> - Students will demonstrate computer-based knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of business.</p>	<p><b>Means of Assessment:</b>  Students will complete three computerized accounting projects: (1) service business, (2) merchandising business, (3) nonprofit business.</p> <p>For a description of the three (3) student projects, see Document Link below.  <b>Criterion:</b> 70%</p>	<p><b>03/11/2004 -- AC232</b>  Project 1-Service Company-Spring 2004  <b>DESCRIPTION:</b> On March 11, 2004, nineteen (19) students (n=19) completed a computerized Project 1 for a Service Company (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.</p> <p>A rubric was used to score the results. Click on the tab RELATED DATA</p>	<p><b>Use of Assessment Results: 05/14/2004</b> -  - 100% scored above 3.5 on a rubric of 5.0. Criteria has been met. No action is needed at this time.</p>

		<p>of students completing the computerized simulation projects will score a minimum of 3.5/4.5 rubric designed to measure a computerized project.</p>	<p>above to see the document entitled Rubric-Computerized Accounting Project 1, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0) Result was 16 Journey-Person (3.9-3.5) Result was 3 Apprentice (3.4-3.0) Result was 0 <b>TYPE:</b> Distinction / Strength <b>NOTES:</b> This data was not included in the last Assessment Report dated September 23, 2003. It will be reported in the Assessment Report dated October 3, 2005.</p> <p>The data was collected by Ronnie Hoque during Spring 2004 on the date indicated. No one scored the results using a rubric until April 2005. The department has a problem finding sources outside the College to participate in scoring assessment artifacts.</p> <p><b>Related Data:</b> <a href="#">View File</a> - Computer Project-Service Company-2004 <a href="#">View File</a> - Computer Project 1 Rubric-Spring 2004</p>	
			<p><b>04/06/2004</b> -- AC232 Project 2-Merchandise Business-Spring 2004 <b>DESCRIPTION:</b> On April 6, 2004, eighteen (18) students (n=18) completed a</p>	

			<p>computerized Project 2 for a Sales &amp; Service Company (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.</p> <p>A rubric was used to score the results. Click on the tab RELATED DATA above to see the document entitled Rubric-Computerized Accounting Project 2, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0) Result was 14 Journey-Person (3.9-3.5) Result was 3 Apprentice (3.4-3.0) Result was 1</p> <p>The criteria has been met of 70% of students completing the project will score 3.5 or higher. 94% scored at 3.5 or higher.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>NOTES:</b> This data was not included in the last Assessment Report dated September 23, 2003. It will be reported in the Assessment Report dated October 3, 2005.</p> <p><b>Related Data:</b>  <a href="#">View File</a> - Computer Project-Merchandise Business-Spring 2004  <a href="#">View File</a> - Rubric-Accounting Computerized Project 2</p>	
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		<p><b>05/03/2004 -- AC232</b> Project 3-Nonprofit Business-Spring 2004 <b>DESCRIPTION:</b> On May 3, 2004, nineteen (19) students (n=19) completed a computerized Project 3 for a nonprofit business. (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.</p> <p>A rubric was used to score the results. Click on the tab RELATED DATA above to see the document entitled Rubric-Computerized Accounting Project 3, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0) Result was 18 Journey-Person (3.9-3.5) Result was 1 Apprentice (3.4-3.0) Result was 0 <b>TYPE:</b> Distinction / Strength <b>NOTES:</b> This data was not included in the last Assessment Report dated September 23, 2003. It will be reported in the Assessment Report dated October 3, 2005. <b>Related Data:</b> <a href="#">View File</a> - AC232 Project 3-Nonprofit Business-Spring 2004</p>	<p><b>Use of Assessment Results: 05/11/2005 -</b> - The computerized projects were incorporated into this course for the first time this semester. A new course guide will be developed to change the prerequisites for AC232, develop the curriculum into a capstone course, and require the three projects on the computer as mandatory. This will be completed by Dec. 2005.</p>
		<p><b>03/20/2005 -- AC232</b> Project 1-Service Company-Spring 2005 <b>DESCRIPTION:</b> On March 20, 2005, eleven (11) students (n=11) completed a</p>	<p><b>Use of Assessment Results: 05/13/2005 -</b> - 100% scored at or above 3.5 on a 5.0 rubric. Criterion has been met. No action is needed at this time.</p>

			<p>computerized Project 1 for a Service Company (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.</p> <p>A rubric was used to score the results. Click on the tab RELATED DATA above to see the document entitled Rubric-Computerized Accounting Project 1, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0) Result was 7 Journey-Person (3.9-3.5) Result was 4 Apprentice (3.4-3.0) Result was 0 <b>TYPE:</b> Distinction / Strength <b>NOTES:</b> The rubric was designed by faculty member Barbara S. Bouchard-Miller. The Business Department did not have an active advisory committee at the time of the data collection. Therefore, the student projects were evaluated by the instructor, Barbara S. Bouchard-Miller. Efforts will be made to have outside sources do another evaluation before May 10, 2005. Therefore, the results will be averaged at that time. Efforts will be made to solicit at least two other evaluators that will serve as outside voices for the evaluation of this student project.</p>	
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			<b>Related Data:</b> <a href="#">View File</a> - Computerized Project 1 - Service Company <a href="#">View File</a> - Rubric- Computerized Accounting Project 1	
			<b>04/18/2005</b> -- AC232 Project 2- Merchandise Business-Spring 2005 <b>DESCRIPTION:</b> On April 18, 2005, eleven (11) students (n=11) completed a computerized Project 2 for a Sales & Service Company (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.  A rubric was used to score the results. Click on the tab RELATED DATA above to see the document entitled Rubric-Computerized Accounting Project 2, which describes the performance and descriptor indicators)  Expert (4.5-4.0) Result was 8 Journey-Person (3.9- 3.5) Result was 3 Apprentice (3.4-3.0) Result was 0  Criteria has been met of 70% of students completing the project will score 3.5 or higher. 100% a minimum of 3.5 or higher. <b>TYPE:</b> Distinction / Strength <b>Related Data:</b> <a href="#">View File</a> - AC232 Project 2- Merchandise Business	

			<a href="#">View File</a> - Rubric-Computerized Accounting Project 2	
			<p><b>05/09/2005</b> -- AC232 Project 3-Nonprofit Business-Spring 2005  <b>DESCRIPTION:</b> On May 9, 2005, eleven (11) students (n=11) completed a computerized Project 3 for a Nonprofit Business (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.</p> <p>A rubric was used to score the results.. Click on the tab RELATED DATA above to see the document entitled Rubric-Computerized Accounting Project 3, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0)  Result was 9  Journey-Person (3.9-3.5) Result was 2  Apprentice (3.4-3.0) Result was 0  <b>TYPE:</b> Distinction / Strength  <b>Related Data:</b>  <a href="#">View File</a> - Computerized Accounting Project 3/Nonprofit Business</p>	<p><b>Use of Assessment Results: 05/11/2005</b> -</p> <p>- Develop a measurement tool for the computer projects that will evaluate the skills and analysis required to complete each project. This will raise the standard for each project and also assist with evaluating the weaknesses in student skill development.</p>
	<p><b>Accounting Associate Degree - AY 04-05 KNOWLEDGE OF ACCOUNTING THEORY</b> - Students will recall accounting theory and principles to accounting procedures and practices for either</p>	<p><b>Means of Assessment:</b> Students will take the National Examination sponsored by the Educational Institute of the American Hotel &amp; Motel Association. The exam will be offered during the</p>	<p><b>05/10/2005</b> -- AC225 Nat'l Certification Exam Spring 2005  <b>DESCRIPTION:</b> Estimated date to proctor the national exam in AC225 is May 10, 2005.  <b>TYPE:</b> Distinction / Strength  <b>NOTES:</b> AC225 Fall semester course did not enroll the required</p>	



	financial and/or hospitality accounting systems.	final week of the semester for course AC225 Hospitality Industry Accounting. This course is a Fall ONLY course. However, for Fall 2004, this course did not have the required minimum number of students enroll. Therefore, the course was offered for Spring 2005, thereby rescheduling the National Examination until early May 2005. <b>Criterion:</b> 70% of accounting majors taking the national examination sponsored by the Educational Institute of the American Hotel & Motel Association will pass the national standard (69%) and receive a certificate.	minimum number of students (14) and was cancelled.	
<b>Institution Level</b> - The College endeavors to be perceived by industry clients as a responsive and valued partner in serving the needs of a trained workforce.	<b>Accounting Associate Degree - AY 04-05 ACCOUNTING STUDENT ATTITUDES</b> - Students will express their opinions regarding values learned from practicing accounting theory and principles.	<b>Means of Assessment:</b> A forty-three question exit survey will be completed by all students enrolled in AC232 and AC240 during their last semester of the degree program. Exiting students in other accounting classes will also be identified and asked to complete a survey. (Note:	<b>05/01/2004 -- AC240</b> Exit Survey Spring 2004 <b>DESCRIPTION:</b> Nine (9) accounting majors graduating in Spring 2004 completed the exit survey in course AC240 Certified Bookkeeper Review. The students were asked to evaluate their own level of competency for forty-three (43) accounting skills. The list of forty-three accounting	<b>Use of Assessment Results: 04/07/2005</b> - - INTERMEDIATE (41%) PLUS ADVANCED (47%) = 88%. The criterion of 80% has been met. Responses from graduating accounting majors show an extremely high level of satisfaction with the training they are receiving from the accounting program, no action needs to be taken at this time.

		<p>See the text of the exit survey in Document Link below.)</p> <p><b>Criterion:</b> Graduating accounting majors will rate their own satisfaction level of their accounting training at a minimum of 80% combining their responses for both intermediate and advanced on an exit survey.</p>	<p>competencies were tabulated directly from accounting course guides in the accounting program.</p> <p>Students weighted each item related to their own perceived level of accomplishment. The average (n=5) results are as follows:</p> <p>0=no knowledge 1=beginner 2=intermediate 3=advanced</p> <p>1% 11% 41% 47%</p> <p>Accounting majors graduating in Spring 2004 rated 43 accounting skills. 47% of the 43 skills was rated at ADVANCED level, 41% at INTERMEDIATE level, 11% at BEGINNER level, 1% at NO KNOWLEDGE level.</p> <p>NOTE: Click on the Related Data tab to see a complete analysis of the data above. The document name is Summary of Results for Exit Survey Spring 2004.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>NOTES:</b> The last Assessment Report dated September 23, 2003 did not include this data. This data will be reported in the next Assessment Report dated October 3, 2005.</p> <p>Not all accounting graduates completed</p>	
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			<p>this survey.</p> <p>Graduating students of accounting may not be taking an accounting course during their last semester of the accounting program. It will be necessary to establish a method to locate all the graduating accounting majors each semester to capture more accurate data. The goal is for all accounting majors graduating to complete the exit survey.</p> <p><b>Related Data:</b>  <a href="#">View File</a> - Summary of Results Exit Survey Spring 2004</p>	
	<p><b>Accounting Associate Degree - AY 04-05</b></p> <p><b>COMPUTER SKILLS IN ACCOUNTING -</b></p> <p>Students will demonstrate computer-based knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of business.</p>	<p><b>Means of Assessment:</b></p> <p>Students will complete three computerized accounting projects: (1) service business, (2) merchandising business, (3) nonprofit business.</p> <p>For a description of the three (3) student projects, see Document Link below.</p> <p><b>Criterion:</b> 70% of students completing the computerized simulation projects will score a minimum of 3.5/4.5 rubric designed to measure a computerized project.</p>	<p><b>03/11/2004 -- AC232</b></p> <p>Project 1-Service Company-Spring 2004</p> <p><b>DESCRIPTION:</b> On March 11, 2004, nineteen (19) students (n=19) completed a computerized Project 1 for a Service Company (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.</p> <p>A rubric was used to score the results. Click on the tab RELATED DATA above to see the document entitled Rubric-Computerized Accounting Project 1, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0) Result was 16 Journey-Person (3.9-</p>	<p><b>Use of Assessment Results: 05/14/2004 -</b></p> <p>- 100% scored above 3.5 on a rubric of 5.0. Criteria has been met. No action is needed at this time.</p>

			<p>3.5) Result was 3 Apprentice (3.4-3.0) Result was 0 <b>TYPE:</b> Distinction / Strength <b>NOTES:</b> This data was not included in the last Assessment Report dated September 23, 2003. It will be reported in the Assessment Report dated October 3, 2005.</p> <p>The data was collected by Ronnie Hoque during Spring 2004 on the date indicated. No one scored the results using a rubric until April 2005. The department has a problem finding sources outside the College to participate in scoring assessment artifacts.</p> <p><b>Related Data:</b>  <a href="#">View File</a> - Computer Project-Service Company-2004  <a href="#">View File</a> - Computer Project 1 Rubric-Spring 2004</p>	
			<p><b>04/06/2004</b> -- AC232 Project 2-Merchandise Business-Spring 2004 <b>DESCRIPTION:</b> On April 6, 2004, eighteen (18) students (n=18) completed a computerized Project 2 for a Sales &amp; Service Company (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.</p> <p>A rubric was used to score the results. Click on the tab</p>	

			<p>RELATED DATA above to see the document entitled Rubric-Computerized Accounting Project 2, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0) Result was 14 Journey-Person (3.9-3.5) Result was 3 Apprentice (3.4-3.0) Result was 1</p> <p>The criteria has been met of 70% of students completing the project will score 3.5 or higher. 94% scored at 3.5 or higher.</p> <p><b>TYPE:</b> Distinction / Strength <b>NOTES:</b> This data was not included in the last Assessment Report dated September 23, 2003. It will be reported in the Assessment Report dated October 3, 2005.</p> <p><b>Related Data:</b> <a href="#">View File</a> - Computer Project-Merchandise Business-Spring 2004 <a href="#">View File</a> - Rubric-Accounting Computerized Project 2</p>	
			<p><b>05/03/2004</b> -- AC232 Project 3-Nonprofit Business-Spring 2004 <b>DESCRIPTION:</b> On May 3, 2004, nineteen (19) students (n=19) completed a computerized Project 3 for a nonprofit business. (SEE PROJECT DOCUMENT IN RELATED DATA</p>	<p><b>Use of Assessment Results: 05/11/2005</b> - - The computerized projects were incorporated into this course for the first time this semester. A new course guide will be developed to change the prerequisites for AC232, develop the curriculum into a</p>

			<p>ABOVE) in AC232.</p> <p>A rubric was used to score the results. Click on the tab <b>RELATED DATA</b> above to see the document entitled Rubric-Computerized Accounting Project 3, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0) Result was 18 Journey-Person (3.9-3.5) Result was 1 Apprentice (3.4-3.0) Result was 0 <b>TYPE:</b> Distinction / Strength <b>NOTES:</b> This data was not included in the last Assessment Report dated September 23, 2003. It will be reported in the Assessment Report dated October 3, 2005. <b>Related Data:</b> <a href="#">View File</a> - AC232 Project 3-Nonprofit Business-Spring 2004</p>	<p>capstone course, and require the three projects on the computer as mandatory. This will be completed by Dec. 2005.</p>
			<p><b>03/20/2005 -- AC232</b> Project 1-Service Company-Spring 2005 <b>DESCRIPTION:</b> On March 20, 2005, eleven (11) students (n=11) completed a computerized Project 1 for a Service Company (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.</p> <p>A rubric was used to score the results. Click on the tab <b>RELATED DATA</b> above to see the</p>	<p><b>Use of Assessment Results:</b> 05/13/2005 - 100% scored at or above 3.5 on a 5.0 rubric. Criterion has been met. No action is needed at this time.</p>

			<p>document entitled ubric-Computerized Accounting Project 1, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0) Result was 7 Journey-Person (3.9- 3.5) Result was 4 Apprentice (3.4-3.0) Result was 0 <b>TYPE:</b> Distinction / Strength <b>NOTES:</b> The rubric was designed by faculty member Barbara S. Bouchard- Miller. The Business Department did not have an active advisory committee at the time of the data collection. Therefore, the student projects were evaluated by the instructor, Barbara S. Bouchard-Miller. Efforts will be made to have outside sources do another evaluation before May 10, 2005. Therefore, the results will be averaged at that time. Efforts will be made to solicit at least two other evaluators that will serve as outside voices for the evaluation of this student project. <b>Related Data:</b> <a href="#">View File</a> - Computerized Project 1 - Service Company <a href="#">View File</a> - Rubric- Computerized Accounting Project 1</p>	
			<p><b>04/18/2005</b> -- AC232 Project 2- Merchandise Business-Spring 2005 <b>DESCRIPTION:</b> On</p>	

			<p>April 18, 2005, eleven (11) students (n=11) completed a computerized Project 2 for a Sales &amp; Service Company (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.</p> <p>A rubric was used to score the results. Click on the tab RELATED DATA above to see the document entitled Rubric-Computerized Accounting Project 2, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0) Result was 8 Journey-Person (3.9-3.5) Result was 3 Apprentice (3.4-3.0) Result was 0</p> <p>Criteria has been met of 70% of students completing the project will score 3.5 or higher. 100% a minimum of 3.5 or higher. <b>TYPE:</b> Distinction / Strength <b>Related Data:</b> <a href="#">View File</a> - AC232 Project 2-Merchandise Business <a href="#">View File</a> - Rubric-Computerized Accounting Project 2</p>	
			<p><b>05/09/2005</b> -- AC232 Project 3-Nonprofit Business-Spring 2005 <b>DESCRIPTION:</b> On May 9, 2005, eleven (11) students (n=11) completed a computerized Project 3 for a Nonprofit</p>	<p><b>Use of Assessment Results: 05/11/2005</b> - - Develop a measurement tool for the computer projects that will evaluate the skills and analysis required to complete each project. This</p>



			<p>Business (SEE PROJECT DOCUMENT IN RELATED DATA ABOVE) in AC232.</p> <p>A rubric was used to score the results.. Click on the tab RELATED DATA above to see the document entitled Rubric-Computerized Accounting Project 3, which describes the performance and descriptor indicators)</p> <p>Expert (4.5-4.0) Result was 9 Journey-Person (3.9-3.5) Result was 2 Apprentice (3.4-3.0) Result was 0 <b>TYPE:</b> Distinction / Strength <b>Related Data:</b> <a href="#">View File</a> - Computerized Accounting Project 3/Nonprofit Business</p>	will raise the standard for each project and also assist with evaluating the weaknesses in student skill development.
	<p><b>Accounting Associate Degree - AY 04-05 KNOWLEDGE OF ACCOUNTING THEORY -</b> Students will recall accounting theory and principles to accounting procedures and practices for either financial and/or hospitality accounting systems.</p>	<p><b>Means of Assessment:</b> Students will take the National Examination sponsored by the Educational Institute of the American Hotel &amp; Motel Association. The exam will be offered during the final week of the semester for course AC225 Hospitality Industry Accounting. This course is a Fall ONLY course. However, for Fall 2004, this course did not have the required</p>	<p><b>05/10/2005 -- AC225</b> Nat'l Certification Exam Spring 2005 <b>DESCRIPTION:</b> Estimated date to proctor the national exam in AC225 is May 10, 2005. <b>TYPE:</b> Distinction / Strength <b>NOTES:</b> AC225 Fall semester course did not enroll the required minimum number of students (14) and was cancelled.</p>	

		minimum number of students enroll. Therefore, the course was offered for Spring 2005, thereby rescheduling the National Examination until early May 2005. <b>Criterion:</b> 70% of accounting majors taking the national examination sponsored by the Educational Institute of the American Hotel & Motel Association will pass the national standard (69%) and receive a certificate		
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As revealed by the above assessment report<sup>36</sup> on the Accounting program (as well as the other assessment reports now entered into TracDat), the data in Column 4 is crucial in gauging what kinds of assessment data were gathered and analyzed. The links provided relate to documents that serve as important evidence in the report. Such evidence can either be quantitative or qualitative data depending on the assessment question being addressed. In these reports, Column 5 becomes the most important column for it details how these assessment results will be used to improve the program, and thereby achieve its intended student learning outcomes.

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<sup>36</sup> Likewise, the AIE website (<http://www.guamcc.edu/assessment>) also provides reports, like the Accounting program above, in scanned format so GCC assessment authors can utilize these examples for their own reporting requirements in their respective programs.

## B. BUSINESS & FINANCE DIVISION (BFD)

In the administrative unit area, the achievement of administrative outcomes has an *indirect*, rather than direct, benefit to student learning. Among the various administrative units of the division, assessment tools that have been utilized for data collection include document review, focus group, and survey, among others. Although there has been a consistent challenge with securing the assessment “buy-in” of the administrative units of the college, tremendous strides have occurred within the last two academic years. The example from Human Resources (HR) given below illustrates the most difficult task of defining and clarifying intended administrative outcomes that will indirectly benefit student learning through a supportive work environment that is conducive to learning activities within the classroom. The HR assessment report (as entered into TracDat) is presented below, and provides the reader with a clear idea of non-academic assessment as implemented at GCC :

**Table 17:** Human Resources Assessment Report in 5-Column Format, Spring 2005  
(as culled from TracDat)

<b>Institutional &amp; Program/Unit Level Outcomes</b>	<b>Student Learning Outcomes (SLOs) / SS/ Admin Unit Outcomes</b>	<b>Means of Assessment &amp; Criterion</b>	<b>Summary of Results</b>	<b>Use of Assessment Results &amp; Follow Up</b>
<b>Institution Level</b> - The College strives to provide a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development.	<b>Human Resources - AY04-05 6A2 (3) Human Resources supports educational programs through effective use of performance evaluation.</b> - 6A2 (3) Human Resources supports educational programs through effective use of	<b>Means of Assessment: 6A3</b> (3) (1) The assessment process will be evaluated through the timeliness of evaluations. Unsatisfactory evaluations are due 90 days prior to the rating (100% level). 90% of ratings of satisfactory or better are completed within 30 days of their due date. (2) Creation of a	<b>12/28/2004 -- 6A3</b> HR supports educational programs through effective use of performance evaluation <b>DESCRIPTION:</b> 6A4 (3) (1) 100% of the unsatisfactory performance evaluation deadlines were met for FY 02 to FY 04. For satisfactory or better ratings completed within the 30 day due date, the following data is	<b>Use of Assessment Results:</b> <b>12/28/2004 -- 6A5</b> (3) (1) By conducting performance evaluation training at least once each year, HR will work towards ensuring that Administrators and Supervisors complete 90% of the evaluations by the evaluation due date. (2) If HR continues to find no disparity

	performance evaluation.	<p>disparity list showing differences between the level of employee evaluations and the number of informal and formal grievances and adverse actions from each area.</p> <p><b>Criterion:</b> (1) The assessment process will be evaluated through the timeliness of evaluations. Unsatisfactory evaluations are due 90 days prior to the rating (100% level). 90% of ratings of satisfactory or better are completed within 30 days of the due date.</p> <p>(2) Creation of a disparity list showing differences between the level of employee evaluations and the number of informal and formal grievances and adverse actions from each area.</p>	<p>provided: FY04 - 51% FY03 - 42% FY02 - 83%</p> <p>HR found that the salary increment freeze made it a problem to meet the deadline.</p> <p>(2) HR found no disparity between employee evaluations and formal grievances, and adverse actions.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>NOTES:</b> HR will continue tracking this data to ensure that evaluation activities stay within acceptable time parameters.</p>	<p>between employee evaluations, formal grievances, and adverse actions, then HR will revise this activity.</p>
	<p><b>Human Resources - AY04-05 6B2 (1) Human Resources interacts regularly with the Budget Office and the Business Office. The standard is an ongoing sense of cooperation and mutual support. - 6B2 (1) Human Resources interacts regularly with the Budget Office and the Business Office.</b></p>	<p><b>Means of Assessment:</b> 6B3</p> <p>(1) (1) HR conducted an annual meeting with the Budget Office on 3/10/04. The conclusion was overall cooperation and support between the Budget Office was good. There has been some miscommunication on reports.</p> <p>(2) An informal meeting between HR and the Business Office was held on 10/26/04.</p>	<p><b>12/28/2004 -- 6B4.1 Annual Meeting</b></p> <p><b>DESCRIPTION:</b> 6B4 (1) An annual meeting between HR and the Budget Office was held on 3/10/04. The conclusion was that the overall cooperation and mutual support between the Budget Office and HR was good. There was some misconception on reports.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>NOTES:</b> HR will</p>	<p><b>Use of Assessment Results:</b> 12/28/2004 -- 6B5</p> <p>(1) (1) HR will improve communications with the Budget Office regarding staffing reports as requested by the legislature. This will take place through holding regular informal meetings and through sharing of personnel data.</p> <p>(2) HR will schedule their informal meeting</p>

	The standard is an ongoing sense of cooperation and mutual support.	<b>Criterion:</b> Group Evaluation	utilize data to identify areas to which attention must be addressed.	bimonthly with the Business Office and Payroll.
	<b>Human Resources - AY04-05 6B2 (2) Human Resources interacts regularly with the academic offices including the AVP and the Deans. The standard is an ongoing sense of cooperation and mutual support. - 6B2 (2) Human Resources interacts regularly with the academic offices including the AVP and the Deans. The standard is an ongoing sense of cooperation and mutual support.</b>	<b>Means of Assessment:</b> 6B3 (2) A formal program review / focus group will be carried out annually at a meeting of the VPA, the VP B&F, and selected deans, department chairs, and the head of Human Resources. See 6A above and 6C following. <b>Criterion:</b> Group Evaluation	<b>12/28/2004 -- 6B4.2</b> Annual program review / focus group <b>DESCRIPTION:</b> 6B4(2) An annual program review / focus group was held 10/15/04. An annual meeting was held with the AVP on 10/21/04. See 6A above and 6C following for a description of results. <b>TYPE:</b> Distinction / Strength	<b>Use of Assessment Results:</b> <b>12/28/2004 --</b> 6B5(2) HR will meet with AVP and Deans at least twice week to discuss personnel issues.
	<b>Human Resources - AY04-05 6B2 (3) HR interacts regularly with individual employees. The standard is an ongoing sense of cooperation and support as reflected in feedback from an annual survey. - 6B2 (3) HR interacts regularly with individual employees. The standard is an ongoing sense of cooperation and support as reflected in feedback from an annual survey.</b>	<b>Means of Assessment:</b> 6B3 (3) A periodic survey of employees served by HR. 80% of the participants will respond with a rating of neutral, agree, or strongly agree. <b>Criterion:</b> 80% of the participants will respond with a rating of neutral, agree, or strongly agree.	<b>12/28/2004 -- 6B2 (3)</b> HR meets with individual employees <b>DESCRIPTION:</b> 6B4 (3) HR conducted an annual survey in the Fall of 2004. 29 full time employees responded out of a pool of 48. 41% responded "Satisfied," and 59% responded "Very Satisfied." <b>TYPE:</b> Distinction / Strength <b>NOTES:</b> This survey will be carried out on an annual basis.	<b>Use of Assessment Results:</b> <b>12/28/2004 -- 6B5 (3)</b> HR will survey a larger number of employees, and include part-time employees. The survey will be carried out annually. The criterion will be that 80% of the employees will rate HR satisfactory or better. The data will be used to identify areas to which additional management attention needs to be directed.

	<p><b>Human Resources - AY04-05 6C2 (1)</b></p> <p><b>Human Resources contributes to the life and governance of the College by ensuring that employment practices are carried within Federal and GovGuam guidelines.</b> - 6C2</p> <p>(1) Human Resources contributes to the life and governance of the College by ensuring that employment practices are carried within Federal and GovGuam guidelines.</p>	<p><b>Means of Assessment: 6C3</b></p> <p>(1) This is evaluated through the review that is included in the annual financial audit and through the monthly post audit by the Civil Services Commission.</p> <p><b>Criterion:</b> The criterion is no negative findings regarding GCC's employment practices.</p>	<p><b>01/07/2005 -- FY 2001 Financial Statement Results</b></p> <p><b>DESCRIPTION:</b> 6C4 (1) HR did not receive any negative findings in the "FY 2001 Financial Statements &amp; Independent Auditor's Report" and the "2001 Independent Auditor's Report on Compliance and on the Internal Control." HR is awaiting the 2002 and 2003 audit reports.</p> <p>HR did not receive any negative findings from CSC regarding employment practices for FY 2002 and FY 2004. There were no post audits in FY 2003 due to post typhoon recovery.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>NOTES:</b> This is an ongoing annual activity.</p>	<p><b>Use of Assessment Results:</b></p> <p><b>01/07/2005 -- 6C5</b></p> <p>(1) HR will comply with Federal, Local, GCC, BOT and CSC mandates. HR will continue to advise and provide information to Administrators, Faculty, and Staff on personnel policies, rules, and regulations. The HR Administrator will serve on the President's Management Team to actively participate in policy development and employment negotiations for the College.</p>
	<p><b>Human Resources - AY04-05 6C2 (2)</b></p> <p><b>HR will actively seek out ways to improve and enhance human resources at the College</b> - 6C2 (2)</p> <p>Human Resources will actively seek out ways to improve and enhance human resource operations at the College.</p>	<p><b>Means of Assessment: 6C3</b></p> <p>(2) Through an annual program review / focus for Human Resources. See 6A3 (1) and 6B3 (2) above for more information on participation in the program review.</p> <p><b>Criterion:</b> The criterion is the expression of satisfaction with HR processes.</p>	<p><b>01/07/2005 -- See 6A4(1) &amp; 6B4(2)</b></p> <p><b>DESCRIPTION:</b> See 6A4(1) and 6B4(2)</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>NOTES:</b> This is intended to be an annual activity.</p>	<p><b>Use of Assessment Results:</b></p> <p><b>01/07/2005 -- 6C5(2)</b> HR will actively seek ways to continue and improve its operations by seeking feedback from the focus groups.</p>
	<p><b>Human Resources - AY04-05 6C2 (3)</b></p> <p><b>HR will actively seek to clarify</b></p>	<p><b>Means of Assessment: 6C3</b></p> <p>(3) Evidence that all Human Resources deadlines were</p>	<p><b>01/07/2005 -- Create annual calendar</b></p> <p><b>DESCRIPTION:</b> 6C4(3) HR did not participate in the</p>	<p><b>Use of Assessment Results:</b></p> <p><b>01/07/2005 -- 6C5(3)</b> HR will participate in the</p>

	<p><b>and publicize timelines associated with HR functions through annual participation in the update of GCC's five-year institutional calendar. - 6C2</b></p> <p>(3) Human Resources will actively seek to clarify and publicize timelines associated with HR functions through annual participation in the update of GCC's five-year institutional calendar.</p>	<p>stated in the calendar and evidence that deadlines related to HR operations were met.</p> <p><b>Criterion:</b> Evidence that key HR deadlines were made part of GCC's five-year calendar. Further evidence that the deadlines were met.</p>	<p>five-year institutional calendar. Deadlines within HR's control were met. Medical Insurance deadlines were extended in FY 2003 and FY 2004 due to legal issues at the GovGuam level.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>NOTES:</b> This is intended to be an annual activity in which all of Business and Finance participate.</p>	<p>institutional five-year calendar which will include timelines for HR functions.</p>
	<p><b>Human Resources - AY04-05 6D2(1) Standard 1 -</b></p> <p>6D2(1) Standard 1 is determining whether Human Resources has carried out the planning and evaluation loop that has been set up.</p>	<p><b>Means of Assessment:</b></p> <p>6D3(1) This requires access to the information summaries noted in sections 6A through 6C.</p> <p><b>Criterion:</b> This assessment process requires comparing what HR has said it will do in items 6A through 6C and comparing it to what has actually been done.</p>	<p><b>01/07/2005 --</b> Did HR carry out the assessment process</p> <p><b>DESCRIPTION:</b></p> <p>6D4(1) See sections 6A through 6C. HR did substantively carry out the planned assessment activities.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>NOTES:</b> HR has substantively carried out its planned assessment activities</p>	<p><b>Use of Assessment Results:</b></p> <p><b>01/07/2005 --</b></p> <p>6D5(1) The annual program review committee and focus group provided valuable information for HR to continue to provide and improve services. Several changes in HR's activities are planned. See sections 6A through 6C to validate.</p>
	<p><b>Human Resources - AY04-05 6D2(2) Standard 2 -</b></p> <p>6D2(2) Standard 2 is determining whether Human Resources has modified its operations based on feedback from the current planning and evaluating loop.</p>	<p><b>Means of Assessment:</b></p> <p>6D2(2) This requires using data from Standard 1 to determine whether HR has modified departmental activities based on feedback from the assessment process.</p> <p><b>Criterion:</b> This assessment process requires determining</p>	<p><b>01/07/2005 --</b></p> <p>Evaluate whether HR has made changes based on the assessment process.</p> <p><b>DESCRIPTION:</b></p> <p>6D4(2) See sections 6A through 6C. These indicate planned changes in HR based on assessment feedback. They also indicate that overall HR is doing well.</p>	<p><b>Use of Assessment Results:</b></p> <p><b>01/07/2005 --</b></p> <p>6D5(2) HR will modify its HR directory every three (3) months. HR will post HR information on the GCC website once a semester. HR will provide recruitment training at least once a year. HR will work on</p>

		whether HR has used the data collected in the assessment process (items 6A through 6C) to change its activities and functioning.	<b>TYPE:</b> Distinction / Strength <b>NOTES:</b> The purpose of this process is determining whether HR is utilizing the feedback from the assessment process.	completing the Academic Rules & Regulations before the end of 2005.
	<b>Human Resources - AY04-05 6D2(3) Standard 3 -</b> 6D2(3) Standard 3 is determining whether Human Resources has modified its planning and evaluating loop based on judgment about the effectiveness of the existing planning and evaluation process.	<b>Means of Assessment:</b> 6D3(3) This requires access to information summaries noted in sections 6A through 6C and an understanding of the assessment process. <b>Criterion:</b> This process requires determining whether changes can be made to the assessment process itself to make it more effective.	<b>01/07/2005</b> -- Does HR see a need to modify the assessment process? <b>DESCRIPTION:</b> 6D4(3) See sections 6A through 6C to collect the data gathered. Based on an analysis of this data and an analysis of its usefulness in the evaluation process, HR will determine whether there is a need to make changes to the evaluation planning process <b>TYPE:</b> Distinction / Strength <b>NOTES:</b> This should be carried out annually by the Personnel Services Administrator working with the VP for BFD.	<b>Use of Assessment Results:</b> <b>01/10/2005</b> -- See above summary. While HR is making changes in its operations based on the assessment process, it has been concluded that changes in the assessment process are not needed yet.
	<b>Human Resources - AY04-05 6A2 (1) Human Resources supports education programs through support for the recruitment and selection of qualified faculty, staff, and administrators - AY 04-05 6A2 (1)</b> Human Resources supports education programs through assistance for the	<b>Means of Assessment:</b> 6A3 (1) Annual program review committee / focus group evaluation of Human Resources. The members of the committee will be asked to discuss the level of support of their areas. The criterion is the expression of satisfaction with HR processes by committee members. <b>Criterion:</b> Human Resources will	<b>12/28/2004</b> -- 6A1. Human Resources supports education programs through support for the recruitment and selection of qualified faculty, staff, and administrators. <b>DESCRIPTION:</b> AY 04-05 6A4 (1) An Annual meeting was conducted on 10/15/04 with 18 committee members (personnel from within and outside Business and Finance). An annual meeting was	<b>Use of Assessment Results:</b> <b>12/28/2004</b> -- 6A5 (1) (1 & 2) HR will address program review recommendations and implement recommendations appropriately in order to provide satisfactory or better services. (3) HR will provide MIS with an annual schedule of reports at the beginning of every calendar year. (4) HR will update



	recruitment and selection of qualified faculty, staff, and administrators.	participate in an annual program review / focus group in which members of the review committee will discuss HR's support of their areas. The criterion is the expression of satisfaction with HR processes.	<p>conducted with the Academic Vice President (AVP) on 10/21/04.</p> <p>(2) Committee members expressed overall satisfaction with the services and support provided by HR. Several made positive comments about the professionalism of the HR department.</p> <p>(3) MIS Recommends an annual schedule of major reports that require MIS assistance.</p> <p>(4) Committee members recommend frequent update of and additional information on the employee directory.</p> <p>(5) Committee members suggest that HR develop a component of the GCC Website.</p> <p>(6) The AVP recommends that HR provide administrator and supervisor training on recruitment.</p> <p>(7) The AVP recommends that HR complete the updates on the Academic Personnel Rules and Regulations.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>NOTES:</b> Human Resources will implement the suggestions noted above in the Summary of Results.</p> <p><b>Related Data:</b>  <a href="#">View URL</a> - Full-Time Employee Directory  <a href="#">View URL</a> - HR Website</p>	<p>the employee directory to include employee job title and employees at least once a month. HR will e-mail all employees informing them that the HR directory has been updated.</p> <p>(5) HR will work with MIS and the President's Office in the development of an HR page on the GCC Website. HR anticipates its HR Link in the new GCC Website before December 2005.</p> <p>(6) HR will provide recruitment training no later than the beginning of AY 2006 (August 2005).</p> <p>(7) HR will complete the academic rules and regulations by the end of AY 2006 (May 2006).</p>
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	<p><b>Human Resources - AY04-05 6A2 (2)</b></p> <p><b>Human Resources supports education programs through improving the functioning of employees by the use of development and training programs. - AY 04-05 6A2 (2)</b></p> <p>Human Resources Supports education programs through improving the functioning of employees by the use of development and training programs.</p>	<p><b>Means of Assessment: 6A3</b></p> <p>(2)(1) Annually track the training courses offered to and attended by employees.</p> <p>(2) Track the immediate feedback from participants in these courses. Feedback should indicate the programs are useful.</p> <p>(3) For two courses a year, track whether there has been an improvement in work habits or performance.</p> <p><b>Criterion: (1)</b> Monthly HR will track the training courses offered and the employees who have attended such courses. Annually HR will summarize the data for the assessment process.</p> <p>(2) Monthly HR will summarize how employees have rated the courses they have attended. Annually the data will be made part of the assessment report.</p> <p>(3) For two courses a year, HR will relate the performance of employees to subsequent performance evaluations. HR will also get feedback on how extensively training is subsequently utilized.</p>	<p><b>12/28/2004 -- Human Resources Training Courses</b></p> <p><b>DESCRIPTION:</b></p> <p>6A4 (2) HR coordinated/presented training and tracked attendance:</p> <p>AY05 - 9 training sessions with 623 participants</p> <p>AY04 - 5 training sessions with 68 participants.</p> <p>AY03 - 10 training sessions with 126 participants.</p> <p>AY02 - 14 training sessions with 275 participants.</p> <p>(1b) Use of Staff Development Funds increased by 39% from FY02 to FY04.</p> <p>(1c) Use of Professional Development Funds increased by 39% from FY02 to FY03.</p> <p>(2) 98% of employee evaluation feedback / forms on most training indicate a satisfactory or better rating. 98% of 1,092 completed the evaluation forms for AY02 - AY05.</p> <p>(3) HR was unable to complete the task of evaluating two courses. ITC offered computer courses on both MS Word and MS Access were offered in Summer 2004. Employees requested more hours devoted to such training.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>NOTES:</b> HR will continue the evaluation processes noted above.</p>	<p><b>Use of Assessment Results:</b></p> <p><b>01/06/2005 -- 6A5</b></p> <p>(2) See above 6A5 (1 &amp; 2).</p>
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As the above Human Resources report exemplifies, the administrative goals of the unit remain grounded in its “support of educational programs and processes.” Though this may be an *indirect* way of addressing student learning outcomes, it surely goes a long way in the effective and efficient functioning of processes that directly relate to students’ academic success at the college.

### C. ADMINISTRATIVE SERVICES DIVISION (ASD)

The Planning and Development assessment report given below follows the same pattern as in the above report. Its administrative goals however are rooted in various interactions with different programs and departments in the academic affairs division, and as such, it contributes greatly to the delivery of specific programs and services that address issues like non-traditional students, adult literacy, instructional technology, among others. The unit’s 5-column assessment report that follows serves to document the indirect way with which this ASD department contributes to the achievement of successful student learning outcomes at the college:

**Table 18.** Planning & Development Assessment Report in 5-Column Format, Spring 2005  
(as culled from TracDat)

<b>Institutional Outcome – Expanded Goal Statement</b>	<b>Student Learning Outcomes (SLOs) / SS/ Admin Unit Outcomes</b>	<b>Means of Assessment &amp; Criterion</b>	<b>Summary of Results</b>	<b>Use of Assessment Results &amp; Follow Up</b>
<b>Institution Level -</b> The College endeavors to be perceived by industry clients as a responsive and valued partner in serving the needs of a trained workforce.	<b>Planning &amp; Development - AY 04-05. Application audit will be reviewed to ensure alignment of institutional goals.</b> - AY 004-05. Application audit	<b>Means of Assessment:</b> AY 04-05. Develop an Application Audit. <b>Criterion:</b> AY 04-05. Develop an Application Audit. Deans and AVP’s review (70%) will	<b>11/26/2003 – AY 04-05.</b> Develop an Application Audit <b>DESCRIPTION:</b> AY 04-05. P&D developed the application audit. The application audit will be	<b>Use of Assessment Results: 10/07/2004</b> -- AY 04-05. P&D will solicit input from the Assistant Director for Assessment & Institutional Effectiveness before

	will be reviewed to ensure alignment of institutional goals.	indicate that the applications? goals and objectives are in line with the institution's goals and objectives.	implemented October 1, 2004. <b>TYPE:</b> Distinction / Strength <b>Related Data:</b> <a href="#">View File</a> - Grant Application Audit Checklist <a href="#">View File</a> - Grant Application Audit Checklist	its implementation.  Occasionally, a grant application is submitted right before the deadline thereby not allowing the dean or the AVP to thoroughly review the application. We hope that the Grant Application Audit Checklist will eliminate this problem so that the application is in line with the institution's goals and objectives.
	<b>Planning &amp; Development - AY 04-05. Conduct individual sessions with department chairs and/or advisory committees to explore and identify ways federal funds can support or strengthen their vocational-technical and adult education programs.</b> - AY 04-05 Conduct individual sessions with department chairs and/or advisory committees to explore and identify ways federal funds can support or strengthen their vocational-technical and adult education programs.	<b>Means of Assessment:</b> AY 04-05. Develop a focus group. <b>Criterion:</b> AY 04-05. 80% of participants will have a better understanding on the required and permissible use of federal funds to augment, strengthen or support their vocational program.	<b>11/26/2003 -- AY 04-05.</b> Develop a focus group. <b>DESCRIPTION:</b> AY 04-05. 4 out of 4 or 100% of the participants who attended the department chair focus group, on the required and permissible use of federal funds to strengthen and augment vocational programs, agreed or strongly agreed that the session provided useful information. <b>TYPE:</b> Distinction / Strength <b>Related Data:</b> <a href="#">View File</a> - Agenda <a href="#">View File</a> - Handout - Required use of funds <a href="#">View File</a> - Presentation <a href="#">View File</a> - Results of Survey	<b>Use of Assessment Results: 10/07/2004 -- AY 04-05.</b> P&D will continue to conduct this annual focus group session to cover the required and permissible use of federal funds to augment and strengthen vocational programs. P&D will also extract useful and meaningful comments provided in the instrument to continuously improve materials and delivery of future focus group sessions.  This is the first session (February 2004) P&D conducted in an effort to explore and identify ways federal funds can support or strengthen vocational and adult education programs. Four individuals attended this

				<p>session. The agenda included: Why strengthen your program with federal funds? Use of funds, Grant cycle, and the Application process. Participants were asked to complete a survey form after the session. The survey form was developed to gauge the quality of service in terms of P&amp;D's relationship and interaction with other departments/units within the college community. Two questions were asked: Was sufficient time made available to discuss the items listed on the agenda? Did this session provide useful information to augment, strengthen or support your program according to federal and local regulations? Participants were asked to mark the survey form based on a scale of five (strongly disagree, disagree, somewhat agree, agree, and strongly agree. For the first question, all four agreed that there was sufficient time made available to discuss the items on the agenda. For the second question, one agreed while three strongly agreed that the session provided useful information. Two comments</p>
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				<p>were made (verbatim): A model example of written grant. More training like this one will be helpful.</p> <p>To strength this session, we will call and send an email to invite all department chairs and/or advisory committee members to the session. A model application will also be provided to the participants.</p>
	<p><b>Planning &amp; Development - AY 04-05. Conduct the Program Agreement Briefing Session to provide program administrator information on procurement rules, allowable and unallowable expenses, etc. - AY 04-05. Conduct the Program Agreement Briefing Session to provide program administrator information on procurement rules, allowable and unallowable expenses, etc.</b></p>	<p><b>Means of Assessment:</b> AY 04-05. Survey. <b>Criterion:</b> AY 04-05. 90% of all the participants in the briefing session will agree or strongly agree that the session provided useful information in managing a program agreement according to federal and local regulations</p>	<p><b>11/26/2003 -- AY 04-05. Survey</b> <b>DESCRIPTION:</b> AY 04-05. Of the fourteen participants, twelve completed the Briefing Session Survey form. Overall, 100% agreed or strongly agreed that the session provided useful information in managing a program agreement according to federal and local regulations. 11 of twelve or 92% strongly agreed that there was sufficient time made available to discuss the items listed on the agenda. One (8%) individual agreed. Nine out of twelve or 75% strongly agreed that the briefing session provided useful information to manage a program agreement according to federal and local regulations. Twenty five percent (25%)</p>	<p><b>Use of Assessment Results: 10/07/2004 -- AY 04-05. P&amp;D</b> will continue to conduct briefing sessions as means of providing useful information to grant recipients. P&amp;D will also extract useful and meaningful comments provided in the instrument to continuously improve materials and delivery of future briefing sessions.</p> <p>Included in the Notification of Award, program administrators are scheduled to attend a Briefing Session. One session was held for those awarded with Perkins funds and another for those who received WIA funds (August 5 and 6, 2004). A total of 12 applicants responded to the survey and all agreed or strongly agreed that</p>

			<p>of participants surveyed agreed that the briefing session provided useful information about managing program agreement according to federal and local regulations.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>Related Data:</b>  <a href="#">View File</a> - Survey Results</p>	<p>sufficient time was made to discuss the items on the agenda and that the briefing session provided useful information to manage the program agreement.</p> <p>Based on the survey response, it is apparent that the briefing session must continue. Those awarded with federal funds must attend the briefing session. They are also encouraged to bring individuals who are a part of the agreement. GCC staff is on hand to answer questions at the session. This includes the appropriate administrative assistant (VEA or ABE), Planner IV, federal accountant, and the materials management administrator.</p>
	<p><b>Planning &amp; Development - AY 04-05. Evaluate and score ABE and VEA grant applications according to federal criteria.</b> - AY 04-05. Evaluate and score ABE and VEA grant applications according to federal criteria.</p>	<p><b>Means of Assessment:</b> AY 04-05. Evaluation and Selection Audit. <b>Criterion:</b> AY 04-05. The write up (Evaluation and Selection score sheet) will support the evaluation of the application. Eighty percent of the application, scoring 50 points or higher (out of a possible 100 points), will be forwarded to the committee for its review and recommendation to the State Director.</p>	<p><b>11/26/2003</b> -- AY 04-05. Evaluation and Selection Audit <b>DESCRIPTION:</b> AY 04-05. Twelve applications, (7 VEA and 5 ABE) were submitted. 11 out of 12 or 92% scored above 50 points and were forwarded to the Project Review Panel for its review and recommendation to the State Director. We did not evaluate one application because of a finding from a recent ABE</p>	<p><b>Use of Assessment Results: 10/07/2004</b> -- AY 04-05. P&amp;D will continue to emphasize federal requirements and criteria in its Technical Assistance Workshop to educate prospective grant applicants in writing a successful grant application for VEA/ABE funds.</p> <p>The Project Review Panel has five members. It is comprised of representatives from</p>

			<p>site visit that disqualified the application.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>Related Data:</b></p> <p><a href="#">View File</a> - Evaluation Tool - ABE</p> <p><a href="#">View File</a> - Evaluation Tool - VEA</p> <p><a href="#">View File</a> - Summary of Evaluation</p>	<p>educational institutions, private industry and an association (The Guam Contractors Association or the Guam Hotel and Restaurant Association). The panel unanimously agreed for the Planning and Development Office to evaluate the applications based on the Evaluation and Selection sheet. The panel will consider funding an application that scored at least 50 of 100 points on the Evaluation and Selection sheet. After thoroughly discussing each application, the panel will recommend those applications for funding consideration to the State Director.</p> <p>To strengthen this process, more time has to be placed to evaluate and score an application. The current process provides less than 10 business days to evaluate, convene the panel, submit a recommendation to the State Director, negotiate, and award the funds. In light of these issues, USDE approved to amend the dates to publish the Notice of Availability and evaluate the applications.</p>
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	<p><b>Planning &amp; Development - AY 04-05. Maintain Weekly Task Agenda for staff meeting.</b> - AY 04-05. Maintain Weekly Task Agenda for staff meeting.</p>	<p><b>Means of Assessment:</b> AY 04-05. Point of Contact Survey.  <b>Criterion:</b> AY 04-05. Agenda Meeting Minutes. Staff (100%) will strongly agree that the Weekly Task Agenda is an effective tool to monitor and discuss activities, procedures, or events as they relate to P&amp;D's planning, budgeting, &amp; evaluating processes. Minutes will be forwarded monthly to the Vice President of Administrative Services.</p>	<p><b>11/26/2003 -- AY 04-05. Point of Contact Survey</b>  <b>DESCRIPTION:</b> AY 04-05. Point of contact survey conducted revealed that 4 out of 4 or 100% of P&amp;D's staff strongly agree that the Weekly Task Agenda serves as an effective tool in discussing activities, procedures and events as they relate to the Department's planning, budgeting and evaluating process.  <b>TYPE:</b> Distinction / Strength  <b>Related Data:</b>  <a href="#">View File</a> - Sample of report to VPASD  <a href="#">View File</a> - Point of Contact Survey Summary</p>	<p><b>Use of Assessment Results: 10/07/2004</b>  -- AY 04-05. P&amp;D will continue to use the Weekly Task Agenda as a tool to effectively coordinate and monitor the Department's planning, budgeting and evaluating process.</p> <p>The Weekly Task document has been implemented for several years to track and discuss activities, procedures, or events. The document was later revised (Weekly Task Agenda) to incorporate planning, budgeting and evaluating processes. P&amp;D meets every Wednesday morning. Additionally, the Vice President of Administrative Services is provided a highlight of activities through the Monthly Overview of Weekly Task Agenda report.</p> <p>Staff was asked to complete a Point of Contact Survey. All (four) agreed or strongly agreed that there was sufficient time to discuss the items listed on the Weekly Task Agenda. The response was the same when asked if the Weekly Task Agenda is an</p>
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				<p>effective tool to monitor and discuss activities, procedures, or events as they related to P&amp;D's planning, budgeting, and evaluating processes.</p> <p>Based on the response rate, P&amp;D will continue this practice.</p>
	<p><b>Planning &amp; Development - AY 04-05. Monitor the effective and efficient use of VEA/ABE federal funds.</b> - AY 04-05. Monitor the effective and efficient use of VEA/ABE federal funds.</p>	<p><b>Means of Assessment:</b> AY 04-05. Reports (Single Audit, Open Purchase Order and Expenditure by Budget Account Code Reports).  <b>Criterion:</b> AY 04-05. Through P&amp;D's effective planning, budgeting and evaluating processes, reports will indicate that all (100%) of the program administrators will have spent their funds within the required federal time frame.</p>	<p><b>11/26/2003 -- AY 04-05. Reports</b>  <b>DESCRIPTION:</b> AY 04-05. A review of 8 budget accounts for VEA (4) and ABE (4) programs, indicated that 8 out of 8 or 100% of the accounts had a zero balance at the end of the 2004 program year.  <b>TYPE:</b> Distinction / Strength  <b>Related Data:</b>  <a href="#">View File</a> - VP's summary  <a href="#">View File</a> - Program Agreement  EOY Balance</p>	<p><b>Use of Assessment Results: 10/07/2004</b>  -- AY 04-05. P&amp;D will continue to monitor the use of federal funds for its effective and efficient use utilizing the monthly expenditure report as a tool and performing quarterly audits of budget accounts for VEA/ABE programs.</p> <p>This monitoring process is necessary to ensure that program administrators carry out the activities within the appropriated budget as described in their approved agreement.</p> <p>Unfortunately, this practice has been carried out on an as need basis for two major reasons. First, reports submitted by the federal accountant are late. Second, the absence of the administrative assistant for adult education has adversely affected</p>

				<p>the State Office. In light of this, the following will be implemented to help alleviate this problem. 1. P&amp;D will send an email to the federal account (copy to the controller) reminding her of the due date to submit reports. 2. P&amp;D will immediately work on filling the position of administrative assistant for adult education.</p>
	<p><b>Planning &amp; Development - AY 04-05. Prepare documents (grants, loans or white papers) aimed at diversifying financial resources.</b> - AY 04-05. Prepare documents (grants, loans or white papers) aimed at diversifying financial resources.</p>	<p><b>Means of Assessment:</b> AY 04-05. Develop Log Sheet. <b>Criterion:</b> AY 04-05. 90% of president's requests (i.e., grants, loans, white papers, etc.) to seek other financial resources will include input from other departments/units (president, VPs, deans, etc.) as appropriate. A review of the document will validate the information previously solicited.</p>	<p><b>11/26/2003 -- AY 04-05.</b> Develop log sheet. <b>DESCRIPTION:</b> AY 04-05. P&amp;D developed a log sheet to keep track the president's request. 100% of the president's request were reviewed by other departments/units for comments and input. <b>TYPE:</b> Distinction / Strength <b>Related Data:</b> <a href="#">View File</a> - Task Request Log Sheet</p>	<p><b>Use of Assessment Results: 10/07/2004 -- AY 04-05.</b> P&amp;D will continue to seek input/comments from other units/departments, to ensure institutional collaboration on its assigned tasks and projects.</p> <p>Planning and Development Office strives to ensure that Guam maintains and administers the VEA and ABE funds at its current level. P&amp;D also supports initiatives set forth by the President (refer to the Task Request Log Sheet).</p> <p>To strengthen this process, another column will be added to the Task Request Log Sheet (Date Completed) to ensure tasks are completed in a timely manner. P&amp;D will update</p>

				this log sheet weekly.
	<p><b>Planning &amp; Development - AY 04-05. Provide timely monthly financial reports on federal expenditures and remaining balances.</b> - AY 04-05. Provide timely monthly financial reports on federal expenditures and remaining balances.</p>	<p><b>Means of Assessment:</b> AY 04-05. Acknowledgment Receipt.  <b>Criterion:</b> AY 04-05. P&amp;D will distribute the Monthly Expense Report to program administrators, deans and AVP. 90% of the recipients will receive the report by the 5th business day of the following month. Program Administrators will indicate the accuracy of information contained in the report via an acknowledgment/feedback receipt.</p>	<p><b>11/26/2003 -- AY 04-05.</b>  Acknowledgement Receipt  <b>DESCRIPTION:</b>  AY 04-05. 11 program agreements were reviewed during a seven-month period (December 2003 to June 2004). The audit revealed that 5 out of the 7 or 71% of the monthly expense reports were distributed to program administrators, deans and AVP on or before the 5th business day of the following month.  <b>TYPE:</b> Problem / Limitation</p>	<p><b>Use of Assessment Results: 10/07/2004</b>  -- AY 04-05. P&amp;D will work with the federal accountant and controller to ensure that the Expense Detail Report is received by P&amp;D as previously agreed (10:30 a.m. on the first day of the month). This practice will allow P&amp;D's staff to distribute their report to program administrators, etc. within the prescribed standard (5th business day of the following month).</p> <p>As of today (March 14, 2005) this practice was suspended for two major reasons. First, reports submitted by the federal accountant are late. Second, the absence of the administrative assistant for adult education has adversely affected the State Office's ability to continue this activity. In light of this, the following will be implemented to help alleviate this problem. 1. P&amp;D will send an email to the federal accountant (copy to the controller) reminding her of the due date to submit reports. 2. P&amp;D will immediately work</p>

				on filling the position of administrative assistant for adult education.
	<p><b>Planning &amp; Development - AY 04-05. Provide useful institutional research and data (Graduate/Complete Follow up and Employers Survey, Adult Education Survey, Expense Summary/Detail Report, financial reports, consolidated annual reports, etc.) to department chairs, employers, program administrators, management team, other agencies, etc.</b></p> <p>- AY 04-05. Provide useful institutional research and data (Graduate/Complete Follow up and Employers Survey, Adult Education Survey, Expense Summary/Detail Report, financial reports, consolidated annual reports, etc.) to department chairs, employers, program administrators, management team, other agencies, etc.</p>	<p><b>Means of Assessment:</b> AY 04-05. Develop a 15-30 minute interview guide.</p> <p><b>Criterion:</b> AY 04-05. 80% of the individuals interviewed will use the report(s) to make programmatic changes aligned with GCC's curriculum and industry standards.</p>	<p><b>11/26/2003 -- AY 04-05.</b> Develop a 15-30 minute interview guide.</p> <p><b>DESCRIPTION:</b> AY 04-05. 5 out of 6 individuals interviewed or 83% stated they will use reports to make programmatic changes aligned with GCC's curriculum and industry standards.</p> <p><b>TYPE:</b> Distinction / Strength</p> <p><b>Related Data:</b></p> <p><a href="#">View File</a> - Agenda</p> <p><a href="#">View File</a> - Graduate Responses</p> <p><a href="#">View File</a> - Interview Guide</p> <p><a href="#">View File</a> - Response Summary</p> <p><a href="#">View File</a> - Report Summary</p> <p><a href="#">View File</a> - PowerPoint Presentation</p> <p><a href="#">View File</a> - Graduate PowerPoint Presentation</p>	<p><b>Use of Assessment Results: 10/07/2004</b></p> <p>-- AY 04-05. P&amp;D will continue to provide useful institutional research and data for the continuous improvement of GCC's curriculum and industry standard programs.</p> <p>This was the first attempt for Planning and Development to discuss the information contained in the reports with a group. Previous reports were packaged and given to individuals on the distribution list.</p> <p>At the end of the workshop, participants were asked to complete an Interview Guide. The following is from the Guide along with random responses from six participants who completed the Guide [bold].</p> <p>Graduate Follow up and Employers Survey Report</p> <p>1. Is the Graduate Follow up &amp; Employers Survey Report useful in making programmatic changes to strengthen your program? [5-yes; 1-no]</p>

				<p>2. If yes, how are the Graduate Follow up &amp; Employers Survey Report useful? [gauge direction of program; insights to student satisfaction; provides student success patterns; effectiveness of program]</p> <p>3. If the report is not useful, please explain why. [small sample; no measure on public assistance status]</p> <p>4. Will you use this report to make programmatic change(s) to strengthen your program? [yes; probably; most definitely]</p> <p>5. What suggestions/recommendations can you make to improve the Graduate Follow up &amp; Employers Survey Report? [provide responses by program; track by cohort; compare data with previous years; none; implement a technique to increase response rate]</p> <p>6. What suggestions/recommendations can you make to improve the survey response rate? [gift with survey; survey only when highest education is achieved, none, track monthly]</p> <p>CAR - VEA</p> <p>1. Is the CAR useful in making programmatic</p>
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				<p>changes to strengthen your program? [1-no; 5-yes]</p> <p>2. If yes, how is the CAR useful? [to guide procedures; performance standards highlight where programs can be strengthened; helps in assessment preview]</p> <p>3. If the report is not useful, please explain why. [how?; NA]</p> <p>4. Will you use this report to make programmatic change(s) to strengthen your program? [don't see a link; yes; definitely; CAR is the starting point in preparing the program agreement proposal; if necessary; possibly]</p> <p>5. What suggestions/recommendations can you make to improve our core indicators of performance? [don't understand/aware of core indicators; allowable and disallowable expenses, better tracking of data; none at this time]</p> <p>6. What would you recommend/suggest to improve the tracking of data in the secondary program? [not sure why you are asking this question; continual training, require data collection as part of registration; none; monthly tracking]</p>
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				<p>7. What would you suggest to improve the survey response rate? [same as in previous section; impose the student update record process; none; provide some sort of initiative]</p> <p>CAR - ABE</p> <p>1. Is the CAR useful in making programmatic changes to strengthen your program? [yes]</p> <p>2. If yes, how is the CAR useful? [highlights where programs can be changed; an assessment preview]</p> <p>3. If the report is not useful, please explain why. [NA]</p> <p>4. Will you use this report to make programmatic change(s) to strengthen your program? [CAR is the starting point in preparing the program agreement proposal; yes; possibly]</p> <p>5. What suggestions/recommendations can you make to improve our core indicators of performance? [track data better; none at this time]</p> <p>6. What would you recommend/suggest to improve the tracking of data? [data collection as part of registration process; none at this time; monthly tracking]</p> <p>To strengthen this</p>
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				<p>objective, P&amp;D will contact participants who responded they would use the reports to make programmatic changes aligned with GCC's curriculum and industry standards. Although the current practice is for an academic administrator to target a program that needs assistance, P&amp;D will document whether in fact participants plan on requesting for federal funds. The questions to ask are: 1. Will you seek funding? 2. If not, why?</p>
	<p><b>Planning &amp; Development - AY 04-05. Publish information through various media to promote the awareness of federal funds.</b> - AY 04-05. Publish information through various media to promote the awareness of federal funds.</p>	<p><b>Means of Assessment:</b> AY 04-05. Application distribution log and develop a mechanism to track website hits. <b>Criterion:</b> AY 04-05. 90% of applicants will indicate that they received information about the use or availability of federal funds through the various media used by P&amp;D to disseminate the information.</p>	<p><b>11/26/2003 -- AY 04-05.</b> Application distribution log and website tracking <b>DESCRIPTION:</b> AY 04-05. P&amp;D developed a mechanism to track website hits on the availability of federal funds. Website hits, as of 9/30/04, is 281. A column was added to the application distribution log to track the applicant's source of information. The revised log will be implemented at the next funding cycle. <b>TYPE:</b> Distinction / Strength <b>Related Data:</b> <a href="#">View URL</a> - Website <a href="#">View File</a> - Notice of Availability Website</p>	<p><b>Use of Assessment Results: 10/07/2004</b> -- AY 04-05. P&amp;D will continue to publish information through the various media to promote the awareness of federal funds.</p> <p>To strengthen this process, the Notice of Availability will be advertised on GCC's website and included on the GCC's Weekly Calendar to further promote the awareness of federal funds.</p>

			<a href="#">View File</a> - Notice of Availability <a href="#">View File</a> - Distribution Log - VEA <a href="#">View File</a> - Distribution Log - ABE	
	<b>Planning &amp; Development - AY 04-05. Research and use the best survey methodology (mail, telephone) to increase the number of respondents as a measure of whether the students? Training in school/college was helpful. - AY 04-05. Research and use the best survey methodology (mail, telephone) to increase the number of respondents as a measure of whether the students? Training in school/college was helpful.</b>	<b>Means of Assessment:</b> AY 04-05. Survey. <b>Criterion:</b> AY 04-05. 70% of respondents will answer mail survey to the question below. Graduate and Completer Survey: Are you more likely to respond to a survey administered by mail, by telephone, or electronically?	<b>11/26/2003 -- AA 04-05. Survey DESCRIPTION:</b> AY 04-05. 51 individuals responded to the survey (21 VEA and 30 ABE). Of those, 51% of respondents indicated they were more likely to respond to a survey administered by mail; 20% responded "telephone"; and 29% responded "electronic". <b>TYPE:</b> Distinction / Strength	<b>Use of Assessment Results: 10/07/2004 -- AY 04-05.</b> Since the majority (51%) responded "mail survey", P&D will conduct the Graduate and Completer Survey by mail.  The Graduate and Employers Follow Up Survey are conducted annually. As part of our ongoing effort to continuously meet or exceed the number of respondents, a telephone survey was conducted (51 students took part in the telephone survey). Coincidentally, 51% indicated that they preferred to have the annual survey mailed out to them, a process already in place.  However, mailing out the survey instrument was never sufficient. In 2003, this process only resulted in approximately 14% response rate. Planning and Development sent an email soliciting other options to increase the response rate. Dr.

				<p>Tung responded by having three students take on this as a class project. The students were given a list of students to call. This effort increased the response rate by 7%. P&amp;D then took on the effort by making telephone calls to the students, many who left the island. P&amp;D also asked department chairs if they knew where their graduates were. All of this effort brought the response rate to a whopping 34%</p> <p>P&amp;D will continue to mail out the survey forms. However, to strengthen this process, instead of having a long lag time after they are mailed, P&amp;D will immediately start calling students by telephone.</p>
	<p><b>Planning &amp; Development - AY 04-05. Screen ABE and VEA grant applications to ensure that all required documents and forms are complete and appropriate for the federal fund requested.</b> - AY 04-05. Screen ABE and VEA grant applications to ensure that all required documents and forms are complete and appropriate for the federal fund</p>	<p><b>Means of Assessment:</b> AY 04-05. Program Agreement (grant) Application Checklist. <b>Criterion:</b> AY 04-05. Program Agreement (grant) Application Checklist Audit. 80% of the applications audited will be complete (i.e., applications are not returned to the applicant because of the omission of required documents or request is in line</p>	<p><b>11/26/2003</b> -- AY 04-05. Program Agreement (grant) Application Checklist Audit. <b>DESCRIPTION:</b> AY 04-05. Out of 12 applications (7 VEA and 5 ABE) submitted, 9 out of 12, or 75% had the required documents. <b>TYPE:</b> Distinction / Strength <b>Related Data:</b> <a href="#">View File</a> - Program Agreement Application Checklist</p>	<p><b>Use of Assessment Results: 06/30/2004</b> -- AY 04-05. P&amp;D, through the Technical Assistance Workshop, will emphasize having the required documents when submitting a grant application in order to acquire the desired 80% document completion goal.</p> <p>Immediately after the application deadline, the administrative</p>

	requested.	with funding source).		<p>assistant completes a Program Agreement Application checklist for each application to ensure it is complete. Upon completion of the checklist, the administrative assistant will forward the checklist and the application to the assistant director or inform the applicant of the missing documents or information. The date the administrative assistant reviewed the application, forwarded the application to the assistant director or returned the application is on the checklist. The entire application may be returned to the applicant pending receipt of the documents or information.</p> <p>To strengthen this process, the administrative assistant will send an email to the applicant notifying them of the documents/information needed and that they will have two business days to provide the information.</p>
	<b>Planning &amp; Development - AY 04-05. Train prospective grant applicants through technical assistance sessions. - AY 04-</b>	<b>Means of Assessment:</b> AY 04-05. Workshop Evaluation Sheet. <b>Criterion:</b> AY 04-05. 80% of workshop	<b>11/26/2003 -- AY 04-05. Workshop Evaluation Sheet</b> <b>DESCRIPTION:</b> AY 04-05. Overall, workshop participants	<b>Use of Assessment Results: 10/06/2004</b> -- AY 04-05. P&D will extract useful and meaningful comments provided in the survey

	<p>05. Train prospective grant applicants through technical assistance sessions.</p>	<p>participants will show a 3 or higher on a scale of 1-5 (5 being highest) that the technical assistance sessions provided useful information (i.e., Resource Book, application process, core indicators of performance, etc.) to develop a program agreement proposal.</p>	<p>indicated that the technical assistance session provided useful information to develop a program agreement proposal. 15 out of 16 or 94% of technical assistance workshop participants completed a workshop evaluation sheet. They were asked to answer three questions on a scale of 1-5, five being the highest. Of those who completed a survey form, 100% indicated 4 or higher that the Resource Book provided was useful; 94% indicated 4 or higher that sufficient time was allocated to cover the workshop materials; and 50% indicated 4 or higher that the "break out" session was helpful. Three individuals did not answer the question regarding the breakout session.  <b>TYPE:</b> Distinction / Strength  <b>Related Data:</b>  <a href="#">View File</a> - Evaluation Results</p>	<p>instrument to continuously improve materials and delivery of future technical assistance sessions.</p> <p>P&amp;D will incorporate the following comments provided in the survey instrument as a means to continuously improve materials and delivery of future technical assistance sessions:</p> <ul style="list-style-type: none"> <li>■ Types of evaluation techniques.</li> <li>■ Give samples of VEA &amp; ABE program agreements.</li> <li>■ Provide an actual writing session.</li> <li>■ Provide ABE's NRS guideline.</li> <li>■ Include a group writing activity.</li> <li>■ More active participation and hands on activities.</li> <li>■ More discussion on developing a close-out report.</li> <li>■ Consider adding an extra day for more technical/interactive writing.</li> <li>■ Tie in PowerPoint presentation to binder (tab numbers).</li> <li>■ Request for a telephone in the conference room for outside calls.</li> <li>■ Paraphrase each section and give examples.</li> <li>■ Explain core indicators.</li> <li>■ Consider to modify PowerPoint</li> </ul>
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				slides so that pictures appear before bullets. ■ Provide information supported with informative slides.
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Though the previously cited assessment reports from the three divisions (AAD, BFD, ASD) may serve as a good illustration of assessment processes at the program and institutional levels, what about assessment of student learning at the classroom level? What student learning outcomes are being addressed by faculty vis-à-vis the teaching methods that they employ in their classes? What specific pedagogical issues have been subject to discussion and dialogue between faculty and administrators? These are important questions in light of the provisions of the Board-Faculty Union contract where administrators are expected to conduct at least **one** formal classroom visit, in addition to **two** informal visits every year. Faculty members, on the other hand, are also expected to discharge their instructional responsibilities according to the Job Specifications provision in the contract.

A careful review of recorded classroom observation data (both formal and informal) from the Deans and Associate Deans (as of Spring 2005) provide some interesting answers and insights to the questions posed above. Reflecting over a hundred hours of recorded classroom observation visits, qualitative data from the comprehensive notes taken by two (2) Deans and three (3) Associate Deans while observing faculty and student behavior in the classroom reveal important patterns. After a thorough review and analysis of 112 excerpted observation notes (see Appendix U) from the above administrators' *Record of Classroom Observation* sheets, three dominant patterns emerge, as follows:

- GCC faculty employ a variety of learning opportunities in the classroom, e.g. journaling, lecture, handout exercises, discussions, multimedia presentations, group reporting, role plays, use of texts, visual aids, among others.
- Students are engaged in their own learning through project making, Powerpoint preparation, group discussions, creating business cards, group presentations, among other activities.
- Faculty and students are committed to *mutual learning* through sensitivity to each other's needs and concerns within the context of the learning environment.

These above insights are perhaps best captured in the following two separate observation notes, as reproduced verbatim below:

Lesson plan was prepared. Instructor clearly stated goals and student learning outcomes. She effectively demonstrated knowledge of the subject matter. She engaged student participation through discussion and interactive activities. Her method of instruction was through use of texts and visual aids. She encouraged her students to use their critical thinking skills to hypothesize through her questioning techniques. The instructor also was very organized and delivered her instruction sequentially. She is very receptive to her students' viewpoints, which allow her students to respect and admire her as an instructor. The instructor relates current discussions to concepts previously learned. She is enthusiastic and on task with her plans. She's funny and captures students' attention and motivates them through her humorous insights and comparative comments. It's always a pleasure to observe the instructor in action. It is clear she enjoys teaching and it is obvious through her interaction with her students. **(Observation Notes #99)**

For this class, the instructor utilized student presentations combined with questions and answers to reinforce material being presented. Previous concepts were also covered during the dialogue between and among students. Instructor builds off the presentations to connect to previous key terms, concepts, or field trip experiences (i.e., seahorse = vertebrate). For the purpose of presenting new material and reviewing old material, this teaching technique was appropriate and effective. This was validated by the level of student attention and interest in the class activity.... Instructor called students

by name, and showed a sense of respect for each of her students. She was receptive to students' way of expressing their viewpoints, such as providing students time to think through their responses. Instructor seems to have a genuine sense of concern for students' needs, particularly in the way she interacts with students and how she responds to their inquiries.  
(**Observation Notes #72**)

The observation notes in general, similar to the verbatim excerpts above, capture the richness of faculty-student interaction within the classroom environment. Issues of pedagogy, cultural exchange, independent learning, and guided discussion are replete in the classroom observation data presented in Appendix U. Such data provide the reader a valuable glimpse of teaching and learning processes at work in the GCC classroom.

***Practical Guideline #4:***

**DOCUMENT USE OF ASSESSMENT RESULTS FOR  
INSTITUTIONAL IMPROVEMENTS**

In order to track assessment results and how they are being used at the program and unit level, the Office of Assessment and Institutional Effectiveness requires programs (as indicated in the two-year assessment cycle schedule) to submit an implementation memo that reports a plan of action. The following table presents the implementation memos submitted to AIE for AY 2004-2005 under Group C, Student Services & Administrative Units:

**Table 19:** Status of Implementation of Assessment Results  
for Student Services & Administrative Units, Spring 2005

**ADMISSIONS & REGISTRATION:**

Use of Assessment Results (Column 5)	Status of Implementation
To provide services within designated deadlines.  Communicate with students the importance of providing complete documentation in a timely manner. Weekly follow-up with GCC Department	When assisting students, the Admissions and Registration Staff continuously communicate to them the importance of providing complete documentation in a timely manner. They are reminded that the processing time for their requests are contingent on receipt of required documentation.



Chairs and other schools regarding information requests to ensure a quicker response time.	When communicating with DCs and other schools regarding information requests, Admissions and Registration staff stress the importance of a timely response. A response deadline is identified.
<p>To provide services within designated deadlines.</p> <p>During DC training and New Student Orientation, Admissions &amp; Registration staff will stress the importance of providing supporting documents in a timely manner so that requests can be processed within the designated timeline.</p> <p>Admissions and Registration forms will be revised to include a statement emphasizing the importance of timely submission of supporting documents to ensure timely processing of requests.</p>	<p>Since October 2004, there has been no DC training. However, during New Student Orientation for Spring Semester 2005, Admissions and Registration staff stressed to students the importance of the timely submission of supporting documents.</p> <p>Admissions and Registration forms are currently being revised to include this statement.</p>
<p>To provide services within designated deadlines.</p> <p>Attach a note to each Admissions and Registration Request form (ex. Transcript Request, Evaluation Request, Application for Admissions, Change of Program/Major, Change of Name/Other) to remind clients that supporting documents are required.</p> <p>Incorporate in the GCC Catalog a statement emphasizing the importance of timely submission of supporting documents for requests.</p>	<p>Instead of attaching a note, the Admissions and Registration staff is currently revising existing forms to include a statement identifying the required documentation for specific forms.</p> <p>This statement will be submitted as a change to the upcoming GCC Catalog.</p>
<p>Provide complete and accurate student information and provide service in a prompt and courteous manner.</p> <p>Distribute assessment instruments directly to clients as they receive services at the Admissions and Registration counter.</p>	<p>Since February 2005, assessment instruments have been handed to each student receiving services at the Admissions and Registration counter. Students are instructed to either place the instrument in the drop box located in the rotunda area or submit the completed forms back to the Admissions and Registration staff.</p>
<p>Provide complete and accurate student information and provide service in a prompt and courteous manner.</p> <p>At the end of each registration period, the Admissions and Registration Office will randomly choose certain classes offered each semester and distribute satisfaction assessment surveys to students registered in these classes. Admissions and Registration staff will administer and collect the completed surveys.</p>	<p>32 classes from the 2005 Spring Master Schedule were randomly chosen to participate in the survey. A mix of students from the Monday/Wednesday, Tuesday/Thursday, and Saturday classes were surveyed.</p>

Departmental/Unit Action Plan (Form D)	Status of Implementation
<p>To ensure that all individuals accessing NIAS are aware of the Code of Responsibility and FERPA rules and are provided with NIAS training. This will lead to better advisement, and ultimately, improved student outcomes.</p> <p>Conduct NIAS User Training for each department.</p>	<p>On February 18, 2005 an email message was sent to all@guamcc.edu informing NIAS Users that they must sign the "Acceptance of Responsibility" form. All users that signed this form were provided with a copy of the Code of Responsibility and the FERPA Guidelines.</p> <p>In the same message, the following statement was included: "If you have not received or require a refresher NIAS Training, please let us know by emailing to: vctudela@guamcc.edu or msalas@guamcc.edu".</p> <p>Based on feedback from NIAS Users, one- to-one training is preferred over departmental training.</p>

#### **ADVISEMENT SERVICES:**

Use of Assessment Results (Column 5)	Status of Implementation
<p>Webpage - While the conceptual design has been drafted, the creation of the webpage is a work in progress. My goal is to have it completed and launched by the end of Fall semester 2005.</p>	<p>Reference material from webpages of various universities and community colleges have been gathered to assist in the final design of the webpage. Several faculty members have also provided input at to types of information should be included in the webpage. The next steps include drafting, testing, and launching of the webpage. The project is on schedule for completion by the end of Fall semester 2005.</p>
<p>Advisor Tools - The utilization survey will be distributed and results reported out no later than one semester after training has been completed in order to give advisors a reasonable amount of time to use the tools and report meaningful feedback via the surveys. Each department will be trained separately in order to address individual department needs. All program advisors are expected to be trained by the end of April 2005.</p>	<p>The departments that have completed training include Allied Health (10/15/04), Cosmetology (10/22/04), Adult High School (11/4/04), Early Childhood education &amp; Education (11/15/04), Business (11/30/04), Marketing &amp; Accounting (12/13/04), Computer Science (03/7/05), Criminal Justice &amp; Social Science (03/11/05), English (03/30/05 &amp; 03/31/05), and Electronics (04/8/05). Apprenticeship, Construction Trades &amp; Visual Communications will be trained on 04/13/05 and is currently on schedule. All departments trained in the Fall semester 2004 will have their survey results reported out by the end of Spring semester 2005, and departments trained in the Spring semester will have their survey results reported by the end of Fall 2005 semester.</p> <p>The remaining departments (Math, Tourism, and Automotive) will be trained by the end of the semester and their survey results will be reported out by the end of the Fall semester 2005 as well.</p>

**APPRENTICESHIP TRAINING:**

Use of Assessment Results (Column 5)	Status of Implementation
Establish an annual review date to continue the goal of accurate advisement to apprentices tracking through their recommended courses.	The annual review date is established to be on June 30 of every year.
Establish standard operating procedure (SOP) to map out the trail from deferment to invoice to final payment.	This project is ongoing, the task will be completed by May 31, 2005.
Establish an annual survey plan to provide continual updates of apprentice satisfaction rating.	The annual survey is conducted at the beginning of each school year.
Establish a standard operating procedure (SOP) to project the number of students enrolled and related to department budget needs for services to the student.	This project is ongoing, the task will be completed by May 31, 2005.

Departmental/Unit Action Plan (Form D)	Status of Implementation
Establish an annual review date to continue the goal of accurate advisement to apprentices tracking through their recommended courses.	The annual review date is established to be on June 30 of every year.
Establish standard operating procedure (SOP) to map out the trail from deferment to invoice to final payment.	This project is ongoing, the task will be completed by May 31, 2005.
Establish an annual survey plan to provide continual updates of apprentice satisfaction rating.	The annual survey is conducted at the beginning of each school year.

**ASSESSMENT & COUNSELING:**

Use of Assessment Results (Column 5)	Status of Implementation
Implement a marketing Plan.  Data from faculty needs assessment survey indicate that 94% of faculty surveyed is aware that GCC has counseling services. This exceeds our expectation of 70% awareness. This is encouraging data and counseling plans are to disseminate brochures and related literature in an advocacy booklet to continue to ensure a high percentage of faculty are aware of the services provided by the department.	Brochures have been developed and should be distributed the week of April 11 <sup>th</sup> - 15 <sup>th</sup> , coinciding with Counselor Month workshop activities. The brochures were distributed earlier to survey the "user friendliness" and feedback from faculty and students were collected. The Advocacy Booklet will be distributed later in April once printing information is finalized. Received approval from ACCA president for utilizing ACCA's Advocacy Booklet as "template".
Implement Activities for Students.  Student surveys (needs assessment) conducted by	Once feedback from the first needs assessment survey were collected and reviewed, workshop topics were identified and counselors were able to prepare workshop material around top

<p>Assessment &amp; Counseling (ACD) over the course of the academic year indicate a consistent pattern of top 5 workshops/activities students would like to see offered. These topics are 1)Career Development 2)Goal Setting 3)New Student Information 4)Tips for Academic success 5)Budget Management.</p> <p>The top 5 areas the faculty identified students needing help in included Time Management and Stress Management in addition to Tips for Academic Success, Career Development and Goal Setting.</p> <p>In both faculty and student needs survey, the top workshop of interest was Career Development.</p>	<p>five topics of interest. Some workshops such as career development (MBTI,CHOICES) and time management have been presented at various forums. The majority of the most requested topics will be presented by counselors at the culmination of Counselor Month activities in April.</p> <p>All counselors plan on utilizing pre and post test and an evaluation at all workshops.</p>
<p>Review and evaluate department services.</p> <p>Departmental concerns/issues are articulated to Deans by submission of quarterly reports. Plans and problems are reported in this document. Based on departmental review of services and programs, leadership roles are assigned. Tasks are divided in a continuous cycle among counselors. Several issues regarding services and other initiatives will be addressed at Assessment &amp; Counseling Retreat.</p>	<p>Faculty performance evaluations for counselors are being scheduled for April. Collectively, these evaluations is one of the multiple measures of gauging the overall effectiveness of counseling department services.</p> <p>Assessment review process for counseling department has continuously been monitored and a culminating activity to address issues is planned at our retreat in May 2005.</p>
<p>Students will be satisfied with services provided by the Counseling Department.</p> <p>A total of 97 students were surveyed during the Fall Semester 2004. The majority of the students have expressed overall satisfaction (94%) with the quality of counseling services. This exceeds the department's criteria of 85% overall satisfaction. The counseling department continues to maintain an overall satisfaction level above 85% . Counselors were rated as an "aggregated" sample. Counselors now have a system where they can track survey results to the appropriate counselor.</p>	<p>Student satisfaction surveys will continue each semester. A particular symbol assigned to each counselor will continue to be used. This method provides for greater accountability.</p> <p>The 94% satisfaction level during Fall 2004 is a 4% increase over the Spring 2004 survey of 90%. Counselors will continue providing the quality of services as reflected by the majority of students who indicated an overall satisfaction with such services.</p>

#### **BUDGET AND CONTRACTS:**

Use of Assessment Results (Column 5)	Status of Implementation
The department will continue to assist the College in providing some of its financial needs while staying within its budget appropriation.	Assistance is given to the departments as budget needs arise. The college's allocated budget for Fiscal Years 2003 and 2004 were spent and encumbered within its appropriated amount. The college is currently setting up its Fiscal Year 2005 budget.
To continue to use the templates received from BBMR and the instructions as a guideline to submit future budget requests for the college since it is responsive to the requirements of a budget	The budget templates given in Fiscal Year 2000 were used to submit the Fiscal Year 2004 and 2005 Budget Request to the Legislature and Governor. The same templates will still be used to submit the Fiscal Year 2006 Budget Request. The

submission.	templates provided the Legislature and the Governor's Office sufficient information to approve GCC's budget request for FY 2005.
The results of the Focus Group meetings provided a new outlook of the Budget Office from a Budget Officer perspective. The suggestions provided would improve the services of the Budget and Contracts department to its users.	Two Dynalogic training sessions were immediately conducted (April and July 2004). A Budget Request schedule was set for Oct. 2004 & April 2005. A budget training is scheduled for Oct. 2004. The new budget process focuses on gathering budget data from all departments in a timely manner while providing thoughtful budget planning.
Good communication with two of the departments assisted greatly in its interaction. This is what is needed with HRO. The Budget Office and the HRO now have that understanding and will set up meetings to discuss information needed for budget requests.	Communication with the HRO was always on a crisis mode. However, the Budget Office and HRO have established an understanding of the need to discuss what personnel data to submit when personnel information is requested through the Budget Office. The Budget Office will provide courtesy copies of reports generated that relate to personnel matters. The HRO will provide the Budget Office personnel data to generate requested staffing patterns.
To continue to use the forms provided by BBMR since it is readily accepted by the legislature, BBMR, and the Governor's Office.	The Budget program created by the former Budget Officer was used to generate the Fiscal Years 2000 through 2005 Budget Requests. The same forms will be used to submit the Fiscal Year 2006 Budget Request.
To implement some of the suggestions made in the Focus Group meetings since it will improve its services to its users. Most definitely to provide training and to develop an internal budget timeline for GCC.	A budget training is scheduled for the Month of October 2004 and for the Month of April 2005 to reflect the timeline the Budget Office is implementing.
The Budget Office will conduct a Dynalogic training for DCs and department managers on how to access budget information. Update the monthly expenditure summary and open P.O. reports to identify who the report should be distributed to once the division receives it.	A Dynalogic Training was conducted in April and July 2004. The training included how to find BACs, read available balances, run expenditure reports, and the P. O. process with Materials Management. This type of training will be conducted annually. A work order to update the Expenditure Summary & Open P.O. reports to reflect the name of the person responsible to receive the report was submitted in June 2004. The work order is still open.
The participants of the Focus Group meetings provided good suggestions to improve the Budget process and management. A Dynalogic training will be conducted immediately. A GCC internal budget cycle policy will be produced at a later time.	Two Dynalogic Trainings were conducted (April and July 2004) which included a new Dynalogic Review User Manual. Suggested improvements will be implemented for the next training, which is anticipated to take place sometime in April 2005. An internal budget policy will be developed by Fiscal Year 2006.
The Budget Office needs to participate in the development of GCC's five-year institutional calendar so that the budget process is incorporated with the schedule of AAD which will assist the departments' awareness of when a budget process is due.	The Budget Office did not participate in the development of GCC's five year institutional calendar. The VP of BFD is working to include BFD in the development of the institutional calendar so that the division's processes can be incorporated with the AAD schedule.
The Focus Group meetings and annual meeting provided valuable feedback to improve the Budget	A Focus Group and annual meeting is anticipated to take place in January 2005. The participants will be those

Office. The Budget Office will continue to conduct these types of meetings to carry out its planning and evaluation.	responsible for budget management and development in January 2005.
On the next assessment cycle, the Budget Office will be able to determine this since the evaluation process is in its beginning stages.	The Budget Office will determine if it has modified its budgeting actions and processes based on feedback from the current planning and evaluating loop when it conducts a Focus Group and annual meeting in January 2005.
Please refer to the summary above.	The Budget Office will determine if it has modified its planning and evaluating loop based on judgment about its effectiveness of the existing planning and evaluation processes when it conducts a Focus Group and annual meeting.

Departmental/Unit Action Plan (Form D)	Status of Implementation
Conduct a Dynalogic Training	A Dynalogic Training was conducted in April and July 2004. Another is tentatively set for April 2005.
Develop a budget timeline for FY 2004	A budget timeline is tentatively set for October 2004 and April 2005.
Revise the budget program	The budget program was not revised as of this implementation memo. An anticipated date is set for Budget Cycle 2007.
Conduct a budget training	A budget training is scheduled for October 2004.
Implement a new budget timeline	A budget timeline is tentatively set for October 2004 and April 2005.
Begin a new budget process	A new budget process is currently being implemented.

#### **CONTINUING EDUCATION:**

Use of Assessment Results (Column 5)	Status of Implementation
Continue to foster and strengthen recruitment efforts to maintain enrollments by allocating monies from CE Incentive funds for advertisement to also include course offering through the quarterly publications of the Mo'na magazine.	Implement follow-up phone calls to students to strengthen recruitment efforts and foster relationships through Continuing Education courses.
Have an annual budget available through CE and other department's incentive fund to shoulder advertisement cost throughout the year.	Incentive funds have been allocated, at the request of Associate Dean to the Business Office, from prior year monies generated through special projects. These funds generated at the end of each fiscal year include contractual services for course advertisements.
Maintain working relation with Business Office Accountant, Accounts Receivable and Cashier to effectively ensure smooth operation.	Strengthen communication efforts with the Business Office. Through these communication efforts, meetings with the Business Office Accountant, Accounting Technician Supervisor, Accounts Receivable and Cashier will be

	scheduled on a quarterly basis to ensure monies generated from Special Projects are deposited in the correct BAC and ensure that dialogue is ongoing to improve current processes.
Continue to update SOP as needed. Use checklist to distribute SOP to department chairs and program managers.	Establish emphasis on gathering data for program improvement during the course of the year, so that CE's SOP is periodically updated and presented to Department Chairs/Mangers at the beginning of each school year.
Maintain data collection on a quarterly basis to track student satisfaction ratio, and to guide the quality of services provided.	Upon completion of every course, data is collected from the Student Evaluation Questionnaire. Results from the Questionnaire will be tabulated and reported on a quarterly basis to departments to ensure quality services are provided and student satisfaction is maintained.
Continue to work with the departments on monitoring all expenses and revenue-generated courses run through Continuing Education. Continue to maintain and monitor course offerings to ensure that courses run within the budget and ensure that a revised budget is prepared if needed.	Working with each department to monitor and advise on the need to maintain student enrollment to ensure that courses are self sustaining and to revise course budget when needed.
Improve quality of course offerings through the use of student questionnaires.	CE reviews and tabulates each Student's Evaluation Questionnaire to measure the satisfaction level of courses offered and to improve in areas stated by the data collection.

Departmental/Unit Action Plan (Form D)	Status of Implementation
Recruitment efforts to maintain enrollments by allocating monies from CE Incentive funds for advertisement to also include course offerings through the quarterly publication of the Mo'na magazine.	Budgeted incentive funds from prior years will be created on an annual basis and used by each Department who have earned incentive funds.
An annual budget available through CE and other department's incentive funds to shoulder advertisement cost throughout the following fiscal year.	Incentives funds have been created by the Business Office for each department's use to effectively advertise their program.
Working relation with Business Office Accountant, Accounting Technician Supervisor, Accounts Receivable Technician and Cashier to effectively ensure smooth operation.	Scheduled quarterly meetings with special project Accountant, Accounting Technician Supervisor, Accounts Receivable Technical and Cashier to ensure monies generated are deposited in the correct BAC.
SOP update to ensure that department chairs and program managers utilize the guidelines provided by CE.	Gather data for over-all improvement during the course of the year to update the SOP as the means of guiding Department Chairs/Managers from each department.
Maintain data collection on a quarterly basis to track student satisfaction.	Collection of data obtained from the Student Evaluation Questionnaire at the end of each course is the instrument utilized to track student satisfaction.
Work with departments on monitoring all expenses and revenue generated from each course offerings to ensure that courses are self-sustaining.	CE monitors departments and program managers to ensure that courses offered are within the budget guidelines and advises of any revision of budget, when needed.

**HEALTH SERVICES CENTER:**

Use of Assessment Results (Column 5)	Status of Implementation
<p>To continue with good customer service and professional attitudes when dealing with clients.</p> <p>To look at the recommendations on the surveys to further improve services at the Health Center.</p>	<p>The satisfaction survey results from Oct. 2004 to Feb. 2005 indicated that 90.69 % of 95 respondents either agree or strongly agree with the survey statements. Some of the positive comments made include, but not limited to, the following: "Everything goes smoothly and nicely," "I was treated very well and I'm very thankful for her hospitality," "We need more School Health Counselors like the two RNs," "She's great, I'll give her 120%. Great job," "The nurse was very kind, helpful and informative. She was great." These comments are reflections of good customer service and professional attitudes by nursing staff.</p> <p>Also, there were a few who made suggestions on how services could be improved such as "Needs a bigger space," "Provide magazines in the waiting area," and "During registration, should have more manpower." Though increasing the space of the Center is something that will not take place in the near future, there were actions taken to further improve the health services. These include providing magazines ranging from health and nursing to sports in the waiting/reception area, having the two staff of Student Support Office provide assistance with health clearance, and having the Securewest personnel and school aides help in keeping the traffic flow nicely at the waiting room of the Health Center during the peak of registration.</p>
<p>To continue good compliance with the law on employees' annual TB clearances.</p>	<p>The monthly audit of full-time employees TB clearances have indicated 100% compliance rate. To keep employees posted of when they are due, e-mail and/or phone calls in advance have been utilized. As of March 2, 2005, all full-time employees are up-to-date with their TB clearances.</p> <p>Likewise with adjunct faculty, as of March 2, 2005 all are up-to-date with health clearances. The Health Center works closely with Adjunct Associate Dean when enforcing compliance to TB clearance of adjunct faculty.</p>
<p>To evaluate usefulness of the informational brochure about the Health Center.</p>	<p>Starting Fall 2004, the informational brochures have been made available at the waiting/reception area of the Health Center and the Student Support Office. The brochures were used also in the New Employee Orientation workshop. As of March 1, 2005, there were about 1,100 copies disseminated. Several positive comments, from employees and students alike, have been received about the brochure.</p>
<p>The data are to be used as reference to how the Center adheres to the law that governs immunization requirements for school admission/registration.</p> <p>To continue providing MMR immunization</p>	<p>An audit of Fall 2004 student immunizations indicated that 2 (.1%) and 17 (.9%) of 1,828 enrollees did not have Measles, Mumps, and Rubella (MMR) and need update on or lack Tetanus and Diphtheria (TD) vaccinations, respectively. After follow-ups via telephone calls, referrals to the Student Support Administrator, etc., 100% met the MMR</p>



<p>service at the Health Center.</p> <p>To continue communication on health requirements with various departments that play roles in students admission and registration.</p> <p>To continue communication with the Student Support Administrator in enforcing students health requirements.</p>	<p>requirements and 99.61% (1,821) had TD updated TD vaccinations.</p> <p>MMR was administered to 85 clients from October 2004 to Feb. 2005.</p> <p>Have maintained communications with the staff and supervisor of Registration and Admission, Asst. Director and staff of Apprenticeship Program, staff of Adult High School, Continuing Education administrator, etc. on health requirements.</p> <p>Have continued networking with the Immunization Section of the Department of Public Health &amp; Social Services (DPH&amp;SS).</p>
<p>To continue enforcing school's policy on annual TB clearance of students.</p>	<p>An audit of Fall 2004 enrollees TB clearances, indicated that 63 out of 1,828 (3.45%) need an update on TB clearances. After follow-ups through phone calls and referrals to the Student Support Administrator, the number of non-compliance was reduced to 32 (1.76%), which means that 98.24% have met the requirement of school policy on annual TB clearance.</p> <p>TB skin testing and processing of TB clearances have been provided to GWHS cross-enrolled students. On the first week of January 2005, 349 out of 478 students (73%) have complied with the health requirement on TB clearance, which means that 27% (129 students) still need an update. A referral was turned in to Student Support Administrator William Melendez, Jr. on Jan. 13, 2005, and for follow-up the following were done: individual counseling of students with emphasis on importance of adhering to college health policy and the consequence of non-compliance, providing another set of TB screening forms, calling parents, and following up with instructors, to name a few. After the initial follow-up, the percentage of those with an updated Tb clearance increased from 73% to 80.55% (385 out of 487). A referral with an updated list of students who continued to not comply with the college health policy was turned in to the Student Support Administrator on Feb. 16, 2005 for disciplinary actions.</p> <p>The Health Center has continued working closely with the TB Section of DPH&amp;SS</p>
<p>To use data for improvement of services provided to the ill and injured seen at the health center.</p>	<p>From Sept. 2004 to Feb. 2005, the Health Center provided services to <u>93</u> ill and <u>15</u> clients who sustained injuries, most of them minor in nature, while on-campus. The health audit of medical referrals and accident reports for those months indicated that 100% of these cases were provided proper nursing interventions. However, 4 medical referrals are incomplete or not properly filled out (2 were lacking time, 1 with the wrong year and with no date of birth). Thus, there's 100% and 96 % completeness in accident reports and medical referrals, respectively.</p>

	Copies of accident reports were provided to the Student Support Administrator and the Safety Officer.
To see the relationship between the modification of the health center to efficiency and other positive effects in provision of health services at the Center.	Incorporating a reception/waiting room and another treatment room at the Health Center has allowed for privacy and confidentiality when providing patient care. This has also promoted work efficiency allowing nursing staff to utilize available space to the fullest for patient care. In addition, to further improve the Center, the painting of the inside was done through the United Filipino Student Association Club in August 2004 and touch-ups were made possible by the Maintenance Department in November 2004. In addition, window curtains have been placed in Dec. 2004 to add softness to the look. Several positive comments have been received from these changes made at the Health Center.
To continue dissemination of quality health-related workshops sponsored by Guam Nurses Association (GNA) and other health agency/organization, where participants can earn continuing education units.	The annual conference sponsored by GNA entitled "Jumpstart Nursing Research in Guam" with 3 contact hours for Continuing Education units was disseminated to all at the College on Nov. 30, 2004 via e-mail and flyer posted on the Health Center door and the Student Support office. Also, disseminated was information on 2004 Diabetes Conference Guam via e-mail and flyer.

Departmental/Unit Action Plan (Form D)	Status of Implementation
Will continue with the satisfaction survey.	Survey is ongoing.
Will continue providing annual TB skin testing and clearance for employees. The accessibility of such health service on campus has made it easier for employees to abide by annual TB clearance requirement as mandated by law.	The TB program at the Health Center has been in operation and providing TB clearance services to the College employees. The monthly audit has been ongoing and shows an excellent compliance rate.
To continue utilization of informational brochure about Health Center.	The brochures have been made available at the Health Center and the Student Support Office.
To conduct immunization audit of students year round.	The audit of Fall 2004 immunizations was completed on Feb. 2005. The Spring 2005 audit is ongoing.
To continue providing TB skin test and clearance of students in adherence to public and school policies.	The administration of TB skin test and processing of TB clearance has been made available to students.
To administer proper health and nursing interventions to those who are ill or injured on campus.	Provision of first aid measures in time of an emergency and illness is the main priority of the Health Center. This service has been made available at the Center for both employees and students.
To continue with the improvements of the health center, and maintain its clinical appearance, and neat and organized environment.	On track.

To disseminate health-related workshops which provide continuing education units.	Has disseminated two quality health-related workshops in Fall 2004.  On track.
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#### **HUMAN RESOURCES OFFICE**

Use of Assessment Results (Column 5)	Status of Implementation
HR will provide satisfactory or better services as evaluated by the annual program review. Next annual program review will be on October 2005.	The Vice President for Business and Finance has scheduled the next Focus Group to meet in July 2005. HR is scheduling the annual program review for October 2005.
HR will provide MIS with an annual schedule of reports at the beginning of every calendar year.	HR provided MIS with a schedule of reports on February 21, 2005. The next schedule of reports will be provided to MIS on October 2005.
HR will update the employee directory to include employee job title and employees as least once a month. HR will notify college community of updates via e-mail to all@guamcc.edu.	HR updated employee directory with job title on February 2, 2005. E-mails to all employees has gone out to inform them of the updates. HR will update directory monthly.
HR will work with MIS and the President's Office in the development of an HR page on the GCC Website.	HR was informed by MIS and the President that the NEW GCC Website is still pending. With the help of MIS, HR has developed an HR page link on the current GCC Website. HR link was unveiled in March 2005. The link includes the HR Staff contacts, employment applications, job announcements and training calendar.
HR will provide recruitment training no later than the beginning of AY2006 (Aug. 2005).	HR has scheduled Recruitment training for Administrators and Supervisors in July and August 2005. DC and Program Managers will be trained in August 2005.
HR will complete the academic rules and regulations by the end of AY2006 (May 2006).	HR Administrator is working on the draft academic rules and regulations.
HR will provide satisfactory or better services as evaluated by the annual program review. Next annual program review will be on October 2005.	The Vice President for Business and Finance has schedule the next Focus Group to meet in July 2005. HR will continue to schedule and conduct training. HR will continue to conduct training surveys. HR will contact supervisors in September 2005 to determine if training was useful in improving employees job performance. HR is scheduling the annual program review for October 2005.
By conducting performance evaluation training at least once each year, HR will work towards ensuring that Administrator and Supervisors complete 90% of the evaluation due date.  If HR continues to find no disparity between employee evaluations, formal grievances, and adverse actions, then HR will revise this activity.	HR conducted performance evaluation to Administrators and Supervisor on June 9, 2005. Additional training will be conducted in July and August, 2005  HR currently finds no disparity. HR Administrator is considering revising this activity for future assessments.

<p>HR will improve communications with the Budget Office regarding staffing reports as requested by the legislature. This will take place through holding regular informal meetings and through sharing of personnel data.</p> <p>HR will continue its effective working relationship with the Business Office. Especially important is the relationship with Payroll. Regular informal meetings will be conducted bimonthly, especially with Payroll.</p>	<p>HR Administrator successfully communicates regularly with Budget Officer regarding legislative requested on a bi-weekly basis. HR and Budget Officer were successful in the development of the FY2006 Budget Request for personnel; FY2006 request for additional personnel positions and FY2005 budget needs for salary increments. HR Administrator will continue to work closely with Budget Officer.</p> <p>HR has been working closely with Business Office (Controller and Payroll Accountant) and MIS in the establishment of direct deposits of employee's pay. This process is on-going and should be ready for implementation in the Fall of 2005. HR is working closely with payroll to implement an automated payroll system. HR and Payroll will continue to work closely together and have regular meetings. HR staff and payroll accountant will continue to meet immediately to address any employee payroll concerns.</p>
<p>HR will continue to successfully interact with AVP and the Deans.</p>	<p>HR Administrator interact with the AVP and the Deans at least twice a week. Once a week via the President's weekly meeting; and once a week as scheduled by HR or AVP. HR will be available to the AVP and Deans whenever necessary, especially when it comes to time sensitive personnel issues.</p>
<p>HR will survey a larger number of employees, and include part-time employees. The survey will be carried out annually. The criterion will be that 80% of the employees will rate HR satisfactory or better. The data will be used to identify areas to which additional management attention needs to be directed.</p>	<p>HR has started the survey to all employees and customers. An electronic survey is on-line. HR continues to accept paper surveys in the reception area. Adjuncts will be surveyed during Adjunct payday.</p>
<p>HR will comply with Federal, Local, GCC, BOT and CSC mandates. HR will continue to advise and provide information to Administrators, Faculty, and Staff on personnel policies, rules, and regulations. The HR Administrator will continue to serve on the President's Management Team to actively participate in policy development and employment negotiations for the College.</p>	<p>HR will continue to carry out their duties in compliance with Federal, Local, GCC, BOT and CSC mandates. Issues regarding non-compliance will be addressed with auditors and legal counsel. HR will continue to advise and provide information to the College Community via e-mails, check attachments and training. The HR Administrator will continue to serve on the President's Management Team and participate in policy development. HR Administrator actively participated in the Faculty - BOT contract negotiations in March 2005.</p>
<p>HR will continue to actively seek ways to continue and improve its operations by seeking feedback from the focus groups.</p>	<p>HR will schedule focus groups in July 2005.</p>
<p>HR will participate in the institutional five-year calendar which will include timelines for HR Functions.</p>	<p>HR will provide a five year calendar of HR events and deadlines to the Vice President of Business and Finance later than August 2005.</p>
<p>The annual program review committee and focus group provided valuable information for HR to continue to provide and improve services. Several changes in HR's activities are planned. See</p>	<p>See above.</p>

sections above to validate.	
HR will modify its HR directory every three (3) months. HR will post HR information on the GCC website once a semester. HR will provide recruitment training at least once a year. HR will work on completing the Academic Rules & Regulations before the end of May 2006.	HR has modified its directory on Feb. 2005 to include employee's title. HR will continue to update their directory at least every three (3) months. HR has scheduled recruitment training for July & August of 2005. HR Administrator will continue to work on Academic Rules & Regulations.
While HR is making changes in its operations based on the assessment process, it has been concluded that changes in the assessment process are not needed yet.	HR will continue to carry out implementation of the current assessment cycle.

#### **LEARNING RESOURCES CENTER:**

Use of Assessment Results (Column 5)	Status of Implementation
The Circulation staff in order to maintain high standards and further refine their customer service skills will attend an advanced 'Best Customer Services' class.	The Library Technician II is currently attending a course entitled, Customer Services, during the Spring 2005 semester. The Library Technician I and Library Technician Supervisor will attend a workshop sponsored by Human Resources entitled, Customer Service Refresher, in March 2005.
As a result of the success achieved with students and encouragement of the faculty, the library will pursue integrating information literacy skills in the General Education requirements for degrees. Approval will also be sought from the Academic Affairs Council to include a component of information competency in every program Guam Community College offers.	The library, working collaboratively with the members of the General Education Assessment Committee, has finalized information literacy student learning outcomes for the General Education program. All students obtaining an associate degree will receive formally integrated information literacy skill instruction. The library has requested that AAC consider integrating information literacy instruction into every college program in a meeting scheduled during Spring 2005.
Based on assessment results of faculty and student surveys and focus groups, the Library will continue to emphasize the Automotive, Allied Health, Tourism and Hospitality, Education, Business and Developmental English courses to further develop these collections.	The library contacted department chairs and faculty in these areas to develop a collaborative relationship for collection development. The library included requested titles in ongoing collection development and researched additional titles in these areas. The library is examining additional databases for possible trial or purchase. The possibility of the addition of a LPN program to Allied Health required the library to research necessary electronic and print resources. Funds need to be identified to purchase library resources to support any LPN program that may be approved. Likewise, GCC needs to identify funds to support library resources for any program in the planning stages.
Based on the needs identified by the student and faculty surveys and focus group discussions, the following improvements will be advocated by the Library and added to the library operation as possible:  A. A/V Viewing Area	The GCC Library continues to advocate for an A/V viewing, group study area, as well as a library electronic research/computer lab. The library requested the lift issue be examined, in light of the ADA requirements, to permit better student access to the library. Appropriate signage for easy identification of the library building on campus has been requested through the work order process. Finally, reference

<p>B. Group Study Areas (1 large &amp; 1 small room)  C. Library Electronic Research Room  D. Elevator (Lift to be converted)  E. Signage to identify Library Building  F. Reference Desk that is separate from Circulation Desk</p>	<p>services are being expanded by placing a reference desk on the library floor and the hiring of the second instructional librarian.</p>
<p>The Library will add a second Instructional and Reference Librarian position to address increasing demand for Reference and Instructional Services; and, continue the present excellent service.</p> <p>The Staff and Faculty will pursue further training in the following areas:</p> <p>Staff:</p> <p>Best Customer Service  Enhance computer skills with additional programs and accessories  Stress Management  Library Science Courses  A.D.A. Requirements, to include Disability Awareness Sensitivity  CPR/First Aid  Audio/Visual Equipment Training</p> <p>Faculty:</p> <p>Teaching information literacy to students and assisting the faculty integrate IL into the curriculum.</p> <p>Training in the use of TRACDAT.</p> <p>Training in the use of the new Dynix Horizon Information Portal and other library system software.</p>	<p>The second instructional and reference librarian is expected to begin employment in early April 2005 in an effort to expand library services. However, the library needs the Library Tech I position restored in order to offer full operating hours and services.</p> <p>Staff Training:</p> <p>The Library Technician II is currently attending a course entitled, Customer Services, during the Spring 2005 semester. The Library Technician I and Library Technician Supervisor will attend a workshop sponsored by Human Resources entitled, Customer Service Refresher, in March 2005. Further training has not been possible, due to the current shortage in staffing and/or offerings of training sessions.</p> <p>Faculty Training:</p> <p>The Technical Services Librarian completed Dynix HIP training.</p> <p>The Reference and Bibliographic Instruction Librarian received approval from the PDRC to attend an April 2005 workshop on integrating information literacy into subject areas. This librarian also attended a workshop on the assessment of information literacy skills.</p> <p>Both faculty members have completed TracDat training.</p>

Departmental/Unit Action Plan (Form D)	Status of Implementation
<p>The Library will continue to look for ways to maintain and improve the delivery of services to students and faculty. The Library will continue to advocate for a solution to our present staffing shortage.</p>	<p>Circulation Services will be improved and made more efficient by the addition of the vacant Library Technician position. With the addition of a third Technician, the desk will be staffed with two Technicians, at the most critical times of each day.</p>

	Reference services will be improved by the addition of a reference desk on the floor of the reading room. With the addition of a third librarian, the desk will be staffed at designated times during the day. Three new computer workstations will be added to the library's existing 10 computer workstations. One of these workstations will be ADA compliant to provide access for wheelchair users. The library will also continue to advocate for restoration of the Library Tech I position that was "borrowed" from the Library.
The Library will enlist the participation of the Faculty to integrate Library Information Literacy skills into every College program. An action plan for teaching Library Information Literacy skills will be formulated.	Currently, the library is working with the General Education Assessment Committee to formally integrate information literacy into the General Education Psychology course requirement. Departmental and AAC approval for this will be sought. The library has requested AAC place a discussion of the integration of information literacy into each college program on AAC's LRC agenda this Spring.
The Library will expand its collections to meet instructional and curricular needs by a continued effort of Faculty liaison. The Library will also advocate to receive access to Continuing Education facility fees and Student Library fees or other fees that are now denied.	Through advocacy with the administration, the library will continue to request sufficient resources to meet the library's instructional and curricular responsibilities, including a request to use students' fees for this purpose. The library will continue its faculty liaison efforts by contacting faculty through personal visitations, e-mail, and the library newsletter Tracings in ongoing collaborative collection development.
The Library will continue to strenuously advocate for use of the entire 2nd floor of the Foundation Building to expand and improve library services.	The Learning Resources/Library Department Chair will continue working with the Dean and Academic Vice President to advocate for the use of the entire 2 <sup>nd</sup> floor of the Foundation Building. The library's Circulation Services will be improved and made more efficient by the addition of the vacant Library Technician position. With the addition of a third Technician, the desk will be staffed with two Technicians, at the most critical times of each day. provide data and information about applicable national library standards.

#### **MANAGEMENT INFORMATION SYSTEMS:**

Use of Assessment Results (Column 5)	Status of Implementation
Monitor the network with the Intermapper web server and eliminate the high peak usage and traffic within the network.	The Intermapper software assists in identifying the origin of where the high peak usage is at. NTop-Network Analysis Program is under evaluation.
Install dual boot, WinXP and Win98 operating systems, and ensure the upgrade of WinXP operating systems in computers.	Installation of dual boot/XP in D2, D3, D4, D5, D7, D8, D9, D10, C4, A7, A26, A27, Rm104, C5, C25 and for staff who purchased XP license. Computer auditing is ongoing.
Implement suggestion(s)- from the results of the interviews conducted.	<ol style="list-style-type: none"> <li>1. Labeling of computer identifications.</li> <li>2. Installation of WinXP operating systems and dual boot (Win98 and WinXP).</li> <li>3. Computer replacements in D2, D3, D7, D8, D9, D10.</li> <li>4. New computers in A7, A26, A27.</li> <li>5. Purchase of the Baracuda appliance for evaluation of anti-</li> </ol>

	spam system. 6. Network Analysis Program-NTOP- under evaluation. 7. Interview the individuals that made up the 50% dissatisfaction for means of communication and improvement.
Procedure on what hardware/peripherals are to be delivered to MIS and to the user/section on a timely period.	Established procedure with Material Management to deliver CPUs, laptop, softwares, monitors and external drives needing to be installed on new computers to MIS and all other computer peripherals to user/section. It was established that imaging for one computer takes one week.
Update procurement bid standards with the latest hardware and software specifications.	Procurement bid standards is under review for update based on the computer audit that is ongoing.

Departmental/Unit Action Plan (Form D)	Status of Implementation
Hire one technician to increase completion of work order requests on a timely basis.	Computer technician position was announced and an interview was conducted. Selection was made and the technician will begin on March 14, 2005.
Personnel training in the areas of SECURITY, CISCO, LINUX, MICROSOFT, NOVELL, FIBER OPTICS, CAT5, A+.	Training was attended in Microsoft WinXP Operating System and CISCO. Security training is being scheduled for April.
Document projects and status of projects with timelines.	Procedure has been established for the submission of weekly reports to the MIS Administrator. Weekly report consist of tasks that are completed, problems encountered, and plans for the next week.

#### PLANNING & DEVELOPMENT:

Use of Assessment Results (Column 5)	Status of Implementation
<p>P&amp;D will extract useful and meaningful comments provided in the survey instrument to continuously improve materials and delivery of future technical assistance sessions.</p> <p>P&amp;D will incorporate the following comments provided in the survey instrument as a means to continuously improve materials and delivery of future technical assistance sessions:</p> <ul style="list-style-type: none"> <li>■ Types of evaluation techniques.</li> <li>■ Give samples of VEA &amp; ABE program agreements.</li> <li>■ Provide an actual writing session.</li> <li>■ Provide ABE's NRS guideline.</li> <li>■ Include a group writing activity.</li> <li>■ More active participation and hands on activities.</li> <li>■ More discussion on developing a close-out report.</li> </ul>	<p>A technical assistance workshop is scheduled for April 11, 2005. The items below will be included in the binder to be provided to each participant.</p> <ul style="list-style-type: none"> <li>■ Give samples of VEA &amp; ABE program agreements.</li> <li>■ Provide an actual writing session.</li> <li>■ Include a group writing activity.</li> <li>■ More active participation and hands on activities.</li> <li>■ More discussion on developing a close-out report.</li> <li>■ Consider adding an extra day for more technical/interactive writing.</li> <li>■ Tie in PowerPoint presentation to binder (tab numbers).</li> <li>■ Request for a telephone in the conference room for outside calls.</li> <li>■ Paraphrase each section and give examples.</li> <li>■ Explain core indicators.</li> <li>■ Consider to modify PowerPoint slides so that pictures appear before bullets.</li> <li>■ Provide information supported with informative slides.</li> </ul>



<ul style="list-style-type: none"> <li>■ Consider adding an extra day for more technical/interactive writing.</li> <li>■ Tie in PowerPoint presentation to binder (tab numbers).</li> <li>■ Request for a telephone in the conference room for outside calls.</li> <li>■ Paraphrase each section and give examples.</li> <li>■ Explain core indicators.</li> <li>■ Consider to modify PowerPoint slides so that pictures appear before bullets.</li> <li>■ Provide information supported with informative slides.</li> </ul>	
<p>P&amp;D, through the Technical Assistance Workshop, will emphasize having the required documents when submitting a grant application in order to acquire the desired 80% document completion goal.</p> <p>Immediately after the application deadline, the administrative assistant completes a Program Agreement Application checklist for each application to ensure it is complete. Upon completion of the checklist, the administrative assistant will forward the checklist and the application to the assistant director or inform the applicant of the missing documents or information. The date the administrative assistant reviewed the application, forwarded the application to the assistant director or returned the application is on the checklist. The entire application may be returned to the applicant pending receipt of the documents or information.</p> <p>To strengthen this process, the administrative assistant will send an email to the applicant notifying them of the documents/information needed and that they will have two business days to provide the information.</p>	<p>During the Technical Assistance Workshop, P&amp;D will stress the importance of including required documents when an application requesting for federal funds is submitted.</p>
<p>P&amp;D will solicit input from the Assistant Director for Assessment &amp; Institutional Effectiveness before its implementation.</p> <p>Occasionally, a grant application is submitted right before the deadline thereby not allowing the dean or the AVP to thoroughly review the application. We hope that the Grant Application Audit Checklist will eliminate this problem so that the application is in line with the institution's goals and objectives.</p>	<p>P&amp;D will meet with the Director for Assessment &amp; Institutional Effectiveness on April, 2005, for expert critique of the audit instrument. Suggestions and recommendations will be incorporated prior to the implementation of the audit instrument. Projected implementation of the application audit instrument will be on or before May 1, 2005.</p>
<p>P&amp;D will continue to emphasize federal requirements and criteria in its Technical Assistance Workshop to educate prospective grant applicants in writing a successful grant application</p>	<p>The request to amend the Notice of Availability of funds was approved by USDE. This will allow sufficient time to evaluate the applications, convene the Project Review Panel and award applications.</p>

<p>for VEA/ABE funds.</p> <p>The Project Review Panel has five members. It is comprised of representatives from educational institutions, private industry and an association (The Guam Contractors Association or the Guam Hotel and Restaurant Association). The panel unanimously agreed for the Planning and Development Office to evaluate the applications based on the Evaluation and Selection sheet. The panel will consider funding an application that scored at least 50 of 100 points on the Evaluation and Selection sheet. After thoroughly discussing each application, the panel will recommend those applications for funding consideration to the State Director.</p> <p>To strengthen this process, more time has to be placed to evaluate and score an application. The current process provides less than 10 business days to evaluate, convene the panel, submit a recommendation to the State Director, negotiate, and award the funds. In light of these issues, USDE approved to amend the dates to publish the Notice of Availability and evaluate the applications.</p>	
<p>P&amp;D will continue to conduct this annual focus group session to cover the required and permissible use of federal funds to augment and strengthen vocational programs. P&amp;D will also extract useful and meaningful comments provided in the instrument to continuously improve materials and delivery of future focus group sessions.</p> <p>This is the first session (February 2004) P&amp;D conducted in an effort to explore and identify ways federal funds can support or strengthen vocational and adult education programs. Four individuals attended this session. The agenda included: Why strengthen your program with federal funds? Use of funds, Grant cycle, and the Application process. Participants were asked to complete a survey form after the session. The survey form was developed to gauge the quality of service in terms of P&amp;D's relationship and interaction with other departments/units within the college community. Two questions were asked: Was sufficient time made available to discuss the items listed on the agenda? Did this session provide useful information to augment, strengthen or support your program according to federal and local regulations? Participants were asked to mark the survey form based on a scale of five (strongly disagree, disagree, somewhat agree, agree, and</p>	<p>Because of the short staff, we will conduct the session to cover the required and permissible use of federal funds to augment and strengthen vocational programs sometime in May 2005. P&amp;D will call and send an email to invite all department chairs and/or advisory committee members to the session. A model application will also be provided to the participants.</p>

<p>strongly agree. For the first question, all four agreed that there was sufficient time made available to discuss the items on the agenda. For the second question, one agreed while three strongly agreed that the session provided useful information. Two comments were made (verbatim): A model example of written grant. More training like this one will be helpful.</p> <p>To strength this session, we will call and send an email to invite all department chairs and/or advisory committee members to the session. A model application will also be provided to the participants.</p>	
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Departmental/Unit Action Plan (Form D)	Status of Implementation
<p>P&amp;D will continue to publish information through the various media to promote the awareness of federal funds.</p> <p>To strengthen this process, the Notice of Availability will be advertised on GCC's website and included on the GCC's Weekly Calendar to further promote the awareness of federal funds.</p>	<p>P&amp;D published the information on GCC's website and the Weekly Calendar. The Notice of Availability will also be advertised on the PDN to continue to promote the awareness of federal funds.</p>
<p>P&amp;D will continue to seek input/comments from other units/departments, to ensure institutional collaboration on its assigned tasks and projects.</p> <p>Planning and Development Office strives to ensure that Guam maintains and administers the VEA and ABE funds at its current level. P&amp;D also supports initiatives set forth by the President (refer to the Task Request Log Sheet).</p> <p>To strengthen this process, another column will be added to the Task Request Log Sheet (Date Completed) to ensure tasks are completed in a timely manner. P&amp;D will update this log sheet weekly.</p>	<p>Ongoing. P&amp;D will include a column on the Task Request Log Sheet to ensure the timely completion of assignments.</p>
<p>Since the majority (51%) responded "mail survey", P&amp;D will conduct the Graduate and Completer Survey by mail.</p> <p>The Graduate and Employers Follow Up Survey are conducted annually. As part of our ongoing effort to continuously meet or exceed the number of respondents, a telephone survey was conducted (51 students took part in the telephone survey). Coincidentally, 51% indicated that they preferred to have the annual survey mailed out to them, a process already in place.</p>	<p>P&amp;D will continue to mail out the survey forms. To strengthen this process, P&amp;D will immediately start calling students by telephone soon after the survey forms are mail.</p>

<p>However, mailing out the survey instrument was never sufficient. In 2003, this process only resulted in approximately 14% response rate. Planning and Development sent an email soliciting other options to increase the response rate. Dr. Tung responded by having three students take on this as a class project. The students were given a list of students to call. This effort increased the response rate by 7%. P&amp;D then took on the effort by making telephone calls to the students, many who left the island. P&amp;D also asked department chairs if they knew where their graduates were. All of this effort brought the response rate to a whopping 34%</p> <p>P&amp;D will continue to mail out the survey forms. However, to strengthen this process, instead of having a long lag time after they are mailed, P&amp;D will immediately start calling students by telephone.</p>	
<p>P&amp;D will continue to provide useful institutional research and data for the continuous improvement of GCC's curriculum and industry standard programs.</p> <p>This was the first attempt for Planning and Development to discuss the information contained in the reports with a group. Previous reports were packaged and given to individuals on the distribution list.</p> <p>At the end of the workshop, participants were asked to complete an Interview Guide. The following is from the Guide along with random responses from six participants who completed the Guide [bold].</p> <p>Graduate Follow up and Employers Survey Report</p> <p>1. Is the Graduate Follow up &amp; Employers Survey Report useful in making programmatic changes to strengthen your program? [5-yes; 1-no]</p> <p>2. If yes, how is the Graduate Follow up &amp; Employers Survey Report useful? [gauge direction of program; insights to student satisfaction; provides student success patterns; effectiveness of program]</p> <p>3. If the report is not useful, please explain why. [small sample; no measure on public assistance status]</p> <p>4. Will you use this report to make programmatic change(s) to strengthen your program? [yes; probably; most definitely]</p> <p>5. What suggestions/recommendations can you make to improve the Graduate Follow up &amp; Employers Survey Report? [provide responses by program; track by cohort; compare data with previous years; none; implement a technique to</p>	<p>P&amp;D will contact participants who responded they would use the reports to make programmatic changes aligned with GCC's curriculum and industry standards. Although the current practice is for an academic administrator to target a program that needs assistance, P&amp;D will document whether in fact participants plan on requesting for federal funds. The questions to ask are: 1. Will you seek funding? 2. If not, why?</p>

<p>increase response rate]</p> <p>6. What suggestions/recommendations can you make to improve the survey response rate? [gift with survey; survey only when highest education is achieved, none, track monthly]</p> <p>CAR - VEA</p> <p>1. Is the CAR useful in making programmatic changes to strengthen your program? [1-no; 5-yes]</p> <p>2. If yes, how is the CAR useful? [to guide procedures; performance standards highlight where programs can be strengthened; helps in assessment preview]</p> <p>3. If the report is not useful, please explain why. [how?; NA]</p> <p>4. Will you use this report to make programmatic change(s) to strengthen your program? [don't see a link; yes; definitely; CAR is the starting point in preparing the program agreement proposal; if necessary; possibly]</p> <p>5. What suggestions/recommendations can you make to improve our core indicators of performance? [don't understand/aware of core indicators; allowable and disallowable expenses, better tracking of data; none at this time]</p> <p>6. What would you recommend/suggest to improve the tracking of data in the secondary program? [not sure shy you are asking this question; continual training, require data collection as part of registration; none; monthly tracking]</p> <p>7. What would you suggest to improve the survey response rate? [same as in previous section; impose the student update record process; none; provide some sort of initiative]</p> <p>CAR - ABE</p> <p>1. Is the CAR useful in making programmatic changes to strengthen your program? [yes]</p> <p>2. If yes, how is the CAR useful? [highlights where programs can be changed; an assessment preview]</p> <p>3. If the report is not useful, please explain why. [NA]</p> <p>4. Will you use this report to make programmatic change(s) to strengthen your program? [CAR is the starting point in preparing the program agreement proposal; yes; possibly]</p> <p>5. What suggestions/recommendations can you make to improve our core indicators of performance? [track data better; none at this time]</p> <p>6. What would you recommend/suggest to improve the tracking of data? [data collection as part of registration process; none at this time; monthly tracking]</p> <p>To strengthen this objective, P&amp;D will contact participants who responded they would use the reports to make programmatic changes aligned</p>	
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<p>with GCC's curriculum and industry standards. Although the current practice is for an academic administrator to target a program that needs assistance, P&amp;D will document whether in fact participants plan on requesting for federal funds. The questions to ask are: 1. Will you seek funding? 2. If not, why?</p>	
<p>P&amp;D will work with the federal accountant and controller to ensure that the Expense Detail Report is received by P&amp;D as previously agreed (10:30 a.m. on the first day of the month). This practice will allow P&amp;D's staff to distribute their report to program administrators, etc. within the prescribed standard (5th business day of the following month).</p> <p>As of today (March 14, 2005) this practice was suspended for two major reasons. First, reports submitted by the federal accountant are late. Second, the absence of the administrative assistant for adult education has adversely affected the State Office's ability to continue this activity. In light of this, the following will be implemented to help alleviate this problem. 1. P&amp;D will send an email to the federal accountant (copy to the controller) reminding her of the due date to submit reports. 2. P&amp;D will immediately work on filling the position of administrative assistant for adult education.</p>	<p>P&amp;D will send an email to the federal accountant (copy to the controller) reminding her of the due date to submit reports. P&amp;D will continue to work on filling the position of administrative assistant for adult education.</p>
<p>P&amp;D will continue to conduct briefing sessions as means of providing useful information to grant recipients. P&amp;D will also extract useful and meaningful comments provided in the instrument to continuously improve materials and delivery of future briefing sessions.</p> <p>Included in the Notification of Award, program administrators are scheduled to attend a Briefing Session. One session was held for those awarded with Perkins funds and another for those who received WIA funds (August 5 and 6, 2004). A total of 12 applicants responded to the survey and all agreed or strongly agreed that sufficient time was made to discuss the items on the agenda and that the briefing session provided useful information to manage the program agreement.</p> <p>Based on the survey response, it is apparent that the briefing session must continue. Those awarded with federal funds must attend the briefing session. They are also encouraged to bring individuals who are a part of the agreement. GCC staff is on hand to answer questions at the session. This includes the appropriate administrative assistant (VEA or ABE), Planner IV, federal accountant, and the</p>	<p>On-going. Based on the survey response, it is apparent that the briefing session must continue. It is mandatory that those awarded with federal funds must attend the briefing session. They are also encouraged to bring individuals who are a part of the agreement. GCC staff is on hand to answer questions at the session. This includes the appropriate administrative assistant (VEA or ABE), Planner IV, federal accountant, and the materials management administrator.</p>

materials management administrator.	
<p>P&amp;D will continue to monitor the use of federal funds for its effective and efficient use utilizing the monthly expenditure report as a tool and performing quarterly audits of budget accounts for VEA/ABE programs.</p> <p>This monitoring process is necessary to ensure that program administrators carry out the activities within the appropriated budget as described in their approved agreement.</p> <p>Unfortunately, this practice has been carried out on an as need basis for two major reasons. First, reports submitted by the federal accountant are late. Second, the absence of the administrative assistant for adult education has adversely affected the State Office. In light of this, the following will be implemented to help alleviate this problem. 1. P&amp;D will send an email to the federal account (copy to the controller) reminding her of the due date to submit reports. 2. P&amp;D will immediately work on filling the position of administrative assistant for adult education.</p>	<p>P&amp;D will send an email to the federal account (copy to the controller) reminding her of the due date to submit reports. P&amp;D will continue to work on filling the position of administrative assistant for adult education.</p>
<p>P&amp;D will continue to use the Weekly Task Agenda as a tool to effectively coordinate and monitor the Department's planning, budgeting and evaluating process.</p> <p>The Weekly Task document has been implemented for several years to track and discuss activities, procedures, or events. The document was later revised (Weekly Task Agenda) to incorporate planning, budgeting and evaluating processes. P&amp;D meets every Wednesday morning. Additionally, the Vice President of Administrative Services is provided a highlight of activities through the Monthly Overview of Weekly Task Agenda report.</p> <p>Staff was asked to complete a Point of Contact Survey. All (four) agreed or strongly agreed that there was sufficient time to discuss the items listed on the Weekly Task Agenda. The response was the same when asked if the Weekly Task Agenda is an effective tool to monitor and discuss activities, procedures, or events as they related to P&amp;D's planning, budgeting, and evaluating processes.</p> <p>Based on the response rate, P&amp;D will continue this practice.</p>	On-going.

**WORK EXPERIENCE:**

Use of Assessment Results (Column 5)	Status of Implementation
Communicate with various departments at GCC of assessment results. Use the results as a resource learning process for WE/Co-op to improve and enhance student skills, and meet industry's needs in training.	Currently, working with departments on changes on training objectives.
Provide department/programs feedback of employers that completed the Survey. Create a dialogue, and and, understanding regarding institutional needs and employer's needs for student training.	Provide input on GCC's Craft Committees regarding employer on student training.
Establish and MOA with DPHSS.	Establish and MOA with DPHSS Nursing Program.
Strengthen department and program cohesiveness by creating a program retreat in the near future for WE/Co-op.	Communicate with Coordinators/Faculty by department meeting(s); and electronic email messages.

Departmental/Unit Action Plan (Form D)	Status of Implementation
Currently working with WE/CE Coordinators on revisions of WE/Co-op forms at the end of Spring 2005.	Looking at SY 2005 for changes in Work-Experience/Co-op forms.
Review Employer Service Survey Form and Student Survey Form at the end of Spring 2005.	Target date; Fall SY 2005.
Establish two or more MOA's with Private-Sectors, and Government Agencies to develop training workstations beginning Fall 2005.	Target date; Fall SY 2005.
Meet with WE/CE Coordinators at the end of Spring 2005 Semester to discuss program/department retreat(s).	Target date; Fall SY 2005.

As a consequence of a systematic and regularized assessment process at the college, another substantive area of change is in the academic curriculum. Since AY 2003-2004, many departments at the college have begun reviewing their individual course offerings for purposes of revision. As a result, program changes in various departments are continuing from semester to semester. Some of these changes were incorporated in last year's annual institutional assessment report. The table below documents these curriculum changes for the current academic year:



**Table 20.** Summary of Course/Program Changes for AY 2004-2005

<b>TYPE OF CHANGE INITIATED</b>	<b>DEPARTMENT</b>	<b>FREQUENCY</b>
Program Adoption	Health Education	1
<b><i>Total Program Adoptions</i></b>		<b>1</b>
Program Non-Substantive Change/Revision	Criminal Justice	1
	Fire Science	1
<b><i>Total Program Non-Substantive Changes/Revisions</i></b>		<b>2</b>
Program Substantive Change/Revision	Business	1
	Electronics	1
	Tourism & Hospitality	2
<b><i>Total Program Substantive Changes/Revisions</i></b>		<b>4</b>
Program Deletion	Construction Trades	4
<b><i>Total Program Deletions</i></b>		<b>4</b>
Course Adoption	Business	1
	Education	8
	Electronics	2
	Tourism & Hospitality	1
	Visual Communications	1
<b><i>Total Course Adoptions</i></b>		<b>13</b>
Course Deletion	Education	1
	Electronics	1
<b><i>Total Course Deletions</i></b>		<b>2</b>
Course Substantive Change/Revision	Business	2
	Computer Science	4
	Construction Trades	1
	Cosmetology	2
	Criminal Justice & Social Science	4
	Education	10
	English Language Institute	1
	Health Education	19
	Marketing	2
	Tourism & Hospitality	9
	Transportation (Secondary)	2
	Visual Communications	3
<b><i>Total Course Substantive Changes/Revisions</i></b>		<b>59</b>
Non-Substantive Change/Revision	Education	2
	Criminal Justice & Social Science	16
	Science	2
	Tourism & Hospitality	5
	Transportation	14
<b><i>Total Non-substantive Changes/Revisions</i></b>		<b>38</b>
<b>Total Number of Curricular Changes for AY 2004-2005</b>		<b>123</b>

When a course revision matrix was developed for the 4<sup>th</sup> Annual Institutional Assessment Report a year ago, the process of curriculum review gained further momentum. For AY 2004-2005, the following table presents a summary of the program and course review audit conducted by the Assessment office:

**Table 21:** Summary of Program and Course Review Audit at the end of Spring 2005

<b>Program Name</b>	<b>Program's Last Review</b>	<b>Number of Technical &amp; Related GenEd course requirements for the program</b>	<b>Number of courses 5yrs + old</b>	<b>Percentage of courses 5yrs + old</b>
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***Certificate Programs***

Accounting Clerk Certificate	12/20/00	8	4	50%
Automotive Certificate The program document on file is titled Autobody Technology Certificate, approved on 4/6/99.	4/6/99	25	11	44%
Basic Surveying Technology Although this was deleted, the courses are offered through CE.	Deleted 4/8/05	7	5	71%
Computer Science Certificate Computer Science & Information Technology Certificated approved 11/26/98 is what's on file.	11/26/98	15	10	67%
Construction Electricity Although this was deleted, the courses are offered through CE.	Deleted 4/8/05	8	7	88%
Cosmetology Certificate	8/20/96	9	7	78%
Criminal Justice Certificate	5/21/04	7	2	29%
Early Childhood Education Certificate	4/1/02	11	0	0%
Education Certificate	2/19/02	11	1	10%
Fire Science Technology Certificate	12/21/04	6	3	50%
Medical Assisting Certificate	1/28/04	16	1	6%
Office Technology Certificate No approved document on file.		19	6	32%
Refrigeration & Air Conditioning Certificate Although this was deleted, the courses are offered through CE.	Deleted 4/8/05	16	13	81%
Supervision & Management Certificate	5/19/04	11	2	18%
Systems Technology Certificate	4/9/04	16	8	50%
Welding Technology Certificate Although this was deleted, the courses are offered through CE.	Deleted 4/8/05	10	10	100%

***Associate Degree Programs***

Accounting (AS)	3/7/05	12	4	33%
Automotive Technology (AS) There is no approved program document on file.		28	12	43%
Computer Science (AS) There is no approved program document on file.		17	13	76%
Criminal Justice (AS)	5/21/04	12	1	8%

<b>Program Name</b>	<b>Program's Last Review</b>	<b>Number of Technical &amp; Related GenEd course requirements for the program</b>	<b>Number of courses 5yrs + old</b>	<b>Percentage of courses 5yrs + old</b>
Culinary Arts (AA)	12/10/04	14	1	7%
Early Childhood Education (AS)	4/3/02	19	4	26%
Education (AA)	4/3/02	20	5	21%
Electronics Engineering (AS) The program title was revised and changed to A.S. in Computer networking.	4/30/04	17	4	25%
Hospitality Management	5/25/05	28	9	32%
Liberal Arts (AA)	3/25/03	12	1	8%
Marketing (AS)	3/25/03	14	2	14%
Medical Assisting (AS)	1/28/04	23	0	0%
Office Technology (AS)	4/30/04	26	12	46%
Supervision & Management (AS)	5/19/04	18	6	33%
Visual Communications (AS)	5/23/03	17	2	12%

***Secondary, Skill Development Milestone Programs***

Allied Health/Nursing Assistant (Secondary)	5/3/02	4	3	75%
Automotive Technology (Secondary) No program document on file.		10	4	40%
Construction Technology (Secondary) No program document on file.		6	3	50%
Electronics & Computer Networking (Secondary) No program document on file.		6	3	50%
General Education Refer to page 32 of the 2004-2005 Catalog.		11	3	27%
Hospitality Institute (Secondary)	10/15/02	7	3	43%
Marketing (Secondary)	3/10/02	10	0	0%
Visual Communications (Secondary)	4/3/02	6	2	33%

As reflected in the above table, the faculty in these programs --Early Childhood Education (Certif.), Medical Assisting (AS), and Marketing (Secondary)-- have worked diligently to update and revise their course offerings within the past academic year and even earlier. Hence, all their program courses are currently up to date. Likewise, the program faculty in Criminal Justice (AS), Culinary Arts (AA), Liberal Arts (AA), and Medical Assisting (Certif.) also deserve commendation for the valuable time and effort they have poured into the revision of their respective program courses.

It is anticipated that the inclusion of the above information in this year's report will provide the motivation for the other programs to continue departmental dialogue on curricular issues --and hopefully greater interaction between fulltime and adjunct faculty -- that will ultimately redound to the achievement of successful student learning outcomes.

A note also needs to be said about the valuable role of Advisory Committees in curriculum development and revision. Although there is an extant college policy that program faculty are required to meet with members of their Advisory Committees twice every year, this practice has not been consistently enforced within the last academic year. This enforcement problem has, in fact, dragged on for years. It is proposed that this policy needs to be revisited anew, and that the Deans eventually require programs under their supervision to engage in this valuable exercise of soliciting "outside voices" for purposes of curricular improvement. Finally, a monitoring mechanism also has to be developed in order to make this college policy enforceable. When this happens, it is hoped that the various programs will consider this exercise as part of their routinely-conducted program assessment activities.

#### *Assessment Impact on Decision Making Processes*

Perhaps the greatest impact of assessment processes at the institutional level is in the area of data organization and management. Many assessment authors assert that sound assessment equals good data. In the five years that the assessment initiative has been in place at the college, there is now a greater awareness among staff, faculty, and administrators that data-driven decisions are more powerful and meaningful. Assessment data informs decision making processes. Decisions are backed by assessment results. As a

consequence of a systematic assessment process, there now exists a collective understanding among GCC constituents that institutional improvement must be grounded in meaningful data that integrates the various voices of college stakeholders, from students to staff to faculty to administrators to members of the Board and ultimately members of the community.

To produce decisions based on assessment data, *record keeping* is therefore essential. It is worthwhile to note that many committees at the institution level now routinely keep discussion notes of meetings in order to document relevant dialogue and discussion on important issues that concern GCC constituents. The Committee on College Assessment (CCA) has led by example in this regard. Since it began meeting in Spring 2001, the committee has met one hundred seventeen (117) times and all these meetings have been recorded and written up as **GCC Updates**. These so-called updates have been posted at the AIE website, thereby systematically documenting CCA meetings from AY 2001 to 2005. A cursory review of these recorded meeting notes reveals the challenging development and evolution of the college's assessment initiative through committee dialogue and discussion on various assessment-related topics.

Even the President's Management Team that meets weekly now keeps track of discussions through recorded meeting notes (see APPENDIX V) for some selected meeting notes). Likewise, the Academic Affairs Division Management Team weekly meetings have begun using a template that documents three categories of reporting for each member of the team. These reporting categories are Pride, Planning, and Problems. At the end of the

meeting, team members submit these templates to the AAD administrative officer for inclusion in a data base she is currently building.<sup>37</sup>

How do all these processes contribute to the achievement of effective institutional functioning that is grounded in the achievement of successful learning outcomes at the college? Through the impact of assessment, big and small changes that have been implemented or will be implemented at the college include the following:

- A revamped **New Student Orientation** program was implemented last Fall 2004, as facilitated by the Office of Student Development. The Office of Assessment and Institutional Effectiveness participated in this orientation activity in order to disseminate valuable information about institutional assessment to students.<sup>38</sup>
- A new program --the Practical Nursing Certificate program—will be implemented beginning Fall 2005. After its approval by the Guam Board of Nursing Examiners, a Memorandum of Understanding has been developed and signed by GCC and UOG, with Guam Memorial Hospital Authority (GMHA). A funding Bill that includes a request for ten (10) new faculty positions and operating funds for the program for the current fiscal year has also been completed.
- The recently-ratified Board-Faculty Union Agreement (2005-2010) now includes a Faculty Development Day which will be coordinated by the Professional Development Review Committee (PDRC). As recommended by the Assessment

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<sup>37</sup> See template in APPENDIX W.

<sup>38</sup> See APPENDIX X for the text of AIE's brief primer during the orientation. The survey evaluation of the orientation activity is also included here.

committee, this was integrated into the contract in order to designate dedicated time for faculty interaction and dialogue on important college issues. In addition to other relevant topics, it is anticipated that assessment results will be disseminated and discussed on such designated days (once in the middle of each semester).

- The above contract retains the significant provision on Assessment committee membership, stating that the “Board and the Union recognize the importance of systematic and continuous assessment of student learning outcomes at the course, program, and institutional levels and are committed to a joint effort of overall institutional improvement and its stated mission.” Faculty incentives for membership in the GE Committee and the CCA have also been retained.
- In the same contract, a Shared Governance Committee was tasked to develop a mechanism that addresses and encourages active faculty participation in the governance of the college. It is anticipated that, as a result of robust discussion and dialogue, the elements of the newly formed governance structure will be finalized by the end of Fall 2005.
- There is also a plan to institute a Student Voice Day, paralleling that of the Faculty Development Day, where students can actively participate in focus groups that would specifically address their program needs and concerns.
- The CCA developed and implemented new assessment tools (e.g., *TracDat Assessment Plan Review Checklist*, *TracDat Assessment Report Checklist*, etc.)

that continue to guide assessment authors in their submissions to the committee.<sup>39</sup>

- The college continues to exert its assessment leadership in the region. This year, the Northern Marianas College (NMC) in Saipan and the College of Micronesia-Federated States of Micronesia (COM-FSM) in Pohnpei both requested for information and assistance from GCC. COM-FSM, in particular, sent two teams (twice during the year) to make first hand observations of the college's assessment activities.<sup>40</sup> From an institutional perspective, this modeling process is an important part of GCC's assessment maturation.
- The Planning & Development Office has developed a Program Improvement Plan for Guam that uses the Comprehensive Institutional Assessment Plan as a basis to improve and meet Perkins III performance indicators.
- A draft of the college's Technology Plan has been completed and will be the subject of dialogue and discussion in the coming academic year.
- The Self-Study Steering Committee, along with the four committees for the four WASC standards, has made satisfactory progress. Reports from the Standards Committees for AY 2000-2003 and AY 2003-2004 have now been completed.<sup>41</sup>

Among all the developments mentioned above, it is perhaps the work of the Standards committees that validates the importance of faculty input in assessment processes. The college's Self-Study strategy is to utilize existing groups and committees, processes and

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<sup>39</sup> Among these various forms, the most valuable tool has been the creation of the Consolidated Feedback Sheet (CFS) for CCA members to use. Written after careful committee deliberation, the CFS provides valuable feedback to assessment authors. See several CFS samples in APPENDIX Y.

<sup>40</sup> See email communication between COM-FSM and GCC in APPENDIX Z.

<sup>41</sup> See APPENDIX Z.1 for the **Self Study Reports** for AY 2000-01, 2001-02, 2002-03, and APPENDIX Z.2 for AY 2003-04.



structures as the mechanism to incorporate **assessment findings, dialogue** and **continuous improvement** into a strategic plan. Standing committees of the college's Faculty Governance body were mobilized to look at the effectiveness of college functioning in yearly increments of time and report their findings and recommendations for purposes of planning. It is likewise envisioned that the Self-Study recommendations in the completed reports will substantively contribute to the development of GCC's Institutional Strategic Plan.

The following excerpt from the Executive Summary of the first Self-Study report describes this process in a more meaningful way:

Four committees assist the College in conducting its Continuous Self-Study for Strategic Planning, one for each standard. The Steering Committee, consisting of committee chairpersons, oversee the process and writes the Executive Report for the Accrediting Commission for Junior and Community Colleges (ACJCC) on the Institutional Self-Study. Each Self-Study Committee utilized a template or worksheet that addressed the standards, while using the six themes as the overarching structure. This provided a holistic approach in assessing the degree that institutional evidence demonstrates compliance to the four standards. Committee members expressed their satisfaction in using a thematic approach to reviewing the standards, citing how this approach seemed to ease and foster productive dialogue. (Results from the Self-Study for AY 2000-01 to AY 2002-03, p. i)

As a strategy to address "big picture" issues, the committee's recommendations have revolved around the following six (6) themes of the ACJCC, namely: *Dialogue, Student Learning Outcomes, Institutional Commitments, Evaluation, Planning and Improvements, Organization, and Institutional Integrity*. Because these themes essentially address issues central to college governance, the richness of these recommendations will provide a solid basis for the Institutional Strategic Plan that will be annually updated. Once regularized, it is anticipated that this process will serve to "close the loop" of the college's assessment process every academic year.

## **Conclusion and Recommendations**

The currently-existing “culture of evidence” at the college took five long years to build, and much still needs to be done. In order to continue the assessment momentum and sustain the college’s accreditation readiness, the following recommendations are given in this report:

1. Design the Faculty Development Day to focus on a broad array of instruction-related topics, including lessons on learning, sharing of pedagogical insights, and discussion of the meaning of assessment results. A sincere effort to involve adjunct faculty in this dialogue is most desirable.
2. Begin a dialogue within the Committee on College Assessment (CCA) to encourage faculty to assume the leadership role in the significantly- matured committee. A faculty chair would be appropriate for a faculty-driven assessment program to further prosper. AIE would still retain its oversight of the whole assessment process.
3. Promote greater interaction and dialogue between adjunct and full time faculty so that the adjunct faculty can also claim “ownership” of the assessment process. Adjunct faculty input (e.g. class schedule, course content, etc.) should also be considered and integrated in departmental or program planning.
4. Address the following concerns regarding TracDat:
  - Provide unrestricted access to TracDat so that the software is true to its marketing slogan, “access anywhere, anytime.” AIE and MIS should resolve all problems related to security issues that have resulted to the limited access of the software to GCC users this past semester.

- Standardize the format of data input for purposes of consistency (e.g., inclusion of AY info on each SLO in order to track compliance with assessment cycle schedule). Such uniformity will yield richer data when reports are generated from TracDat.
  - Develop a coding system for the use of direct (e.g. DIR) and indirect (e.g. IND) measures so that richer lessons can be gained through the use of either approach. This could lead to a more productive institutional discussion on the unique value of specific evaluation tools for program improvement. Further experimentation on measurement tools could likewise emanate from the ensuing dialogue.
  - Ensure that all survey administration will be done in TracDat after constituents have been sufficiently trained in survey design and development within TracDat itself. This will hopefully lead to improved return rates due to the resolution of logistical and access issues associated with the survey tool.
  - Continue TracDat training for all GCC users, including administrators at the level of Deans and Vice Presidents. Likewise, provide an orientation to members of the Governing Board (e.g., President, BOT members) so that they also possess a good overview of the assessment tool being used by all constituents on campus.
5. Expand strategies to generate active involvement of students in the institutional assessment process through the planned “Students’ Voice Day” where focus groups on program improvement may occur simultaneously, as facilitated by student peers themselves.

6. Sustain student participation in the Assessment committee through monthly, rather than weekly, attendance in the meetings.
7. Implement administrators' assessment survey (to include Vice Presidents, Deans, Associate Deans, among others) for the next academic year and generate meaningful data for improvement of administrative work and leadership across campus.
8. Encourage the Board of Trustees to move beyond compliance to the GCC assessment process and begin to implement systematic and regularized assessment activities for purposes of accountability and improvement.
9. Revisit, and subsequently enforce, the college policy that requires programs to engage in a meaningful dialogue with members of their Advisory Committees twice a year for purposes of curriculum improvement.
10. Develop an online tutorial for accreditors, both for TracDat and the AIE assessment website, in preparation for the upcoming accreditation team visit.
11. Revamp and update the Comprehensive Institutional Assessment Plan in keeping with the college's significant transition from the hard copy to the online environment for assessment.

With the forthcoming visit of the WASC Accreditation Team in February/March 2006, the college now stands ready to demonstrate its accreditation readiness. Furthermore, the college is prepared to show that, in a collective way, GCC constituents understand that assessment is done in part to satisfy the external pressures of accreditation but that it can not rely on this rationale alone. The college believes that assessment must be continuous and ongoing. It likewise understands that it must be systematic and regularized. Most important of all, GCC constituents believe that the true goal of assessment is the improvement of

student learning, and that the real measure of an effective institution is its ability to generate data-driven decisions that greatly impact on the quality of teaching and learning processes at the college.

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## TracDat School Code Contest Rules

Sponsored by the Office of Assessment & Institutional Effectiveness (AIE)

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

Tired of typing "schoolcode" when TracDat asks for your school code?

Tired of that plain and boring "code"?

We need your creativity to make a change.

AIE is hosting a contest to come up with a unique school code for TracDat. **All GCC employees are eligible to join.** We're looking for *one word* that reflects one or all of the criteria listed below:

1. A word which describes our resilient GCC team spirit.
2. A word which is unique to our island community and its cultural heritage.
3. A word that reflects our diversity as Guamanians.
4. A word that relates to accountability.
5. A word that leads us to our desired goal: improvement.

This word can either be in Chamorro or English. (Please provide an English translation for Chamorro word entries.)

**The prize is a smorgasbord of computer "goodies".**

Submit your winning word entry to AIE by emailing it to [assessment@guamcc.edu](mailto:assessment@guamcc.edu) on or before 12 noon, February 10, 2005 (Thursday). Join now!

Announcement of the winning school code entry will be on February 11, Friday.

This will coincide with the first TracDat Basic training for Spring semester 2005.

In order to keep abreast of the many changes we've made to TracDat (particularly in dynamic labeling), we encourage you to sign up for the training. You will learn new things, and much more! Please email Priscilla ([pcjohns@guamcc.edu](mailto:pcjohns@guamcc.edu)) or call 735-5520, 735-5523 today!

# 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.



Click here to learn about GCC's Self-Study Process and its preparation for the WASC Accreditation Team visit in Spring 2006.

"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**

Visits to this website:

009640 009641

Last site update: July 27, 2005

*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

This site is officially listed in Internet Resources for Higher Education Outcomes Assessment (January 2005).



# **AIE** Assessment & Institutional Effectiveness

[www.guamcc.edu/assessment](http://www.guamcc.edu/assessment)

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## **TRACDAT BASICS SPRING 2005 SEMESTER**

This workshop is intended for those with no previous experience with TracDat and will be offered three times over the Spring 2005 semester. Please choose only one of the sessions.

<b>Date</b>	<b>Time</b>	<b>Location</b>
February 11, 2005	9:00am-11:00am	D-7
March 4, 2005	9:00am-11:00am	D-7
April 8, 2005	3:00pm-5:00pm	D-7

## **TRACDAT REFRESHER SPRING 2005 SEMESTER**

This training is intended for TracDat users who have attended the TracDat Basics session or self-taught and need some refreshing. This training session is flexible and will be based on the specific TracDat questions of the participants during the session.

<b>Date</b>	<b>Time</b>	<b>Location</b>
February 18, 2005	9:00am-11:00am	D-7
March 18, 2005	3:00pm-5:00pm	D-7
April 15, 2005	3:00pm-5:00pm	D-7
April 22, 2005	9:00am-11:00am	D-7

## **SPECIAL TRACDAT RETREAT FOR CCA MEMBERS**

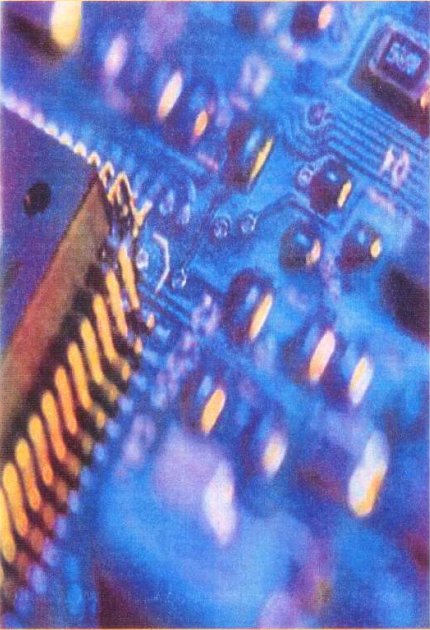
<b>Date</b>	<b>Time</b>	<b>Location</b>
February 11, 2005	11:30am-2:00pm	D-7

Register by emailing [assessment@guamcc.edu](mailto:assessment@guamcc.edu) or calling AIE 735-5520 or 735-5523.

Enrollment in each class is limited to 15 persons.

*All of the above sessions will be jointly facilitated by Priscilla Johns, and Dr. Ray Somera (AIE). Elaine Fejerang (Instructional Technology Center) will provide technical support.*

**TRACDAT**  
**@ GUAM COMMUNITY COLLEGE**  
A FLEXIBLE SOFTWARE SOLUTION FOR  
MANAGING THE COLLEGE'S COMPREHENSIVE  
ASSESSMENT PROCESS



**A**N ELECTRONIC TOOL THAT WILL  
HELP YOU ACHIEVE PROGRAM  
IMPROVEMENT



## Automating Assessment

**What is TracDat?** As we all know, GCC has been working very hard on improving its assessment of programs and support services for purposes of accountability and quality program improvement. The overall assessment program is almost four years underway and continues to move further along. We are looking at a way to assist everyone in managing the assessment process. This is where TracDat comes in. TracDat is essentially a "software application that provides academic and non-academic departments with an efficient and reliable mechanism for managing their assessment processes." For GCC's assessment endeavors, TracDat is a tool in which all the tedious reports and data-gathering activities can finally be automated.

## Frequently Asked Questions (FAQs)

**Why this product?** Faculty and administrators are interested in identifying resources to promote engagement in the assessment-based program review and planning process. TracDat is a tool that can help faculty, student services, and administrative unit personnel stay on top of the assessment process. It helps document decisions made after evaluating outcome findings, serves as a reminder that results need to be addressed, and helps you

understand how the outcomes match accreditor and institutional goals.

**Is TracDat hard to learn?** No, it is not. The templates you are currently using will map well with TracDat's fields and labels.

**Is it web-based?** Yes, users can access the application from anywhere they have an Internet connection.

**Will it do my assessment for me?** No, each department will be responsible for all data management and data maintenance activities. TracDat is a useful tool to organize voluminous information and generate reports in a timely manner.

**Where are we now with TracDat?** Recently, GCC purchased hardware and software requirements necessary to install the software. TracDat 3.0 was released in June 2003 by software vendor, Nuventive. It was successfully installed on the GCC server in July. Software training begins Spring 2004, once user training arrangements are completed.

**How do we know TracDat is for us?** In a Netmeeting held with Nuventive in Fall 2000, a selected group of faculty and staff previewed a demonstration of TracDat's features. The group felt that the software does address institutional assessment needs. In addition, the assessment staff's research with current users has yielded positive results.

## What They Say About TracDat

*The software standardizes the basic principles of assessment for users and that the university has received good technical support from Nuventive. Also, the software provides a departmental as*

*well as institutional perspective. And, the software is simple to use. So far, there have been minimal support calls. It also simplifies the feedback process. Finally, departments actually use the data collected for assessment purposes.*

Thomas Flynn, Faculty Head of Assessment  
Slippery Rock University, [thomas.flynn@sruc.edu](mailto:thomas.flynn@sruc.edu)

*It is a good organization tool for maintaining objectives and it is helpful for accreditation purposes.*

Fran Oblander, Assessment Consultant  
Mount Union College, [oblandfrw@mu.edu](mailto:oblandfrw@mu.edu)

*The institutional reporting aspect of the software is useful. Also, after the initial use of the software, not many support calls were made.*

Jeanne Williams, Curriculum Specialist  
Blackhawk Technical College,  
[jwilliams@blackhawktec.wi.us](mailto:jwilliams@blackhawktec.wi.us)

*Assessment plans can be documented and revised with minimal effort and time. TracDat facilitates completion of the feedback loop. It facilitates the use of assessment data for program improvement and allows efficient documentation of the impact of assessment activities on the educational program. Additionally, some key reports can be quickly produced with minimal demand on faculty or staff time. This allows the reporting process to keep up with the fast pace of institutional needs... Further, a wide variety of assessment data can be stored and reliably assessed.*

Mike C. Chohan, Ph.D.  
West Virginia Wesleyan College  
[chohan@wwwc.edu](mailto:chohan@wwwc.edu)

List of TracDat Training Participants  
AY 2004-2005

APPENDIX D.1

One-on-One TracDat Training AY 2004-2005

No	Participant's Name	Unit/Program	Group	Department/Group	Date	Hrs	Time
1	Barry Mead	AS	A	Tourism & Hospitality	11/07/04	2	9:00-11:00
2	Barbara Bouchard-Mellon	AS	A	Business Department	11/18/04	2	9:30-11:30
3	Sandy Balbin	CERT	A	Business Department	11/18/04	1.5	12:30-1:00
4	Bunny Sgambelluri	AS	A	Business Department	11/22/04	1	10:00-11:00
5	Julie Cruz-Jones	AS	A	Business Department	11/24/04	2	10:00-12:00
6	Bunny Sgambelluri	AS	B	Business Department	12/15/04	1	1:00-2:00
7	Bunny Sgambelluri	CERTIFICATE	B	Business	05/16/05	3	9:00-12:00
8	Joe Benavnete	AU	C	Planning & Development	10/03/04	2	9:00-10:00
9	Cecilia delos Santos	SS	C	Health Services Center	10/05/04	2	9:00-10:00
10	Cathy Gogue	AU	C	Communications & Promotions	10/06/04	1	3:30-4:30
11	Rose Cruz	AU	C	Continuing Education	10/11/04	1	10:00-11:00
12	Imelda Clymer	SS	C	Enrollment Services	10/21/04	1	11:00-12:00
13	Eric Chong	AU	C	CCA Member	11/17/04	1	10:00-11:00
14	Terry Guerrero	AU	C	Apprenticeship Training Program	11/17/04	1.5	2:30-4:00
15	Elvie Tyler	SS	C	Center for Civic Engagement	11/18/04	1	8:30-9:30
16	Eric Chong	AU	C	CCA Member	11/22/04	1	2:00-3:00
17	Dr. James Taylor	AU	C	Business & Finance	12/06/04	1.5	10:00-11:30
18	George A. Santos	AU	C	Apprenticeship Training Program	12/06/04	1.5	2:30-4:00
19	Dr. John R. Rider	AU	C	AAD VP	12/13/04	2	10:00-12:00
20	Dr. James Taylor	AU	C	Business & Finance, VP	12/20/04	2	3:00-5:00
21	Dr. James Taylor	AU	C	Business & Finance, VP	12/27/04	1	2:00-3:00
22	Dr. James Taylor	AU	C	Business & Finance, VP	12/28/04	4.5	9:30-2:00
23	Frances Benavente	AU	C	MIS	12/28/04	0.5	9:00-9:30
24	Christine Sison	SS	C	Career Placement Center	12/29/04	0.5	9:00-9:30
25	Rose Cruz	AU	C	Continuing Education	02/15/05	3	9:00-12:00
26	Lou Bautista	AU	C	BOT	03/07/05	0.5	9:00-9:30
27	Dr. James Taylor	AU	C	Vice President, BFD	03/10/05	2	10:12:00
28	Terry Barnhart	SS	C	Auxiliary Services	03/10/05	1	2:00-3:00
29	Joann Muna	AU	C	Human Resources	03/10/05	1.5	3:00-4:30
30	Christine Sison	SS	C	Career Placement Center	03/22/05	2	10:00-12:00
31	Micki Lonsdale	AU	C	Financial Aid	03/24/05	5	9:00-4:00

List of TracDat Training Participants  
AY 2004-2005

APPENDIX D.1

No	Participant's Name	Unit/Program	Group	Department/Group	Date	Hrs	Time
32	Joleen Evangelista	AU	C	Materials Management	03/25/05	1	10:00-11:00
33	Micki Lonsdale	AU	C	Financial Aid	03/25/05	1	1:00-2:00
34	Joleen Evangelista	AU	C	Materials Management	05/03/05	1	2:00-3:00
35	Dr. James Taylor	AU	C	Vice President, BFD	05/05/05	4	11:00-4:00
36	Dr. James Taylor	AU	C	Vice President, BFD	05/06/05	1	3:00-4:00
37	Joann Muna	AU	C	Human Resources	05/09/05	1	9:00-10:00
38	Joleen Evangelista	AU	C	Materials Management	05/10/05	2.5	9:30-12:00
39	Dr. James Taylor	AU	C	Vice President, BFD	05/10/05	1	2:00-3:00
40	Julie Stein	SS	C	Accommodative Services	05/16/05	1.5	2:30-4:00
41	Elvie Tyler	SS	C	Center for Civic Engagement	05/17/05	3	9:00-12:00
42	Greg Manglona	AU	C	Safety Office	05/25/05	4	9:00-12:00 & 2:00-3:00
43	Greg Manglona	AU	C	Safety Office	05/26/05	2	2:00-4:00
44	Joe Quitugua	AU	C	Facility Maintenance	05/27/05	2	2:00-4:00
45	Rachael Lee	SECOND	D	Electronics/Computer Networking	12/10/04	1.5	1:00-2:30
46	Doris Manibusan	SECOND	D	Electronics/Computer Networking	03/14/05	1	10:00-11:00
47	Doris Manibusan	SECOND	D	Electronics/Computer Networking	03/18/05	1.5	10:00-11:30

**Number of Participants  
Trained as Individuals**

Group A	5
Group B	2
Group C	37
Group D	3
<b>TOTAL</b>	<b>47</b>

**Number of Hours  
Expended**

Group A	8.5
Group B	4
Group C	65
Group D	4
<b>TOTAL</b>	<b>81.5</b>

List of TracDat Training Participants  
AY 2004-2005

APPENDIX D.1

TracDat Group Training AY 2004-2005

Participant's Name	Unit	Group	Program/Unit	Hours	Date
Blas, Doreen	AS	A	Tourism & Hospitality	1.5	12/3/2004
Cruz-Jones, Julie	AS	A	Business	2.5	3/4/2005
Gima, Wes	AS	A	Visual Communications	1.5	11/5/2004
Leon Guerrero, Cathy	AS	A	Tourism & Hospitality	1.5	12/3/2004
Leon Guerrero, Cathy	AS	A	Tourism & Hospitality/CCA Member	2.5	3/4/2005
Manibusan, Doris	AS	A	Electronics	1.5	11/12/2004
Manibusan, Doris	AS	A	Electronics	2.5	3/4/2005
Manzana, Amada	AS	A	Marketing	1.5	11/12/2004
Postronzy, Marsha	AS	A	Education/Allied Health	1.5	11/12/2004
Sgambelluri, Bunny	AS	A	Business	2.5	11/12/2004
Sukola, Kelly	AS	A	Criminal Justice/Social Science	1.5	11/12/2004
Tung, Frank	AS	A	Tourism & Hospitality	1.5	12/3/2004
Balbin, Sandy	AS	B	Business Department	2	2/18/2005
Cejoco, Jick	AS	B	Automotive	2.5	2/11/2005
Cejoco, Jick	AS	B	Automotive	2.5	3/4/2005
Teng, Zhaopei	AS	B	Computer Science	2.5	3/4/2005
Flores, Yvonne	CERTIFICATE	B	Computer Science	2	2/11/2005
Manzana, Amada	CERTIFICATE	B	Marketing	2.5	3/4/2005
Postronzy, Marsha	CERTIFICATE	B	Education	2.5	3/4/2005
Sgambelluri, Bunny	CERTIFICATE	B	Business	1.5	2/11/2005
Sukola, Kelly	CERTIFICATE	B	Criminal Justice/Social Science	2.5	3/4/2005
Barbara Bouchard-Miller	AU-CCA	C	CCA Member	1.5	2/11/2005
Barnhart, Terry	AU	C	Student Support Services	2	2/11/2005
Bouchard-Miller, Barbara	SS	C	Faculty Member	2	11/3/2004
Benavente, Frances	AU	C	MIS	1.5	11/12/2004
Benavente, Frances	AU	C	Management Information Systems	2.5	3/4/2005
Benavente, Joe	AU	C	Planning & Development	2	2/18/2005
Camacho, Johanna	AU	C	AAD Support Staff	1.5	10/15/2004
Camacho, Johanna	AU	C	AAD Support Staff	2	2/11/2005
Camacho, John C.	AU	C	Vice President, ASD	3	4/8/2005
Cathy Leon Guerrero	AU/CCA	C	CCA Faculty Member	1.5	11/3/2004
Charfauros, Gina	AU	C	Admissions & Registration	1.5	10/15/2004
Chong, Eric	AU/CCA	C	CCA Administrative Member	1.5	11/12/2004
Chong, Eric	AU/CCA	C	CCA Administrative Member	2	2/11/2005
Chong, Eric	AU/CCA	C	CCA Administrative Member	1.5	11/3/2004

List of TracDat Training Participants  
AY 2004-2005

APPENDIX D.1

Participant's Name	Unit	Group	Program/Unit	Hours	Date
Christine Matson	SS	C	Learning Resource Center	1	11/30/2004
Concepcion, Marilyn	AU	C	Admission & Registration	1.5	10/15/2004
Concepcion, Marilyn	AU	C	Admission & Registration	2.5	3/4/2005
Cruz, Rosita	AU	C	Continuing Education	1.5	11/12/2004
Dr. James Taylor	AU	C	Vice President, BFD	3	4/8/2005
Dr. John R. Rider	AU/CCA	C	CCA Administrative Member (Ex-officio)	1.5	11/3/2004
Dr. John R. Rider	AU	C	Vice President, AAD	3	4/8/2005
Dr. Michelle Santos	AU/CCA	C	CCA Administrative Member	1.5	11/3/2004
Evangelista, Joleen	AU	C	Materials Management	2	2/11/2005
Guerrero, Teresita	AU	C	Apprenticeship Training Program	1.5	10/15/2004
Manglona, Greg	AU	C	Safety Office	1.5	11/5/2004
Mason, Jamie	AU	C	Dean, TSS	3	4/8/2005
Matson, Christine	AU	C	Learning Resource Center	2.5	3/4/2005
Neff, Bob	AU	C	Learning Resource Center	1	11/30/2004
Quitugua, Jose	AU	C	Facility Maintenance	1.5	11/5/2004
Reyes, Lolita	AU	C	Asso. Dean	3	4/8/2005
Ridgell, Reilly	AU	C	Dean TPS	3	4/8/2005
Salas, Marie	AU	C	Admission & Registration	1.5	10/15/2004
Salas, Marie	AU	C	Admission & Registration	2.5	3/4/2005
Santos, George	AU	C	Apprenticeship Training Program	1.5	11/5/2004
Santos, George	AU	C	Apprenticeship Training Program	2.5	3/4/2005
Setzer II, Mike	AU/CCA	C	CCA Faculty Member	2	11/3/2004
Setzer II, Mike	AU/CCA	C	CCA Faculty Member	1.5	2/11/2005
Sgambelluri, Bunny	AU/CCA	C	CCA Faculty Member	2	3/4/2005
Sgambelluri, Juanita	SS	C	Learning Resource Center	1	11/30/2004
Souza, Sam	AU	C	TSS Associate Dean (guest)	2	2/11/2005
Delos Santos, Cecilia	SS	C	Health Service Center	2.5	3/4/2005
Duenas, Elizabeth	SS	C	Assessment & Counseling	1.5	11/5/2004
Duneas, Elizabeth	AU/CCA	C	Student Member	2	2/11/2005
Hartz, Gary	SS	C	Student Development Office	2.5	3/4/2005
Melendez Jr., William	SS	C	Student Support Services	2	2/11/2005
Roberto, Anthony	SS	C	Assessment & Counseling	1.5	10/15/2004
Sablan, Karen	SS	C	Assessment & Counseling	2	4/8/2005
San Nicolas, Anthony	SS	C	Work Experience	1.5	2/11/2005
San Nicolas, Anthony	SS	C	Work Experience	2	10/15/2004
Santos, Lillian	SS	C	Project Aim (TRIO)	1.5	11/5/2004

List of TracDat Training Participants  
AY 2004-2005

APPENDIX D.1

Participant's Name	Unit	Group	Program/Unit	Hours	Date
Sison, Christine	SS	C	Career Placement Center	1.5	10/15/2004
Stein, Julie	SS	C	Accommodative Services	2.5	3/4/2005
Terlaje, Patty	SS	C	Assessment & Counseling	1.5	10/15/2004
Terlaje, Patty	SS	C	Assessment & Counseling	1.5	2/18/2005
Tyler, Elvie	SS	C	Center for Civic Engagement	1.5	11/12/2004
Agular, Norman	Academic/Secondary	D	Tourism & Hospitality	1.5	12/3/2004
Capindo, Pearl	Academic/Secondary	D	Tourism & Hospitality	1.5	12/3/2004
Cruz, Carol R.	Academic/Secondary	D	Tourism & Hospitality	1.5	12/3/2004
Evangelista, Frank	Academic/Secondary	D	Tourism & Hospitality	1.5	12/3/2004
Evangelista, Frank	Academic/Secondary	D	Tourism & Hospitality	2	4/8/2005
Gima, Wes	Academic/Secondary	D	Visual Communications	2.5	3/4/2005
Korenko, Bill	Academic/Secondary	D	Tourism & Hospitality	1.5	12/3/2004
Seay, Susan	Academic/Secondary	D	Tourism & Hospitality	1.5	12/3/2004
Yurko, Phyllis	Academic/Secondary	D	Tourism & Hospitality	2	4/8/2005
Yurko, Phyllis	Academic/Secondary	D	Tourism & Hospitality	1.5	12/3/2004
Jacala, Barbara	SPECIAL PROJECT	D	Adult Basic Education	1.5	11/12/2004
Jacala, Barbara	SPECIAL PROJECT	D	Adult Basic Education	1.5	2/18/2005
Sarusal, Monica	SPECIAL PROJECT	D	Educational Talent Search	1.5	10/15/2004
Watson, Patrick	SPECIAL PROJECT	D	General Education	1.5	11/12/2004
Watson, Patrick	SPECIAL PROJECT	D	General Education	1.5	2/18/2005

No. Participants		Number of training hours expended	
Group A	13	Group A	20.5
Group B	9	Group B	20.5
Group C	55	Group C	104.5
Group D	14	Group D	24.5
<b>Total Participants</b>	<b>91</b>	<b>Total Hours</b>	<b>170</b>

<b>One-on-one training total hours</b>	<b>81.5</b>
<b>Group training hours</b>	<b>170</b>
<b>Total TracDat training hours for AY04-05</b>	<b>251.5</b>



# GCC ASSESSMENT MONITORING MATRIX

## GROUP A

APPENDIX E

Associate Degree Program	School	# Of Assessment Semester Goals Missed <sup>2</sup>	On-Track?	Assessment Plan Submitted/Modified? Due FA04 (10-11-04)	Data Collection Progress Report Memo?Due SP05 (3-7-05)	Assessment Report? Due FA03 (9-23-03)	Use of Assessment Results By Implementation Memo?Due SP04 (3-8-04)	Comments
1 Accounting	AAD-TSS	0	Yes	Yes inputted 11/19/04	Yes 3/8/05	Yes submitted 9/23/03	Yes 2/8/04	Last Tracdat activity 4/05.
2 Automotive Tech. - Automobile	AAD-TPS	7	No	Yes (Hard copy) submitted 10/4/04	No	No	No	Last TracDat activity 12/04.
3 Computer Science	AAD-TSS	0	Yes	Yes inputted 11/24/04	Yes 3/7/05	Yes submitted 10/15/03	Yes 3/8/04	Last TracDat activity 11/04.
4 Criminal Justice	AAD-TPS	0	Yes	Yes inputted 3/8/05	No	Yes submitted 10/27/03	Yes 3/8/04	Last Tracdat activity 4/05.
5 Culinary Arts	AAD-TPS	1	No	Yes inputted 12/29/04	Yes 3/10/05	No	Yes 11/8/04	
6 Early Childhood Education	AAD-TPS	0	Yes	Yes inputted 10/6/04	Yes 3/7/05	Yes submitted 10/17/03	Yes 3/3/04	Last TracDat activity 3/05.
7 Education	AAD-TPS	1	No	Yes inputted 10/6/04	Yes 3/7/05	No	Yes 3/8/04	Last TracDat activity 12/04.
8 Electronic Networking	AAD-TSS	5	No	Yes inputted 11/10/04	No	Yes submitted 9/10/03	No	
9 Hospitality Industry Management	AAD-TPS	1	No	Yes inputted 12/29/04	Yes 3/11/05	No	Yes 11/8/04	
10 Liberal Arts	AAD-TPS	3	No	Yes inputted 3/11/05	No	No	No	Last Tracdat activity 4/05.
11 Marketing	AAD-TPS	0	Yes	Yes inputted 10/11/04	Yes 3/7/05	Yes submitted 10/20/02	Yes 2/3/04	Last TracDat activity 5/05.
12 Medical Assisting	AAD-TPS	0	Yes	Yes inputted 10/6/04	Yes 3/7/05	Yes submitted 9/19/03	Yes 3/4/04	Last TracDat activity 6/05.
13 Office Technology	AAD-TSS	0	Yes	Yes inputted 11/29/04	Yes 3/11/05	Yes submitted 12/18/04	Yes 4/5/04	Last TracDat activity 5/05.
14 Supervision and Management	AAD-TSS	0	Yes	Yes inputted 10/8/04	Yes 3/7/05	Yes submitted 5/23/02	Yes 3/18/04	Last TracDat activity 3/05.
15 Visual Communications	AAD-TSS	3	No	Yes inputted 9/23/04	No	Yes submitted 5/14/03	No	Last TracDat activity 12/04.

<sup>1</sup> Period covered Fall 2003 - Spring 2005

<sup>2</sup> Two semester goals equals Fall/Spring of each academic year.

<sup>3</sup> On Track = Existence of plan, report, implementation memo

# GCC ASSESSMENT MONITORING MATRIX

## GROUP B

APPENDIX E

	Certificate Programs	School	# Of Assessment Semester Goals Missed <sup>2</sup>	On Track?	Assessment Plan Submitted/Modified? Due SP05 (3-7-05)	Data Collection Progress Report Memo? Due FA03 (9-23-03)	Assessment Report? Due SP04 (3-8-04)	Use of Assessment Results By Implementation Memo? Due FA04 (10-11-04)	Comments
1	Accounting Clerk	AAD-TSS	0	Yes	Yes inputted 4/7/05	Yes 9/23/03	Yes 3/9/04	Yes 10/26/04	Last TracDat activity 4/05
2	Automotive Tech. - Automobile	AAD-TPS	8	No	Yes submitted (Hard copy) 10/27/04	No	No	No	
3	Basic Surveying Technology	AAD-TPS	9	No	No	No	No	No	Program was deleted 11-1-04.
4	Computer Science	AAD-TSS	0	Yes	Yes inputted 3/7/05	Yes 10/15/03	Yes 3/10/04	Yes 10/11/04	Last TracDat activity 4/05
5	Construction Electricity	AAD-TPS	9	No	No	No	No	No	Program was deleted 10-13-04.
6	Cosmetology	AAD-TSS	3	No	Yes inputted 7/5/05	Yes 9/23/03	No	No	Last TracDat activity 7/05
7	Criminal Justice	AAD-TPS	2	No	Yes inputted 4/21/05	No	No	Yes 3/8/05	Last TracDat activity 4/05
8	Early Childhood Education	AAD-TPS	0	Yes	Yes inputted 3/10/05	Yes 9/15/03	Yes 3/8/04	Yes 10/4/04	Last TracDat activity 4/05
9	Education	AAD-TPS	0	Yes	Yes inputted 3/10/05	Yes 9/15/03	Yes 3/8/04	Yes 10/4/04	
10	Fire Science Technology	AAD-TPS	2	No	Yes inputted 3/8/05	No	No	Yes 3/8/05	
11	Medical Assisting	AAD-TPS	0	Yes	Yes inputted 3/10/05	Yes 9/15/03	Yes 9/15/03	Yes 10/11/04	Last TracDat activity 5/05
12	Office Administration	AAD-TSS	2	No	Yes inputted 3/7/05	Yes 10/15/03	No	No	Last TracDat activity 5/05
13	Refrigeration and A/C	AAD-TPS	9	No	No	No	No	No	Program was deleted 10-13-04.
14	Supervision and Management	AAD-TSS	0	Yes	Yes inputted 3/7/05	Yes 3/18/04	Yes 10/8/04	Yes 10/27/04	Last TracDat activity 5/05
15	Systems Technology	AAD-TPS	8	No	Yes inputted 3/22/05	No	No	No	Last TracDat activity 6/05
16	Welding	AAD-TPS	9	No	No	No	No	No	Program was deleted 10-13-04.

<sup>1</sup>Period covered Fall 2003 - Spring 2005

<sup>2</sup>Two semester goals equals Fall/Spring of each academic year.

<sup>3</sup>On Track = Existence of plan, report, implementation memo.

# GCC ASSESSMENT MONITORING MATRIX GROUP C

## APPENDIX E

	Admin Unit & Student Services	Division	# Of Assessment Semester Goals Missed <sup>2</sup>	On- Track?	Assessment Plan Submitted/Modified? Due FA03 (9-23-03)	Data Collection Progress Report Memo? Due SP04 (3-8-04)	Assessment Report? Due FA04 (10-11-04)	Use of Assessment Results By Implementation Memo? Due SP05 (3-7-05)	Comments
1	AAD Support Staff	AAD	1	No	Yes 10/2/03	Yes 3/8/04	Yes 10/24/04	No, due 3/7/05	Last TracDat activity 12/04
2	Accommodative Services	AAD		NEW	Yes 4/13/05				New Assessment activity effective SP2005. Last TracDat activity 6/05.
3	Admissions & Registration	AAD	0	Yes	Yes 11/7/03	Yes 3/8/04	Yes 10/27/04	Yes 3/7/05	Last TracDat activity 12/04
4	Advisement (Enrollment) Services	AAD	0	Yes	Yes 9/25/03	Yes 3/8/04	Yes 11/10/04	Yes 4/11/05	Last TracDat activity 12/04
5	Apprenticeship Training	AAD	1	Yes	Yes 10/24/03	No	Yes 12/6/04	Yes 3/7/05	Last TracDat activity 12/04
6	Assessment & Counseling	AAD	0	Yes	Yes 10/7/03	Yes /8/04	Yes 11/10/04	Yes 4/11/05	Last TracDat activity 11/04
7	Auxiliary Services	AAD		NEW	Yes 3/15/05				New Assessment activity effective SP2005. Last TracDat activity 5/05.
8	Campus Life	AAD		NEW	Yes 3/25/05				New Assessment activity effective SP2005. Last TracDat activity 5/05.
9	Career Placement	AAD	1	No	Yes 12/19/03	Yes 3/8/04	Yes 10/11/04	No, due 3/7/05	Last TracDat activity 12/04
10	Center of Civic Engagement	AAD	2	No	Yes 12/19/03	No	No	No, due 3/7/05	Last TracDat activity 12/04
11	Center of Leadership Studies	AAD	1	No	Yes 1/21/05	Yes 1/20/05	Yes 7/26/05	No, due 3/7/05	Last TracDat activity 12/04
12	Continuing Education	AAD	0	Yes	Yes 9/23/03	Yes 3/8/04	Yes 10-/11/04	Yes 3/7/05	Last TracDat activity 3/05
13	Health Services Center	AAD	0	Yes	Yes 9/18/03	Yes 3/8/04	Yes 10/11/04	Yes 3/4/05	Last TracDat activity 12/04
14	Instructional Technology Center (ITC)	AAD	0	Yes	Yes 10/3/03	Yes 11/9/04	Yes 11/9/04	Yes 3/10/05	Last TracDat activity 12/04
15	Judicial Affairs	AAD		NEW	Yes 3/22/05				New Assessment activity effective SP2005.
16	Learning Resource Center	AAD	0	Yes	Yes 9/23/03	Yes 3/8/04	Yes 10/11/04	Yes 3/7/05	Last TracDat activity 12/04
17	Student Governance	AAD		NEW	Yes 3/22/05				New Assessment activity effective SP2005.
18	Work Experience	AAD	1	Yes	Yes 12/10/03	No	Yes 11/1/04	Yes 3/7/05	Last TracDat activity 5/05
19	Facility Maintenance	ASD	2	No	Yes 10/1/03	Yes 7/25/05	No	No, due 3/7/05	Last TracDat activity 5/05

<sup>1</sup>Period covered Fall 2003 - Spring 2005

<sup>2</sup>Two semester goals equals Fall/Spring of each academic year.

<sup>3</sup>On Track = Existence of plan, report, implementation memo

# GCC ASSESSMENT MONITORING MATRIX GROUP C

APPENDIX E

	Admin Unit & Student Services	Division	# Of Assessment Semester Goals Missed <sup>2</sup>	On- Track?	Assessment Plan Submitted/Modified? Due FA03 (9-23-03)	Data Collection Progress Report Memo? Due SP04 (3-8-04)	Assessment Report? Due FA04 (10-11-04)	Use of Assessment Results By Implementation Memo? Due SP05 (3-7-05)	Comments
20	Management Information Systems (MIS)	ASD	0	Yes	Yes 9/23/03	Yes 3/8/04	Yes 10/10/04	Yes 3/7/05	Last TracDat activity 01/05
21	Planning & Development	ASD	0	Yes	Yes 10/3/03	Yes 3/1/04	Yes 10/11/04	Yes 3/31/05	Last TracDat activity 5/05
22	Safety Office	ASD	2	No	Yes 6/2/05	Yes 3/9/04	No	No, due 3/7/05	Last TracDat activity 5/05
23	Budget & Contracts	BFD	0	Yes	Yes 12/3/02	Yes 3/2/04	Yes 4/21/04	Yes 10/12/04	
24	Business Office	BFD	6	No	Yes 11/25/02	No	Yes 7/20/05	No, due 3/7/05	
25	Human Resource Office (HRO)	BFD	5	No	Yes 10/16/02	No	Yes 1/14/05	Yes 6/27/05	Last TracDat activity 6/05
26	Materials Management	BFD	5	Yes	Yes 11/25/02	No	Yes 7/25/05	Yes 7/25/05	Last TracDat activity 5/05
27	Student Financial Aid	BFD	6	No	Yes 12/4/02	No	Yes 3/22/05	No	Last TracDat activity 5/05
28	Board of Trustees	CEO	3	No	Yes	No	No	No, due 3/7/05	
29	Communications & Promotions	CEO	2	No	Yes 9/23/03	Yes 6/3/05	Yes 6/3/05	No, due 3/7/05	Last TracDat activity 6/05

<sup>1</sup>Period covered Fall 2003 - Spring 2005

<sup>2</sup>Two semester goals equals Fall/Spring of each academic year.

<sup>3</sup>On Track = Existence of plan, report, implementation memo

# GCC ASSESSMENT MONITORING MATRIX

## GROUP D

### APPENDIX E

	Special Program	Division	# Of Assessment Semester Goals Missed <sup>2</sup>	On-Track?	Assessment Plan Submitted/Modified? Due SP04 (3-8-04)	Data Collection Progress Report Memo? Due FA04 (10-11-04)	Assessment Report? Due SP05 (3-7-05)	Use of Assessment Results By Implementation Memo? Due FA03 (9-23-03)	Comments
1	Adult Basic Ed	AAD	1	No	No 10/8/01	Yes 2/4/04	Yes 6/29/05	Yes 4/22/04	ABE & ASE programs to be consolidated into one plan/report pending a memo to AIE by the author/dean. Last Plan submitted & approved 10/19/01. Last TracDat activity 6/05.
2	Adult High School Program	AAD	2	No	No 2/20/02	Yes 2/4/04	Yes 6/29/05	No	ABE & ASE programs to be consolidated into one plan/report pending a memo to AIE by the author/dean. Last Plan submitted & approved 5/13/02.
3	Automotive Technology (HS)	AAD	5	No	Yes submitted hard copy 10/6/04	No	No, due 3/7/05	No	
4	Construction Trades (HS)	AAD	6	No	No	No	No, due 3/7/05	No	No activity, CCA awaiting the approved program deletion memo
5	Electronics & Networking (HS)	AAD	5	No	Yes 11/23/04	No	No, due 3/7/05	No	Last TracDat 12/04
6	Educational Talent Search (ETS)	AAD	0	Yes	Yes 1/28/04	Yes 10/11/04	Yes 3/24/05	Yes 3/8/04	Last TracDat activity 5/05
7	General Education	AAD	1	No	Yes submitted hard copy 3/18/05		No		Approved by CCA April 2005.
8	GVB Tour Guide Certification Training	AAD	3	No	No 2/27/02	Yes 6/11/04	No, due 4/11/05	Yes 9/22/03	
9	Hospitality Institute	AAD	2	Yes	No 2/27/02	Yes 11/8/04	No, due 4/11/05	Yes 9/22/03	4/11/05 - Sent memo instead of report.
10	Marketing (HS)	AAD	0	Yes	Yes 2/13/04	Yes 10/11/04	Yes 3/14/05	Yes 10/11/03	Last TracDat activity 5/05
11	Nursing Assisting (HS)	AAD	2	No	No 2/20/02	Yes 10/4/04	No, due 3/7/05	Yes 10/31/03	Last Plan submitted & approved 2/30/02.
12	Project AIM	AAD	1	No	No 10/21/02	Yes 11/10/04	Yes 3/24/05	Yes 9/23/03	Last Plan submitted & approved 10/10/02.
13	Refrigeration & Air Conditioning (Skill Dev.)	AAD	3	No	Yes 4/8/04	No	No, due 3/7/05	No	No activity, CCA awaiting the approved program deletion memo
14	Tourism & Hospitality (HS)	AAD	2	No	No 5/1/01	Yes 11/8/04	No, due 4/11/05	Yes 9/22/03	4/11/05 - Sent memo instead of report. Last Plan submitted & approved 5/01/01.
15	Visual Communications	AAD	2	No	Yes 11/28/04	No	No, due 3/7/05	No	Last TracDat activity 12/04
16	Welding (Skill Development)	AAD	3	No	Yes 4/28/04	No	No, due 3/7/05	No	No activity, CCA awaiting the approved program deletion memo

<sup>1</sup>Period covered Fall 2003 - Spring 2005

<sup>2</sup>Two semester goals equals Fall/Spring of each academic year.

<sup>3</sup>On Track = Existence of plan, report, implementation memo

## Data Collection Memo (Template)



# Memorandum

TO: The Committee on College Assessment

FROM: (Indicate your name)  
(Name of Department/Unit/Division)

DATE:

SUBJECT: Data Collection Progress Report (DCPR) Memo for  
(Name of Program)

Group:

---

According to our CCA-approved assessment plan (Nichols' 5-column model), the department reports the following data collection efforts and activities for the above program:

Program Intended Outcomes (Column 2)	Means of Assessment and Success Criteria (Column 3)	Status of Data Collection

*Fill out, save, and send this form as a file attachment to [assessment@guamcc.edu](mailto:assessment@guamcc.edu).*

## Implementation Memo (Template)



# Memorandum

TO: The Committee on College Assessment

FROM: (Indicate your name)  
(Name of Department/Unit/Division)

DATE:

SUBJECT: Implementation of Assessment Results (IAR) Memo for  
(Name of Program)

Group:

---

The following is a summary of the actions taken by the department, which describes the steps the department has implemented in making use of our assessment results (Form A, Column 5) as well as strategies underway in carrying out our departmental/unit action plan (Form D):

Use of Assessment Results (Column 5)	Status of Implementation

## Implementation Memo (Template)

Departmental/Unit Action Plan (Form D)	Status of Implementation

*Fill out, save, and send this form as a file attachment to [assessment@guamcc.edu](mailto:assessment@guamcc.edu).*





**Office of Assessment and Institutional Effectiveness (AIE)  
Committee on College Assessment (CCA)  
Guam Community College**

**REQUEST FOR EXTENSION (FORM E)**

Requestor:

Document: ☐ Assessment Plan ☐ Data Collection Progress Report Memo  
☐ Assessment Report ☐ Implementation Memo

Date:

Length Requested:

Dept/Unit :

Program/Service Area/Admin. Unit:

Dept. Chair's/ Supervisor's Signature: \_\_\_\_\_  
 (DC = Faculty; Supervisor = Staff)

☐ 1 week  
☐ 2 weeks  
☐ 1 month  
☐ 2 months  
☐ End of  
 Semester  
 (last day of classes)

Dean's /Assoc. Dean's/Supervisor's Signature: \_\_\_\_\_

Vice President's Signature:\* \_\_\_\_\_  
 (Note: Signature implies review of request and approval)

Reason:

-----  
 For Committee Use Only

APPROVED: ☐ \_\_\_\_\_ DISAPPROVED: ☐ \_\_\_\_\_

Comments:

CCA Chair's signature: \_\_\_\_\_ Date:

- Required only for programs/units directly under the Vice Presidents.

***Fill out, save, print, get signatures and submit a hard copy to AIE, Room 2227, SSA Bldg.***

## CONSOLIDATED FEEDBACK SHEET

Group D      Secondary Program

Program Name: \_\_\_\_\_

Assessment Plan-Spring 2005

**Overall Comments:** A = Approved

**Action To Be Taken (include deadline):**

**Suggested Areas For Improvement Or Revision:**

Reviewed by dyad # \_\_\_\_\_

**Date of Review:**

Thank you for your valuable support of the campus-wide assessment effort. We at the CCA value your input and contributions.

## TracDat Data Input (Template)



# Memorandum

TO: The Committee on College Assessment (CCA)

FROM: (Indicate your name)  
(Name of Department/Unit/Division)

DATE:

SUBJECT: TracDat Data Input for (Name of Program/Student Services/Admin. Unit)

Indicate Group:

---

This is to inform you that our assessment ☐ plan or ☐ report has been updated/inputted in TRACDAT as of .

The department/administrative unit will continue to enter data electronically throughout the semester, as necessary and appropriate.

*Fill out, save, and send this form as a file attachment to [assessment@guamcc.edu](mailto:assessment@guamcc.edu).*

## TracDat Checklist for CCA Review of Assessment Plans (RAP)

Program/Unit Name \_\_\_\_\_

Author \_\_\_\_\_

Yes	Partial only	No	Data Input in the following Navigation Bars	Data Input in the following Forms/Tabs/Windows	A	NI	Notes/Comments/Suggestions for Improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment Plan	SLO/SS/Admin. Units			
				o Outcome Name (AY info included)	<input type="checkbox"/>	<input type="checkbox"/>	
				o Outcome (Description)	<input type="checkbox"/>	<input type="checkbox"/>	
				o (Start of Assessment Cycle)(mm/dd/yy)	<input type="checkbox"/>	<input type="checkbox"/>	
				o (End of Assessment Cycle)(mm/dd/yy)	<input type="checkbox"/>	<input type="checkbox"/>	
				o Indicate Timeline & Assessment Tool to be used	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Means of Assessment Tab:			
				o Means of Assessment	<input type="checkbox"/>	<input type="checkbox"/>	
			o Type	<input type="checkbox"/>	<input type="checkbox"/>		

CCA Form RAP

A = Acceptable  
NI = Needs Improvement/More Info

			Assessment Plan	○ Criterion (i.e., Criteria of Success)	<input type="checkbox"/>	<input type="checkbox"/>	
				○ Activity Schedule	<input type="checkbox"/>	<input type="checkbox"/>	
				○ Anticipated Use of Assessment Results	<input type="checkbox"/>	<input type="checkbox"/>	
				○ Add Document Link Used	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related Courses (Academic-Program Units only)	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Related Activities (Student Support & Adm./Units only)	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Related to GCC Goals	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related to Division Goals	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related to ACCJC/WASC Goals	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Custom Fields (optional)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Yes</b>	<b>Partial only</b>	<b>No</b>	<b>Data Input in the Following Navigation Bars</b>	<b>Data Input in the following</b>	<b>A</b>	<b>NI</b>	<b>Notes/Comments/Suggestions for Improvement</b>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment Process	<b>Forms/Tabs/Windows</b> Task Name Assigned To:	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Yes</b>	<b>Partial only</b>	<b>No</b>	<b>Data Input in the Following Navigation Bars</b>	<b>Data Input in the following Forms/Tabs/Windows</b>	<b>A</b>	<b>NI</b>	<b>Notes/Comments/Suggestions for Improvement</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course Assessment (for Academic Programs only)	SLOs	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Means of Assessment	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related Courses	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related to GCC Goals	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related to Division Goals	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related to ACCJC/WASC Goals	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Custom Fields (optional)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Yes</b>	<b>Partial only</b>	<b>No</b>	<b>Data Input in the Following Navigation Bars</b>	<b>Data Input in the following Forms/Tabs/Windows</b>	<b>A</b>	<b>NI</b>	<b>Notes/Comments/Suggestions for Improvement</b>

CCA Form RAP

A = Acceptable  
NI = Needs Improvement/More Info

## TracDat Plan Review Checklist

Created: March 15, 2005; rev. 3/31/05

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Activity Assessment (for SS/Adm. Units only)	Activity Objective	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Activity: Means of Assessment	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related SS/Adm. Unit Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related to GCC Goals	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related to Division Goals	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related to ACCJC/WASC Goals	<input type="checkbox"/>	<input type="checkbox"/>	

Completed/Reviewed by CCA Member: \_\_\_\_\_

Date: \_\_\_\_\_

CCA Form RAP

A = Acceptable

NI = Needs Improvement/More Info

## TracDat Checklist for CCA Review of Assessment Reports (RAR)

Program/Unit Name \_\_\_\_\_

Author \_\_\_\_\_

Yes	Partial only	No	Data Input in the following Navigation Bars	Data Input in the following Forms/Tabs/Windows	A	NI	Notes/Comments/Suggestions for Improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summary of Results	o Summary of Results (Narrative contained in box, total n included with percentages)	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		o Means of Assessment	<input type="checkbox"/>	<input type="checkbox"/>	
				o Summary of Results Type	<input type="checkbox"/>	<input type="checkbox"/>	
				o Data Source Identified	<input type="checkbox"/>	<input type="checkbox"/>	
				o Date included	<input type="checkbox"/>	<input type="checkbox"/>	
				o Answered Resolved?/Dated?	<input type="checkbox"/>	<input type="checkbox"/>	
				o Answered Criterion Related?	<input type="checkbox"/>	<input type="checkbox"/>	

CCA Form RAR



				<input type="checkbox"/> Notes included <input type="checkbox"/> No Notes in Box	<input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Use of Assessment Results & Follow Up	<input type="checkbox"/> <input type="checkbox"/>	
		<input type="checkbox"/> Summary of Results Level		<input type="checkbox"/> <input type="checkbox"/>		
		<input type="checkbox"/> Summary of Results (narrative in box)		<input type="checkbox"/> <input type="checkbox"/>		
		<input type="checkbox"/> Use of Assessment Results (detailed narrative in box, Action plan with timeline included)		<input type="checkbox"/> <input type="checkbox"/>		
		<input type="checkbox"/> Follow up indicated		<input type="checkbox"/> <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Related Data		
				<input type="checkbox"/> Results Documented, i.e. Related Document Uploaded	<input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Custom Fields (optional)	<input type="checkbox"/> <input type="checkbox"/>	

Completed/Reviewed by CCA Member: \_\_\_\_\_

Date: \_\_\_\_\_

**CCA ATTENDANCE RECORD  
WEEKLY MEETING SCHEDULE  
FOR AY 2004 - 2005**  
(August 25, 2004 to May 4, 2005)

APPENDIX G

Academic Year/Number of Meetings	Meeting Dates	Number of Attendees	Record of Absences
<b>Fall 2004</b>	August 25, 2004	11	0
	September 1, 2004	11	0
	September 8, 2004	10	1
	September 15, 2004	10	1
	September 22, 2004	11	0
	September 29, 2004	10	1
	October 6, 2004	10	1
	October 13, 2004		
	October 20, 2004		
	October 27, 2004	10	1
	November 3, 2004	9	2
	November 10, 2004	10	1
	November 17, 2004	10	1
	November 24, 2004	10	1
<b>14</b>	December 1, 2004	11	0
	December 9, 2004	11	0
<b>Spring 2005</b>	January 26, 2005	11	0
	February 2, 2005	10	1
	February 11, 2005	8	3
	February 18, 2005	7	4
	February 23, 2005	7	4
	March 2, 2005	9	2
	March 9, 2005	8	3
	March 16, 2005	5	6
	March 30, 2005	7	4
	April 6, 2005	6	5
	April 13, 2005	7	4
	April 20, 2005	9	2
	April 27, 2005	8	3
<b>* 14</b>	May 4, 2005	7	4
<b>TOTAL:</b>	<b>28</b>	<b>253</b>	<b>55</b>

\*Note: The total number of meetings includes a retreat. No minutes/update recorded for 2-11-05.

**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 I



**GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE**  
EFFECTIVE SPRING 2005

	GROUP A	GROUP B	GROUP C	GROUP D
	ASSOCIATE DEGREE PROGRAMS	CERTIFICATE PROGRAMS	STUDENT SERVICES & ADMINISTRATIVE UNITS	SPECIAL PROGRAMS
SPRING 2005	Gather data continuously; submit progress report memo (download from AIE website)  DEADLINE: MARCH 7, 2005	Review existing plan and incorporate modifications; TracDat input required  DEADLINE: MARCH 7, 2005	Implement use of assessment results; submit implementation memo (download from AIE website)  DEADLINE: MARCH 7, 2005	Prepare and submit assessment report; TracDat input required  DEADLINE: MARCH 7, 2005
FALL 2005	Prepare and submit assessment report; TracDat input required  DEADLINE: OCTOBER 3, 2005	Gather data continuously; submit progress report memo (download from AIE website)  DEADLINE: OCTOBER 3, 2005	Review existing plan and incorporate modifications; TracDat input required  DEADLINE: OCTOBER 3, 2005	Implement use of assessment results; submit implementation memo (download from AIE website)  DEADLINE: OCTOBER 3, 2005
SPRING 2006	Implement use of assessment results; submit implementation memo (download from AIE website)  DEADLINE: MARCH 13, 2006	Prepare and submit assessment report; TracDat input required  DEADLINE: MARCH 13, 2006	Gather data continuously; submit progress report memo (download from AIE website)  DEADLINE: MARCH 13, 2006	Review existing plan and incorporate modifications; TracDat input required  DEADLINE: MARCH 13, 2006
ALL 2006	Review existing plan and incorporate modifications; TracDat input required  DEADLINE: OCTOBER 9, 2006	Implement use of assessment results; submit implementation memo (download from AIE website)  DEADLINE: OCTOBER 9, 2006	Prepare and submit assessment report; TracDat input required  DEADLINE: OCTOBER 9, 2006	Gather data continuously; submit progress report memo (download from AIE website)  DEADLINE: OCTOBER 9, 2006
<b>WASC ACCREDITATION TEAM VISIT: February 2006</b>				

**MONITORING OF ASSESSMENT ACTIVITIES**  
**Groups A, B, C, D (as of Spring 2005)**

**GROUP A**

<b>PROGRAM</b>	<b>STATUS</b>
Accounting	<ul style="list-style-type: none"> <li>• Spring 2002 – Report APPROVED 10/18/02</li> <li>• Fall 2002 – No submittal (review plan-incorporate mods./health indicators due 9/29/02)</li> <li>• Spring 2003 – Progress report received 4/8/03</li> <li>• Fall 2003 – Report received 9/23/03</li> <li>• Spring 2004 – Implementation memo received 3/8/2004</li> <li>• Fall 2004 – TracDat Assessment Plan received 11/19/04</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/8/05</li> </ul>
Automotive Technology –Auto	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan APPROVED 1/28/02</li> <li>• Spring 2003 – No submittal (data/progress report due: 4/8/03)</li> <li>• Fall 2003 – No submittal (Assmt Report due: 9/23/03)</li> <li>• Spring 2004 – No submittal (Use of Results/Imp. Memo 3/8/04)</li> <li>• Fall 2004 – Plan submitted 10/4/04 (hard copy). Plan APPROVED w/minor revision 10/27/04 (hard copy)</li> <li>• Spring 2005 – No submittal (Data Collection Progress Report Memo due 3/7/05)</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01</li> <li>• Fall 2002 – Plan APPROVED 4/30/03</li> <li>• Spring 2003 – Data collection/progress report received 4/08/03, Implementation memo received 4/8/03</li> <li>• Fall 2003 – Report received 10/15/03</li> <li>• Spring 2004 – Implementation memo received 3/8/04</li> <li>• Fall 2004 – Received Plan (5-column) hard copy 10/11/04; TracDat Assmt Plan APPROVED 11/24/04</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>

PROGRAM	STATUS
Criminal Justice	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/26/01, Report APPROVED 9/11/02</li> <li>• Fall 2002 – Data collection/health indicators received 6/24/03</li> <li>• Spring 2003 – Progress report received 4/8/03</li> <li>• Fall 2003 – Report submitted 10/27/03 APPROVED 11/19/03</li> <li>• Spring 2004 – Implementation memo received 3/8/04</li> <li>• Fall 2004 – No submittal (TracDat Assmt Plan due 10/11/2004)</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/8/05, APPROVED w/minor revision 4/6/05</li> </ul>
Culinary Arts	<p>New program starts Spring 2004</p> <ul style="list-style-type: none"> <li>• Plan received 1/26/04, AP APPROVED W/REVISION 2/11/04</li> </ul> <p>ALERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>• Spring 2004 –Received data collection &amp; status of Assmt Report 6/11/04 – No submittal (Assmt Report due 5/3/04)</li> <li>• Infomational document received 6/11/04.</li> <li>• Implementation of Assessment Results Memo received 11/8/04</li> <li>• Fall 2004 – No submittal (TracDat Assmt Plan due 10/11/04), TracDat Assmt Plan received 12/29/04, CFS dtd 3/9/05 Plan pending RESUBMIT</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/10/05</li> </ul>
Early Childhood Education	<ul style="list-style-type: none"> <li>• Fall 2001/Spring 2002 – Report received 3/13/02, Report APPROVED 10/16/02</li> <li>• Fall 2002 – No submittal (data/progress report due 11/29/02)</li> <li>• Spring 2003 – Received Progress memo 4/9/03, Received use of results 5/9/03</li> <li>• Fall 2003 – Report submitted 10/17/03, APPROVED 10/9/03.</li> <li>• Spring 2004 – Received 3/3/04 Use of Results</li> <li>• Fall 2004 - TracDat Assmt Plan received 10/6/04, Plan APPROVED 11/17/04</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>

PROGRAM	STATUS
Education	<ul style="list-style-type: none"> <li>• Fall 2001/Spring 2002 – Plan received 2/20/02</li> <li>• Fall 2002 – No submittal (review plan/health indicators due 9/29/02), Received memo dtd 9/9/03 regarding data collection</li> <li>• Spring 2003 – Progress report received 4/8/03</li> <li>• Fall 2003 – No submittal (Assmt Report due 9/23/03)</li> <li>• Spring – Received Use of Results 3/8/04</li> <li>• Fall 2004 – TracDat Assmt Plan received 10/06/04, CFS dtd 12/10/04 Plan pending RESUBMIT</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>
Electronic Networking	<ul style="list-style-type: none"> <li>• Spring 2001– Plan received 11/14/01</li> <li>• Fall 2001 - Report submitted 12/04/03, RESUBMIT 1/15/03, Report submitted 5/13/03 RESUBMIT 5/15/03</li> <li>• Spring 2002 – Report received 9/2/03 RESUBMIT 9/10/03</li> <li>• Fall 2002 – No submittal (review plan-incorporate mods./health indicators due 9/29/02)</li> <li>• Spring 2003 – No submittal (data/progress report due 4/8/03)</li> <li>• Fall 2003 – No submittal (Assmt report due 9/23/03), Received memo assessment update 10/15/03</li> <li>• Spring 2004 – No submittal (use of result/imp. Memo due 3/8/04)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Plan due 10/11/04, Rec'd extension request 10/11/04 for New deadline 11/10/04, TracDat Assmt Plan received 11/10/04</li> <li>• Spring 2005 – No submittal (Data Collection Progress Report Memo due 3/7/05)</li> </ul>

PROGRAM	STATUS
Hospitality Industry Management	<p>NEW PROGRAM included in '03-04' catalog.</p> <ul style="list-style-type: none"> <li>Plan received 12/19/03, APPROVED W/REVISIONS 2/4/04</li> </ul> <p>NEW ALTERNATIVE ASSMT SCHEDULE EFF. SPRING 2004</p> <ul style="list-style-type: none"> <li>Due 3/18/04 – Received Data collection memo 6/11/04 &amp; Received informational document 6/1/104</li> <li>Fall 2004 - No submittal (TracDat Assmt Plan due 10/11/04), Implementation of Assessment Results Memo received 11/8/04, TracDat Assmt Plan received 12/29/04, CFS dtd 3/9/05 Plan pending RESUBMIT</li> <li>Spring 2005 – Data Collection Progress Report Memo received 3/11/05</li> </ul>
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"> <li>Fall 2003 – No submittal (Plan re-submittal due 2/25/04)</li> <li>Received 5 column model 2/4/04</li> <li>Spring 2004 – No submittal (data collection memo due 3/18/04)</li> <li>Fall 2004 – No submittal (TracDat Assmt Plan due 10/11/04)</li> <li>Spring 2005 – TracDat Assmt Plan received 3/11/05, CFS dtd 4/12/05 Plan pending RESUBMIT due 5/10/05 – No submittal</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>Spring 2002 – Plan received 10/08/01, Report submitted 5/23/02 REVISION APPROVED 10/2/02</li> <li>Fall 2002 – No submittal (review plan/health indicators due 11/29/02)</li> <li>Spring 2003 – Progress memo received 4/7/03, Report submitted 9/23/03</li> <li>Spring 2004 – Received implementation memo 2/13/04</li> <li>Fall 2004 – TracDat Assmt Plan received 10/11/04, CFS dtd 11/18/04 Plan pending RESUBMIT due 11/30/04, TracDat Assmt Plan resubmission received 11/30/04; CFS dtd 4/15/05 Plan pending RESUBMIT, TracDat Assmt Plan resubmission received 5/11/05</li> <li>Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>



PROGRAM	STATUS
Medical Assisting	<ul style="list-style-type: none"> <li>• Spring 2001/Fall 2001 – Plan received 10/15/01</li> <li>• Fall 2001 – Report received 5/14/02</li> <li>• Spring 2002 – Report received &amp; APPROVED 10/9/02</li> <li>• Fall 2002 – No submittal (review plan/health indicators due 11/29/02)</li> <li>• Spring 2003 – Progress report submitted 4/9/03, Received use of results 5/8/03</li> <li>• Fall 2003 – Report received 9/19/03 APPROVED w/minor revisions per CFS 10/24/03</li> <li>• Spring 2004 – Received Use of Results 3/4/04</li> <li>• Fall 2004 – TracDat Assmt Plan received 10/6/04, CFS dtd 12/6/04 Plan pending RESUBMIT, TracDat Assmt Plan APPROVED 4/12/05</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>
Office Technology	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 2/25/02, REVISE plan received 4/25/02, Report received 5/15/02 and APPROVED 10/30/02</li> <li>• Received 5 column model &amp; program data information &amp; APPROVED 10/30/02</li> <li>• Fall 2003 – Report received 11/20/03 , REVISED plan received 2/18/04</li> <li>• Spring 2003 – Received Progress report 4/8/03</li> <li>• 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</li> <li>• Received 5 column model &amp; health indicators on 3/15/04, APPROVED 3/24/04</li> <li>• Spring 2004 – Received Implementation memo 4/5/04</li> <li>• Fall 2004 – No submittal (TracDat Assmt Plan due 10/11/04); Extension request received 11/8/04 due 11/29/04, TracDat Assmt Plan received 11/29/04, CFS, dtd 12/6/04 Plan pending RESUBMIT due 12/13/04</li> <li>• Spring 2005 – TracDat Assmt Plan resubmission received 3/11/05, CFS dtd 4/12/05 Plan pending RESUBMIT due 5/10/05, TracDat Assmt Plan resubmission received 5/13/05; Data Collection Progress Report Memo received 3/11/05</li> </ul>

PROGRAM	STATUS
Supervision & Management	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01, Report received 5/23/02 APPROVED 9/11/02</li> <li>• Fall 2002 – No submittal (review plan/health indicators due 11/29/02)</li> <li>• Spring 2003 – Progress report received 4/8/03</li> <li>• Fall 2003 – No submittal (Assmt Report due 9/23/03), new timeline Plan due 12/19/03</li> <li>• Spring 2004 – Progress report received 3/18/04</li> <li>• Fall 2004 – Revised plan received and APPROVED 3/24/04</li> <li>• Fall 2004 – Received Plan (hard copy) 10/8/04 and close-out plan for Fall 2004, Received extension request 10/11/04 new deadline 10/27/04; CFS dtd 12/01/04 Plan pending RESUBMIT due 12/14/04, TracDat Assmt Plan received 12/22/04</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>
Visual Communication	<ul style="list-style-type: none"> <li>• Fall 2002 – Report Resubmitted 5/14/03</li> <li>• Spring 2003 – No submittal (data/progress report due: 4/8/03)</li> <li>• Fall 2003 – Plan submitted 9/23/04</li> <li>• Spring 2004 – No submittal (Use of Results/Imp. Memo due: 3/8/04)</li> <li>• Fall 2004 – Plan REVISED resubmitted 4/21/04; Received extension request for new deadline 10/29/04; CFS dtd 12/2/04 Plan RESUBMIT due on 12/29/04, TracDat Assmt Plan received resubmission on 12/29/04 but no modifications in TracDat has been made as per memo dtd 2/9/05 “Monthly Highlights of CCA Assessment Activities”</li> <li>• Spring 2005 – No submittal (Data Collection Progress Report Memo due 3/7/05)</li> </ul>

## MONITORING OF ASSESSMENT ACTIVITIES

## GROUP B

PROGRAM	STATUS
Accounting Clerk	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01, Revised Plan received 4/19/02, Report received 5/13/02 APPROVED 10/18/02</li> <li>• Fall 2002 - Implementation memo received 12/3/02</li> <li>• Spring 2003 – No submittal (review plan/health indicators due 4/8/03)</li> <li>• Fall 2003 – Progress Report received 9/23/03</li> <li>• Spring 2004 – Report received 3/9/04, Report APPROVED BY CCA 4/21/04</li> <li>• Fall 2004 – Received Implementation memo 10/26/04</li> <li>• Spring 2005 – TracDat Assmt Plan received 4/7/05, APPROVED 4/12/05</li> </ul>
Automotive Technology – Auto	<ul style="list-style-type: none"> <li>• Fall 2002 – Report resubmitted 5/14/03 (Use of Results/Imp. Memo due 9/29/02)</li> <li>• Spring 2003 – No submittal (review plan-incorporate mods./health indicators due 4/8/03)</li> <li>• Fall 2003 – No submittal (data/progress report due:9/23/03)</li> <li>• Spring 2004 – No submittal (Assmt Report due: 4/8/04)</li> <li>• Fall 2004 – Plan submitted 10/04/04 (hard copy), APPROVED 10/27/04</li> <li>• Spring 2005 – No submittal (TracDat Assmt Plan due 3/7/05)</li> </ul>
Basic Surveying Technology	<p>DELETED 3/10/04; deleted after the print of 2004-2005 catalog.</p> <p>Memo dtd 2/12/04 To: Reilly Ridgell, Dean TPS, memo indicated Basic Surveying Technology (Certificate) needs to start with an assessment Plan.</p> <p>11/8/04 – CCA is awaiting the approved program deletion memo.</p> <p>“no assessment activity”</p> <p>DELETED VIA CURRICULUM DELETION MEMO DTD 4-8-05.</p>

PROGRAM	STATUS
Computer Science	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 5/13/02, Report received 10/01/02, Revised Report received 10/22/02 APPROVED 10/30/02</li> <li>• Fall 2002- Implementation memo received 12/3/02</li> <li>• Spring 2003 – No submittal (review plan/health indicators due 4/8/03)</li> <li>• Fall 2003 – Progress report received 10/15/03</li> <li>• Spring 2004 – Report received 3/10/04 , RESUBMIT 4/21/04</li> <li>• Fall 2004 – Implementation memo received 10/11/04</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/7/05; CFS dtd 4/6/05 Plan RESUBMIT due 5/10/05; TracDat Assmt Plan resubmission received 4/20/05</li> </ul>
Construction Electricity	<ul style="list-style-type: none"> <li>• NO FILES</li> </ul> <p>Memo dtd 2/12/04 To: Reilly Ridgell, Dean TPS, memo indicated Basic Surveying Technology (Certificate) needs to start with an assessment Plan.</p> <p>11/8/04 – CCA is awaiting the approved program deletion memo.</p> <p>“no assessment activity”</p> <p><b>CURRICULUM DELETION MEMO DTD 4-8-05.</b></p>
Cosmetology	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01</li> <li>• Fall 2002- No submittal (Use of Results/Imp. Memo due 9/29/02)</li> <li>• Spring 2003 – No submittal (review plan-incorporate mods./health indicators due 4/8/03)</li> <li>• Fall 2003 –Received data collected memo 9/23/03 &amp; Received used of results memo 9/29/03</li> <li>• Memo rec'd 3/28/03 indicated response to Assmt Feedback Sheet</li> <li>• Spring 2004 – No submittal (Assmt report due 3/8/04)</li> <li>• Fall 2004 – No submittal (Implementation memo due 10/11/04)</li> <li>• Spring 2005 – TracDat Assmt Plan received 7/5/05</li> </ul>

PROGRAM	STATUS
Criminal Justice	<p>Assessment begins Fall 2003 per DC memo 4/16/03 indicated in Matrix</p> <ul style="list-style-type: none"> <li>• Spring 2002 – Report received 5/23/02 APPROVED 9/11/02</li> <li>• Spring 2003 – Progress memo received 4/8/03 w/health indicators</li> </ul> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>• Spring 2004 – Plan received 3/17/04 APPROVED W/REVISION 4/21/04 , REVISED Plan received 5/6/04</li> </ul> <p>****</p> <ul style="list-style-type: none"> <li>• Fall 2004 –No submittal (Implementation memo due 10/11/04)</li> <li>• Spring 2005 – Implementation of Results Memo received 3/8/05, No submittal of TracDat Assmt Plan due 3/7/05.</li> </ul>
Early Childhood Education	<ul style="list-style-type: none"> <li>• Fall 2002 – No submittal (use of results/implementation memo due 11/29/02)</li> <li>• Spring 2003 – No submittal (review plan/health indicators due 3/8/03), Implementation memo received 4/8/03</li> <li>• Fall 2003 – Progress report received 9/15/03</li> <li>• 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</li> <li>• Fall 2004 – Received Implementation memo 10/4/04</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/10/05; APPROVED w/minor revisions 4/6/05</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Fall 2002 – No submittal (use of results/imp. memo due 11/29/02)</li> <li>• Spring 2003 –No submittal of health indicators due 4/8/03), Received Progress report 4/8/03</li> <li>• Fall 2003 – Progress report received 9/15/03</li> <li>• 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</li> <li>• Fall 2004 – Received Implementation memo 10/4/04</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/10/05; CFS dtd 4/13/05 Plan RESUBMIT due 5/10/05; TracDat Assmt Plan resubmission received 5/10/05</li> </ul>

PROGRAM	STATUS
Fire Science Technology	<p>Assessment begins Fall 2003 per DC memo 4/16/03 indicated in Matrix</p> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>Received Plan 12/19/03, APPROVED 2/4/04</li> <li>Spring 2004 – No submittal (data collection due 3/18/04, No submittal (Assmt. Report due 5/3/04)</li> </ul> <p>***</p> <ul style="list-style-type: none"> <li>Fall 2004 – No submittal (Implementation memo due 10/11/04)</li> <li>Spring 2005 – Implementation of Assmt Results Memo received 3/8/05, TracDat Assmt Plan received 3/8/05, Pending CCA review</li> </ul>
Medical Assisting	<ul style="list-style-type: none"> <li>Fall 2002 – No submittal (use of result/imp. memo due 11/29/02)</li> <li>Spring 2003 – Progress report received 4/9/03, No submittal (health indicator due 4/8/03)</li> <li>Fall 2003 – Progress report received 9/15/03</li> <li>Spring 2004 – Report received 3/8/04, APPROVED W/REVISIONS 3/24/04, REVISED Report received 4/1/04</li> <li>Fall 2004 – Received Implementation memo 10/11/04</li> <li>Spring 2005 – TracDat Assmt Plan received 3/10/05 and on 5/13/05</li> </ul>
Office Administration	<ul style="list-style-type: none"> <li>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</li> <li>Fall 2002 – Implementation memo received 12/3/02</li> <li>Spring 2003 – No submittal (review plan/health indicators due 4/8/03)</li> <li>Fall 2003 – Progress Report received 10/15/03</li> <li>Email from Dan G, to Sandy subject: Request for Extension dated 12/10/03</li> <li>Spring 2004 – No submittal (Assmt report due 3/8/04), Received extension request 10/27/04, new deadline 12/1/04.</li> <li>Fall 2004 – New Assmt Reporting deadline due 3/7/05: Assmt Report, Implementation Memo and Revised Plan</li> <li>Spring 2005 – TracDat Assmt Plan received 3/7/05, CFS dtd 4/13/05 Plan RESUBMIT due 5/10/05, TracDat Assmt Plan resubmission received 5/20/05</li> </ul>

PROGRAM	STATUS
Refrigeration & A/C	<ul style="list-style-type: none"> <li>• NO FILES</li> <li>• Memo dtd 4/1/04 To: Dean, TPS fr: Dan G. indicates "PLAN. TABLED pending further deliberation"</li> </ul> <p>*Refrigeration &amp; 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> <ul style="list-style-type: none"> <li>• Fall 2004 – No submittal (Implementation memo due 10/11/04); DELETION MEMO @ President's Office.</li> <li>• Spring 2005 – No submittal (TracDat Assmt Plan due 3/7/05); CCA AWAITING THE APPROVED PROGRAM DELETION MEMO</li> </ul> <p>CURRICULUM DELETION MEMO DTD 4-8-05.</p>
Supervision & Management	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01, Report received 5/23/02 APPROVED 9/11/02</li> <li>• Fall 2002- No submittal (use of results/imp. memo due 11/29/02)</li> <li>• Spring 2003 – No submittal (review plan/health indicators due 4/8/03)</li> <li>• Fall 2003 – Progress report received 4/8/03</li> <li>• Memo dated 8/27/03, sub: Assessment Recognition indicated data collection due 9/23/03</li> <li>• Memo 9/23/03. Advised program that their new and revitalized Assmt Plan is due on 12/19/03</li> <li>• 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</li> </ul> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>• Spring 2004 – Data collection/Progress report received 3/18/04, - No submittal (Assmt Report due 5/3/04)</li> </ul> <p>****</p> <ul style="list-style-type: none"> <li>• Fall 2004 – Received extension request 10/11/04 new deadline 10/27/04. Received Implementation memo 10/27/04.</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/7/05, CFS dtd 5/4/05 Plan RESUBMIT due 5/10/05; TracDat Assmt Plan resubmission received 5/20/05</li> </ul>

PROGRAM	STATUS
Systems Technology	<ul style="list-style-type: none"> <li>• NO FILES</li> <li>• Matrix indicates: No assessment activity since Spring 2001. Listed in 2004-2005 catalog.</li> <li>• Fall 2004 – No submittal (Implementation memo due 10/11/04), Memo dtd 12/13/04 requesting for a plan. TracDat Assmt Plan received 12/30/04; CFS dtd 1/26/05 Plan RESUBMIT due 3/18/05.</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/22/05; CFS dtd 4/20/05 Plan RESUBMIT due 5/10/05; TracDat Assmt Plan resubmission received 6/9/05</li> </ul>
Welding	<ul style="list-style-type: none"> <li>• NO FILES</li> <li>• Memo dtd 4/1/04 To: Dean, TPS fr: Dan G., indicates “PLAN. TABLED pending further deliberation”</li> <li>• Matrix indicates: No assessment activity since Spring 2001</li> <li>• Fall 2004 - No submittal (Implementation memo due 10/11/04); DELETION MEMO @ President's Office.</li> <li>• Spring 2005 - No submittal (TracDat Assmt Plan due 3/7/05); CCA AWAITING THE APPROVED PROGRAM DELETION MEMO</li> </ul> <p>CURRICULUM DELETION MEMO 4-8-05.</p>



## MONITORING OF ASSESSMENT ACTIVITIES

## GROUP C

PROGRAM	STATUS
AAD Support Staff	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan received 5/10/02 APPROVED 9/04/02, REPORT received 12/4/02 APPROVED 1/15/03</li> <li>• Spring 2003 – Implementation memo received 4/8/03</li> <li>• 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)</li> <li>• Received 5 column model &amp; data information 3/20/03.</li> <li>• Spring 2004 – Progress Report received 3/8/04</li> <li>• Fall 2004 – Received extension request 10/12/04 for New deadline 10/27/04; Received TracDat Assmt Report 10/27/04; CFS dtd 3/18/04 Report RESUBMIT due 11/30/04, TracDat Assmt Report resubmission received 11/30/04, DYAD still needs to review report resubmission for CCA deliberation</li> <li>• Spring 2005 – No submittal (Implementation memo due 3/7/05)</li> </ul>
Accommodative Services	<p>New Assessment Activity effective SP2005.</p> <ul style="list-style-type: none"> <li>• Spring 2005 – TracDat Assmt Plan received 4/13/05, CFS dtd 5/4/05 Plan RESUBMIT due 5/10/05, TracDat Assmt Plan resubmission received 6/16/05</li> </ul>
Admissions & Records	<ul style="list-style-type: none"> <li>• Spring 2001- Plan received (no date)</li> <li>• Fall 2001 - Report received 12/10/01</li> <li>• Spring 2003 – Implementation memo received 4/8/03</li> <li>• Fall 2003 – Plan received 11/7/03 APPROVED 10/22/03</li> <li>• Spring 2004 – Progress Report received 3/8/04</li> <li>• Fall 2004 – Received extension request 10/12/04 for New deadline 10/27/04; Received TracDat Assmt Report 10/27/04; CFS dtd 12/16/04 Report RESUBMIT due 12/20/04, TracDat Assmt Report resubmission received 12/22/04, DYAD still needs to review report resubmission for CCA deliberation</li> <li>• Spring 2005 – Implementation memo received 3/7/05</li> </ul>

PROGRAM	STATUS
Advisement (Enrollment) Services	<ul style="list-style-type: none"> <li>• Spring 2001 – Plan received 11/14/01</li> <li>• Fall 2001 - REVISED Plan received 2/13/02 &amp; 4/12/02</li> <li>• Fall 2002 – Report received 9/18/02</li> <li>• Spring 2003 – Implementation memo received 4/10/03</li> <li>• Fall 2003 – Plan received 9/25/03, APPROVED W/MINOR CHANGES 10/22/03</li> <li>• Spring 2004 – Progress memo received 3/8/04</li> <li>• Fall 2004 – Received extension request for TracDat Assmt Report on 10/11/04 New deadline 11/10/04, TracDat Assmt Report received 11/10/04, CFS dtd 12/16/04 Report RESUBMIT due 12/21/04. Pending report resubmission.</li> <li>• Spring 2005 – Implementation memo received 4/11/05</li> </ul>
Apprenticeship Training	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 12/03/01, Report received 6/4/02 APPROVED</li> <li>• Spring 2002 – Report received 4/11/03</li> <li>• Fall 2002 – Plan received 7/16/03</li> <li>• 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</li> <li>• Fall 2003 – Plan received 10/24/03, Plan received 12/3/03 APPROVED W/REVISIONS 12/10/03, REVISED Plan received 3/11/04</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04, Received extension request 10/22/04 for new deadline 11/22/04</li> <li>• Fall 2004 – TracDat Assmt Report received 12/6/04; APPROVED 12/9/2004</li> <li>• Spring 2005 – Implementation memo received 3/7/05</li> </ul>

PROGRAM	STATUS
Assessment & Counseling	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 10/8/01, Report received 12/6/01</li> <li>• Fall 2002 – No submittal (Assmt Report)</li> <li>• Spring 2003 – Implementation memo received 4/8/03</li> <li>• 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)</li> <li>• Spring 2004 – Progress report received 3/8/04</li> <li>• Fall 2004 – Received extension request for TracDat Assmt Report on 10/11/04 for New deadline 11/10/04, TracDat Assmt Report received 11/10/04, Memo dtd 1/4/05 to Dean, TSS, CCA deliberated RESUBMIT, Pending report resubmission</li> <li>• Spring 2005 – Implementation memo received 4/11/05</li> </ul>
Auxiliary Services	<p>New Assessment activity effective SP2005</p> <ul style="list-style-type: none"> <li>• Assessment Deadline 12/31/04 to submit plan, Request for extension received for plan on 3/10/05, new deadline 3/24/05.</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/15/05, CFS dtd 4/27/05 Plan RESUBMIT due 5/10/05, Request for extension (email) new deadline 5/31/05, TracDat Assmt Plan resubmission received 5/16/05.</li> </ul>
Board of Trustees/Foundation Board	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan received, Report received 1/30/03</li> <li>• Spring 2003 – Implementation memo received 5/19/03</li> <li>• Fall 2003 – No submittal (review plan/health indicators due 9/23/03)</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – TracDat Assmt Plan inputted.</li> </ul>

PROGRAM	STATUS
Budget & Contracts	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan APPROVED 12/04/02</li> <li>• Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03)</li> <li>• Fall 2003 – No submittal (review plan-incorporate mods./health indicator due 9/23/03)</li> <li>• Spring 2004 – CFS indicated the CCA met on 4/1/04 &amp; discussed the Program Review &amp; Outcome Assessment submitted. CCA APPROVAL. Received progress report 3/2/04</li> <li>• Fall 2004 – REPORT submitted APPROVED 4/21/04.</li> <li>• Spring 2005 – Received Implementation memo 10/11/04, Memo dtd 5/11/05 – A plan will be turn in on 10/2/05 to start new cycle to be in line with all Business &amp; Finance Departments.</li> </ul>
Business Office	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan submitted 11/25/02 APPROVED 12/04/02</li> <li>• Fall 2002 – No submittal (Assmt Report due 12/03/02)</li> <li>• Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03)</li> <li>• Fall 2003 – No submittal (review plan-incorporate mods/health indicators due 9/23/03)</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04)</li> <li>• Received 4/6/04 memo regarding Business &amp; Finance Office (informational memo)</li> </ul> <p>Matrix indicates: No follow-up activity after approval of assessment plan.</p> <ul style="list-style-type: none"> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – No submittal (Implementation memo due 3/7/05), Received memo dtd 3/16/05 – TracDat entry on going, will be complete and up to date by 6/30/05. Received TracDat Assmt Report 7/20/05.</li> </ul>
Campus Life	<p>New Assessment activity effective SP2005</p> <ul style="list-style-type: none"> <li>• Spring 2005 – TracDat Assmt Plan received 3/25/05, CFS dtd 4/24/05 Plan RESUBMIT due 5/10/05; TracDat Assmt Plan resubmission received 5/13/05</li> </ul>

PROGRAM	STATUS
Career Placement	<ul style="list-style-type: none"> <li>Fall 2003 – Plan received 12/19/03 APPROVED 2/04/04</li> </ul> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>Spring 2004 – Data collection/Progress report received 3/8/04</li> </ul> <p>***</p> <ul style="list-style-type: none"> <li>Fall 2004 – Received extension request for TracDat Assmt Report on 10/11/04 New deadline 11/10/04; TracDat Assmt Report received 11/10/04; CFS dtd 12/1/04 Report RESUBMIT due 12/23/04; TracDat Assmt Report resubmission received 1/21/05, DYAD still needs to review report resubmission for CCA deliberation</li> <li>Spring 2005 – Email dtd 3/4/05 indicated that a implementation will not be required on 3/7/05 until such time a CCA member meets with Author.</li> </ul>
CCA/AIE	<ul style="list-style-type: none"> <li>TracDat Assmt Plan – inputted</li> </ul>
Center of Civic Engagement	<ul style="list-style-type: none"> <li>Fall 2003 – Plan received 12/19/03, Plan RESUBMIT on 2/4/04, Revised Plan received 11/18/04, Memo dtd 12/6/04 Plan (hard copy) rated RESUBMIT</li> <li>Spring 2004 – Progress report received 3/8/04</li> <li>Fall 2004 – Request for extension for Assmt Report received on 10/11/04 new deadline 11/10/04</li> </ul> <p>*** Memo dtd 11/23/04 Assessment Plan Updates:</p> <ul style="list-style-type: none"> <li>- Data Collection due 12/31/04 – No submittal</li> <li>- TracDat Assmt Report due 1/15/05 – No submittal</li> </ul> <ul style="list-style-type: none"> <li>Spring 2005 – No submittal (Implementation memo due 3/7/05)</li> </ul>

PROGRAM	STATUS
Center of Leadership Studies	<ul style="list-style-type: none"> <li>• Spring 2003 – Progress report received 6/3/03</li> <li>• Fall 2003 – Plan received 12/8/03, RESUBMIT received 2/4/04, Revised Plan received 2/16/04, RESUBMIT Plan on 11/18/04, APPROVED 12/9/04</li> <li>• Spring 2004 - Progress Report received 3/8/04</li> </ul> <p>*** Memo dtd 11/23/04 Assessment Plan Updates:</p> <ul style="list-style-type: none"> <li>- Data Collection due 12/31/04 – received 1/20/05</li> <li>- TracDat Assmt Report due 1/15/05 – No submittal</li> </ul> <ul style="list-style-type: none"> <li>• Fall 2004 – Data Collection Progress Report received 1/20/05, TracDat Assmt Plan received 1/21/05, DYAD still needs to review report resubmission for CCA deliberation</li> <li>• Spring 2005 – No submittal (Implementation memo due 3/7/05), TracDat Assmt. Report received 7/26/05</li> </ul>
Communications & Promotions	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 10/9/02, APPROVED 10/16/02</li> <li>• Fall 2002 – Report received 10/9/02, APPROVED 10/30/02</li> <li>• Spring 2003 – Report received 5/20/03 &amp; 5/21/03 , Implementation memo received 8/10/03</li> <li>• Fall 2003 – Plan received 9/23/03, REVISED Plan received 1/27/04, RESUBMIT 2/11/04, Plan received 6/20/04, <b>APPROVED W/5 Column received 9/21/04</b></li> <li>• Spring 2004 – No submittal (data/progress report)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 6/3/05; TracDat Assmt Report received 6/3/05.</li> </ul>
Continuing Education	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 5/1/02, APPROVED 9/4/02</li> <li>• Fall 2002 - Report received 11/27/02 APPROVED 1/15/03</li> <li>• Spring 2003- Implementation memo received 4/8/03</li> <li>• Fall 2003 – Plan received 9/23/03</li> <li>• Spring 2004 – Progress report received 3/8/04</li> <li>• Fall 2004 – Received Report (hard copy) 10/11/04, APPROVED 12/3/04</li> <li>• Spring 2005 – Implementation memo received 3/7/05</li> </ul>

PROGRAM	STATUS
Facility Maintenance	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 5/14/02, REVISED Plan received 10/11/02, APPROVED 10/23/02</li> <li>• 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</li> <li>• Spring 2003 – Implementation memo received 8/8/03</li> <li>• Fall 2003 – Plan received 10/1/03, Plan (new template) received 10/13/03, REVISED Plan received 12/10/03</li> <li>• Spring 2004 – No submittal (data/progress memo)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04), Request for extension received 12/2/04 new deadline 1/03/05</li> <li>• Spring 2005 – No submittal (Implementation memo due 3/7/05), Received Data Collection Memo 7/25/05.</li> </ul>
Health Services Center	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01</li> <li>• Fall 2002 - Report received 12/3/02, APPROVED 1/15/03</li> <li>• Spring 2003 – Implementation memo received 4/8/03</li> <li>• Fall 2003 – Plan received 9/18/03, RESUBMIT 10/8/03, REVISED Plan received 11/19/03, APPROVED W/REVISIONS 12/3/03</li> <li>• Spring 2004- Progress report received 3/8/04</li> <li>• Fall 2004 – Received TracDat Assmt Report 10/11/04, APPROVED 11/24/04</li> <li>• Spring 2005 – Implementation memo received 3/4/05</li> </ul>

PROGRAM	STATUS
HRO	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan submitted APPROVED 10/16/02</li> <li>• Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03)</li> <li>• Fall 2003 – No submittal (review plan-incorporate mods./health indicators due 9/23/03)</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04)</li> </ul> <p>Matrix indicates: No follow-up activity after approval of assessment plan.</p> <ul style="list-style-type: none"> <li>• Received 4/6/04 memo regarding Business &amp; Finance Offices (informational memo)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – Assmt Report (hard copy) received 1/14/05; APPROVED 3/2/05, TracDat Assmt Report APPROVED 5/4/05, Implementation memo received 6/27/05</li> </ul>
Instructional Technology Center	<ul style="list-style-type: none"> <li>• Spring 2002 – REVISED Plan received 10/28/02, APPROVED W/CHANGES 10/30/02</li> <li>• Spring 2003 – Report received 4/30/03, APPROVED W/MINOR REVISIONS 5/14/03, Implementation memo received 8/13/03</li> <li>• Fall 2003 – Plan received 10/3/03, REVISED Plan received 10/31/03, APPROVED 11/26/03</li> <li>• Spring 2004 – Progress report received 4/8/04</li> <li>• Fall 2004 – Received extension request for TracDat Assmt Report on 10/11/04 New deadline 10/29/04, TracDat Assmt Report received 11/9/04, APPROVED 12/9/04</li> <li>• Spring 2005 – Implementation memo received 3/10/05</li> </ul>
Judicial Affairs	<p>New Assessment activity effective SP2005</p> <ul style="list-style-type: none"> <li>• TracDat Assmt Plan received 3/22/05, CFS dtd Plan RESUBMIT due 5/10/05, No action taken pending Gary's position status as of email 5/12/05</li> </ul>



PROGRAM	STATUS
Learning Resources Center	<ul style="list-style-type: none"> <li>• Spring 2002 – Report received 5/16/02, APPROVED 9/18/02</li> <li>• Spring 2003 – Implementation memo received 4/11/03</li> <li>• Fall 2003 – Plan received 9/23/03, APPROVED W/REVISIONS 10/15/03, health indicators received 9/23/03</li> <li>• Spring 2004 – Progress Report / data collection received 3/8/04</li> <li>• Fall 2004 – Received TracDat Assmt Report 10/11/04; APPROVED w/minor modifications 12/10/04</li> <li>• Spring 2005 – Implementation memo received 3/4/05</li> </ul>
Management Information Systems	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 11/6/02, APPROVED 11/20/02</li> <li>• Fall 2002 – Report received 5/2/03, APPROVED W/MNOR CHANGES 5/15/03</li> <li>• Spring 2003 – Implementation memo received 8/15/03</li> <li>• Fall 2003 – Plan received 9/23/03, REVISED Plan received 12/9/03, Plan w/changes received 12/30/03, APPROVED 1/28/04</li> <li>• Spring 2004 – Progress memo received 3/8/04</li> <li>• Fall 2004 – Received TracDat Assmt Report 10/10/04; APPROVED 12/2/04</li> <li>• Spring 2005 – Implementation memo received 3/7/05</li> </ul>
Materials Management/Procurement	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan submitted 11/25/02 APPROVED 12/04/02</li> <li>• Fall 2002 – No submittal (Assmt Report due 12/03/02)</li> <li>• Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03)</li> <li>• Fall 2003 – No submittal (review plan-incorporate mods./health indicators due 9/23/03)</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04)</li> </ul> <p>Matrix indicates: No follow-up activity after approval of assessment plan.</p> <ul style="list-style-type: none"> <li>• Received 4/6/04 memo regarding Business &amp; Finance Offices (informational memo)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – TracDat Assmt Report APPROVED w/ minor work 5/3/05, CFS dtd 5/3/05, due Implementation memo on 5/31/05, Received Implementation memo on 7/25/05.</li> </ul>

PROGRAM	STATUS
Planning & Development	<ul style="list-style-type: none"> <li>• 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</li> <li>• Spring 2003 – Implementation memo received 8/15/03</li> <li>• Fall 2003 – Plan received 10/3/03, RESUBMIT Plan 11/4/03, APPROVED W/REVISIONS 11/26/03, REVISED Plan received 12/15/03</li> <li>• Spring 2004 – Progress memo received 3/1/04</li> <li>• Fall 2004 – Received TracDat Assmt Report 10/11/04, CFS dtd 1/27/05 Report RESUBMIT, TracDat Assmt Report resubmission received 3/18/05, APPROVED w/ modifications 4/27/05, TracDat Assmt Report w/modifications received 5/23/05</li> <li>• Spring 2005 – Implementation memo received 3/31/05</li> </ul>
Safety Office	<ul style="list-style-type: none"> <li>• Spring 2003 – REPORT resubmit 4/30/03, APPROVED w/REVISION 9/10/03</li> <li>• Fall 2003 – Plan submitted APPROVED w/REVISION 11/19/03 – Progress memo received 3/9/04</li> <li>• Spring 2004 – No submittal (review plan/health indicators due 3/8/04)</li> </ul> <p>Matrix indicates: Report needs major work.</p> <ul style="list-style-type: none"> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04), Request for extension for Assmt Report received 12/2/04 new deadline due 2/2/05.</li> <li>• Spring 2005 – Assmt Plan (hard copy) received 5/16/05, TracDat Assmt Plan received 6/2/05</li> </ul>
Student Financial Aid	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan submitted APPROVED 12/04/02</li> <li>• Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03)</li> <li>• Fall 2003 – No submittal (review plan-incorporate mods./health indicators due 9/23/03)</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04)</li> </ul> <p>Matrix indicates: No follow-up activity after approval of assessment plan</p> <ul style="list-style-type: none"> <li>• Received 4/6/04 memo regarding Business &amp; Finance Offices (informational memo)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – TracDat Assmt Report received 3/25/05, CFS dtd 5/3/05 Report RESUBMIT due 5/10/05, TracDat Assmt Report resubmission received 6/2/05</li> </ul>

PROGRAM	STATUS
Student Governance	<p>New Assessment activity effective SP2005</p> <ul style="list-style-type: none"> <li>TracDat Assmt Plan received 3/22/05, CFS dtd Plan RESUBMIT due 5/10/05, No action taken pending Gary's position status as of email 5/12/05</li> </ul>
Work Experience	<ul style="list-style-type: none"> <li>Spring 2001 – Plan received 10/21/01</li> <li>Fall 2001 – Report received 12/6/01</li> <li>Received 5 column model 5/20/02</li> <li>Spring 2003 – No submittal (Request for extension of implementation memo due 4/8/03 to extend to 4/25/03)</li> <li>Fall 2003 – Plan received 12/10/03, RESUBMIT 2/4/04, REVISED Plan received 3/17/04</li> <li>Spring 2004 – No submittal (data/progress memo due 3/8/04)</li> <li>Fall 2004 – Received extension request for Assmt Report on 10/11/04 New deadline 11/10/04, TracDat Assmt Report received 11/1/04, CFS dtd 4/28/05 Report RESUBMIT due 5/10/05, TracDat Assmt Report resubmission received 5/10/05</li> <li>Spring 2005 – Implementation memo received 3/7/05</li> </ul>

## MONITORING OF ASSESSMENT ACTIVITIES

## GROUP D

PROGRAM	STATUS
ABE & ASE	<p>*** ABE &amp; ASE programs to be consolidated into one plan/report pending a memo to AIE by author/dean. TracDat input however still incomplete.</p> <p>Spring 2005 – TracDat Assmt Report received 6/29/05.</p>
Adult Basic Education	<ul style="list-style-type: none"> <li>Fall 2001 – Plan received 10/8/01, APPROVED 1/19/01</li> <li>Spring 2002 -Report received 5/6/02, RESUBMIT BY 10/2/02, Progress report received 12/3/02</li> <li>Fall 2002 – Report received 3/17/04, RESUBMIT BY 5/14/04</li> </ul> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>Spring 2004 – Received Data Collection Progress report 2/4/04, REVISED Report received 5/14/04, Implementation memo received 4/22/04</li> </ul> <p>****</p> <ul style="list-style-type: none"> <li>Fall 2004 – No submittal (Data Collection Progress Report due 10/11/04)</li> </ul>
Adult High School Program	<ul style="list-style-type: none"> <li>Fall 2001 – Plan received 2/4/02</li> <li>Spring 2002 – Plan received 2/20/02, Report received 5/13/02, Progress report received 12/3/02</li> </ul> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p>***</p> <ul style="list-style-type: none"> <li>Fall 2004 – No submittal (Data Collection Progress Report due 10/11/04)</li> </ul>

PROGRAM	STATUS
Automotive Technology (HS)	<ul style="list-style-type: none"> <li>• Plan submitted 10/15/01 Revision required.</li> <li>• Spring 2002 – Plan submitted 2/21/02</li> <li>• Fall 2002 – No submittal (data/progress report due 12/3/02)</li> <li>• Spring 2003 – No submittal (Assmt Report due 4/8/03)</li> <li>• Fall 2003 – No submittal (use of results/imp. Memo due 9/23/03)</li> <li>• Spring 2004 - No submittal (review plan/health indicators due 4/8/04)</li> <li>• Fall 2004 – Received Assmt Plan (hard copy) 10/6/04, APPROVED 10/27/04</li> <li>• Spring 2005 – No submittal (Data Collection Progress Report and TracDat Assmt Report due 3/7/05)</li> </ul>
Construction Trades (HS)	<ul style="list-style-type: none"> <li>• Plan submitted 2/20/02</li> <li>• Fall 2002 – No submittal (data/progress report due 12/3/02)</li> <li>• Spring 2003 – No submittal (Assmt Report 4/8/03)</li> <li>• Fall 2003 – No submittal (use of results/imp. memo due 9/23/03)</li> <li>• 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)</li> <li>• Spring 2004 – No submittal (review plan/health indicators 3/8/04)</li> <li>• Fall 2004 – No submittal (Data Collection Progress Report due 10/11/04)</li> </ul> <p>*** CCA awaiting the approved program deletion memo</p> <ul style="list-style-type: none"> <li>• Spring 2005 – No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>
Educational Talent Search	<ul style="list-style-type: none"> <li>• Fall 2003 – Plan received 1/28/04, APPROVED W/REVISIONS 2/4/04</li> </ul> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>• Spring 2004 –Progress report received 3/8/04</li> </ul> <p>***</p> <ul style="list-style-type: none"> <li>• Fall 2004 – Received Data Collection Progress Report 10/11/04</li> <li>• Spring 2005 – Request for extension received 3/10/05 new deadline 3/24/05, TracDat Assmt Report received 3/24/05, CFS dtd 4/28/05 Report RESUBMIT due 5/31/05, TracDat Assmt Report resubmission received 5/31/05</li> </ul>

PROGRAM	STATUS
Electronics & Networking (HS)	<ul style="list-style-type: none"> <li>• Plan submitted 10/16/01</li> <li>• Fall/Spring 2002 – Plan submitted 6/7/02</li> <li>• Plan submitted 11/26/02</li> <li>• Spring 2003 – No submittal (Assmt Report due 4/8/03)</li> <li>• Fall 2003 – No submittal (Use of results/Imp. Memo due 9/23/03)</li> <li>• Spring 2004 – No submittal (review plan/health indicators 3/8/04)</li> <li>• Fall 2004 – No submittal (Data Collection Progress Report 10/11/04), Assmt Plan (hard copy) received 11/23/04, CFS dtd 12/9/04 Plan RESUBMIT due prior to winter break 12/19/04</li> <li>• Spring 3005 – No submittal (Data Collection Progress Report and TracDat Assmt Report due 3/7/05)</li> </ul>
General Education	<p>NEW ALTERNATIVE ASSMT. SCHEDULE EFFECTIVE SPRING 2004</p> <p>*Schedule dictated by CCA-GenEd Committee negotiation.</p> <ul style="list-style-type: none"> <li>• Spring 2004 –Draft Assmt Plan received 4/30/04</li> <li>• Fall 2004 – No submittal ( Revise Assmt Plan due 10/4/04)</li> <li>• Spring 2005 – Request for extension for Assmt Plan received 3/8/05 new deadline 3/22/05, Assmt Plan (hard copy) received 3/18/05, CFS dtd 3/30/05 Plan APPROVED, also the CFS indicated they need to accomplish both a Data Collection Progress memo as well as TracDat Input deadline for the former is early Fall 2005 and deadline for the latter is on or before 10/3/05</li> </ul>
GVB Tour Guide Certification Training	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01, REVISED Plan received 2/27/02, Report received 5/13/02 APPROVED 9/18/02</li> <li>• Fall 2002 – Progress report received 12/6/02</li> <li>• Spring 2003 – No submittal (Assmt. report due 4/8/03)</li> <li>• Fall 2003 – Implementation memo received 9/22/03</li> <li>• Spring 2004 – No submittal (review plan/health indicators due 3/8/04)</li> <li>• Received memo 6/11/04 regarding Tour Guide Training</li> <li>• Fall 2004 – No submittal (Data Collection Progress Report due 10/11/04)</li> </ul> <p>Spring 2005 – Request for Extension for Assmt Report received 3/11/05 new deadline 4/11/05. No submittal (TracDat Assmt Report due 3/7/05)</p>

PROGRAM	STATUS
Hospitality Institute	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01, REVISED Plan received 2/27/02, Report received 5/14/02 RESUBMISSION APPROVED 10/2/02</li> <li>• Fall 2002 – Progress report received 12/6/02</li> <li>• Spring 2003 – Progress report received 5/13/03 instead of Assmt. report</li> <li>• Fall 2003 – Implementation memo received 9/22/03</li> <li>• Spring 2004 – No submittal (review plan-incorporate mod./health indicators due 3/8/04)</li> <li>• Received memo 6/11/04 regarding Hospitality Institute</li> <li>• Fall 2004 – Data Collection Progress Report Memo received 11/8/04</li> <li>• Spring 2005 – Request for Extension for Assmt Report received 3/11/05 new deadline 4/11/05. No submittal (TracDat Assmt Report due 3/7/05), Received memo dtd 4/11/05 instead.</li> </ul>
Marketing (HS)	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan &amp; Report received 12/11/01</li> <li>• Spring 2002 – Plan received (no date), REVISED Report received 10/2/02, RESUBMISSION APPROVED 10/2/02</li> <li>• Fall 2002 – Progress report received 4/8/03</li> <li>• Spring 2003 – Report received 7/29/03, APPROVED W/REVISIONS 9/10/03</li> <li>• Fall 2003 - No submittal (use of results/imp. memo due 9/23/03)</li> <li>• Spring 2004 – Review of plan (memo) received 2/13/04, No submittal (review plan/health indicators 3/8/04)</li> </ul> <p>Matrix indicates Revisit deadline to coincide with one-year high school.</p> <ul style="list-style-type: none"> <li>• Fall 2004 – Received Data Collection Progress Report 10/11/04, Implementation memo received 10/11/04</li> <li>• Spring 2005 – TracDat Assmt Report received 3/14/05, CFS dtd 4/13/05 Report RESUBMIT due 5/10/05, TracDat Assmt Report resubmission received 5/10/05</li> </ul>

PROGRAM	STATUS
Nursing Assisting (HS)	<ul style="list-style-type: none"> <li>Fall 2001 – Plan received 2/20/02</li> <li>Spring 2002 – Report received 5/16/02</li> <li>Fall 2002 – Received Progress report 4/9/03, Received implementation memo 12/31/02</li> <li>Spring 2003 – Report received 10/31/03, APPROVED 11/19/03</li> <li>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</li> <li>Spring 2004 – Mod./Health Indicators memo received 3/8/04</li> <li>Fall 2004 – Received Data Collection Progress Report 10/4/04</li> <li>Spring 2005 – No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>
Project Aim	<ul style="list-style-type: none"> <li>Fall 2001 – Plan received 10/21/01, Report received 12/6/01 and on 5/14/02, Report APPROVED 10/23/02</li> <li>Fall 2002 – Report received 6/30/03</li> <li>Spring 2003 – Progress report received 5/20/03</li> <li>Fall 2003 – Implementation memo received 9/23/03</li> <li>Spring 2004 – Progress report received 3/8/04</li> <li>Fall 2004 – Data Collection Progress Report Memo receive 11/10/04</li> <li>Spring 2005 – Request for extension for Assmt Report received 3/10/05 new deadline 3/24/05, TracDat Assmt Report received 3/24/05, CFS dtd 4/28/05 Report RESUBMIT due 5/10/05, another email extension due 5/31/05, TracDat Assmt Report received 5/31/05</li> </ul>
Refrigeration & A/C (Skills Development Milestone)	<ul style="list-style-type: none"> <li>Spring 2004 – Plan received 3/5/04, REVISED Plan received 4/28/04</li> </ul> <p>Plan indicates the following: The certificate in Ref. &amp; 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 &amp; 115) that are still currently offered as Skills Development Milestone courses.</p> <ul style="list-style-type: none"> <li>Fall 2004 – No submittal (Data Collection Progress Report due 10/11/04)</li> </ul> <p>*** CCA awaiting the approved program deletion memo</p> <ul style="list-style-type: none"> <li>Spring 2005 – No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>



PROGRAM	STATUS
Tourism & Hospitality (Secondary)	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 5/1/01, Report received 12/5/01</li> <li>• Fall 2002 – Report received 4/8/03</li> <li>• Spring 2003 – Progress report received 4/9/03</li> <li>• Fall 2003 – Implementation memo received 9/22/03</li> <li>• Spring 2004 – No submittal (review plan-incorporate mods./health indicators due 3/8/04)</li> <li>• Fall 2004 – Data Collection Progress Report Memo received 11/8/04</li> <li>• Spring 2005 – Request for Extension for Assmt Report received 3/11/05 new deadline 4/11/05. 4/11/05-received memo instead. No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>
Visual Communication	<p>NEW ALTERNATIVE ASSMT. SCHEDULE EFFECTIVE SPRING 2004</p> <ul style="list-style-type: none"> <li>• Spring 2004 – Plan received 3/18/04, RESUBMIT DUE 5/5/04 – No submittal</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>• Fall 2004 – Received extension request for Plan due 10/15/04 New deadline 10/29/04, TracDat Assmt Plan received 11/28/04, No submittal (Data Collection Progress Memo due 10/11/04)</li> <li>• Spring 2005 – No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>
Welding (Skill Development Milestone)	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 10/15/01</li> <li>• Fall 2002 – No submittal (data/progress report due 12/3/02)</li> <li>• Spring 2003 – No submittal (Assmt. report due 4/8/03)</li> <li>• Report deadline extension 6/30/03</li> <li>• Fall 2003 – No submittal (use of results/imp. memo due 9/23/03)</li> <li>• 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)</li> <li>• Fall 2004 – No submittal (Data Collection Progress Report due 10/11/04)</li> </ul> <p>*** CCA awaiting the approved program deletion memo</p> <ul style="list-style-type: none"> <li>• Spring 2005 – No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>

**PROGRAMS/UNITS FOR ASSESSMENT RECOGNITION  
AT THE END OF AY 2004-2005**

**GROUP A**

<b>PROGRAM</b>	<b>STATUS</b>
Accounting	<ul style="list-style-type: none"> <li>• Spring 2002 – Report APPROVED 10/18/02</li> <li>• Fall 2002 – No submittal (review plan-incorporate mods./health indicators due 9/29/02)</li> <li>• Spring 2003 – Progress report received 4/8/03</li> <li>• Fall 2003 – Report received 9/23/03</li> <li>• Spring 2004 – Implementation memo received 3/8/2004</li> <li>• Fall 2004 – TracDat Assessment Plan received 11/19/04</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/8/05</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01</li> <li>• Fall 2002 – Plan APPROVED 4/30/03</li> <li>• Spring 2003 – Data collection/progress report received 4/08/03, Implementation memo received 4/8/03</li> <li>• Fall 2003 – Report received 10/15/03</li> <li>• Spring 2004 – Implementation memo received 3/8/04</li> <li>• Fall 2004 – Received Plan (5-column) hard copy 10/11/04; TracDat Assmt Plan APPROVED 11/24/04</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>
Early Childhood Education	<ul style="list-style-type: none"> <li>• Fall 2001/Spring 2002 – Report received 3/13/02, Report APPROVED 10/16/02</li> <li>• Fall 2002 – No submittal (data/progress report due 11/29/02)</li> <li>• Spring 2003 – Received Progress memo 4/9/03, Received use of results 5/9/03</li> <li>• Fall 2003 – Report submitted 10/17/03, APPROVED 10/9/03.</li> <li>• Spring 2004 – Received 3/3/04 Use of Results</li> <li>• Fall 2004 - TracDat Assmt Plan received 10/6/04, Plan APPROVED 11/17/04</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>

PROGRAM	STATUS
Education	<ul style="list-style-type: none"> <li>• Fall 2001/Spring 2002 – Plan received 2/20/02</li> <li>• Fall 2002 – No submittal (review plan/health indicators due 9/29/02), Received memo dtd 9/9/03 regarding data collection</li> <li>• Spring 2003 – Progress report received 4/8/03</li> <li>• Fall 2003 – No submittal (Assmt Report due 9/23/03)</li> <li>• Spring – Received Use of Results 3/8/04</li> <li>• Fall 2004 – TracDat Assmt Plan received 10/06/04, CFS dtd 12/10/04 Plan pending RESUBMIT</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 10/08/01, Report submitted 5/23/02 REVISION APPROVED 10/2/02</li> <li>• Fall 2002 – No submittal (review plan/health indicators due 11/29/02)</li> <li>• Spring 2003 – Progress memo received 4/7/03, Report submitted 9/23/03</li> <li>• Spring 2004 – Received implementation memo 2/13/04</li> <li>• Fall 2004 – TracDat Assmt Plan received 10/11/04, CFS dtd 11/18/04 Plan pending RESUBMIT due 11/30/04, TracDat Assmt Plan resubmission received 11/30/04; CFS dtd 4/15/05 Plan pending RESUBMIT, TracDat Assmt Plan resubmission received 5/11/05</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>
Medical Assisting	<ul style="list-style-type: none"> <li>• Spring 2001/Fall 2001 – Plan received 10/15/01</li> <li>• Fall 2001 – Report received 5/14/02</li> <li>• Spring 2002 – Report received &amp; APPROVED 10/9/02</li> <li>• Fall 2002 – No submittal (review plan/health indicators due 11/29/02)</li> <li>• Spring 2003 – Progress report submitted 4/9/03, Received use of results 5/8/03</li> <li>• Fall 2003 – Report received 9/19/03 APPROVED w/minor revisions per CFS 10/24/03</li> <li>• Spring 2004 – Received Use of Results 3/4/04</li> <li>• Fall 2004 – TracDat Assmt Plan received 10/6/04, CFS dtd 12/6/04 Plan pending RESUBMIT, TracDat Assmt Plan APPROVED 4/12/05</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>

PROGRAM	STATUS
Office Technology	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 2/25/02, REVISE plan received 4/25/02, Report received 5/15/02 and APPROVED 10/30/02</li> <li>• Received 5 column model &amp; program data information &amp; APPROVED 10/30/02</li> <li>• Fall 2003 – Report received 11/20/03 , REVISED plan received 2/18/04</li> <li>• Spring 2003 – Received Progress report 4/8/03</li> <li>• 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</li> <li>• Received 5 column model &amp; health indicators on 3/15/04, APPROVED 3/24/04</li> <li>• Spring 2004 – Received Implementation memo 4/5/04</li> <li>• Fall 2004 – No submittal (TracDat Assmt Plan due 10/11/04); Extension request received 11/8/04 due 11/29/04, TracDat Assmt Plan received 11/29/04, CFS, dtd 12/6/04 Plan pending RESUBMIT due 12/13/04</li> <li>• Spring 2005 – TracDat Assmt Plan resubmission received 3/11/05, CFS dtd 4/12/05 Plan pending RESUBMIT due 5/10/05, TracDat Assmt Plan resubmission received 5/13/05; Data Collection Progress Report Memo received 3/11/05</li> </ul>

**GROUP B**

PROGRAM	STATUS
Accounting Clerk	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01, Revised Plan received 4/19/02, Report received 5/13/02 APPROVED 10/18/02</li> <li>• Fall 2002 - Implementation memo received 12/3/02</li> <li>• Spring 2003 – No submittal (review plan/health indicators due 4/8/03)</li> <li>• Fall 2003 – Progress Report received 9/23/03</li> <li>• Spring 2004 – Report received 3/9/04, Report APPROVED BY CCA 4/21/04</li> <li>• Fall 2004 – Received Implementation memo 10/26/04</li> <li>• Spring 2005 – TracDat Assmt Plan received 4/7/05, APPROVED 4/12/05</li> </ul>

PROGRAM	STATUS
Computer Science	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 5/13/02, Report received 10/01/02, Revised Report received 10/22/02 APPROVED 10/30/02</li> <li>• Fall 2002- Implementation memo received 12/3/02</li> <li>• Spring 2003 – No submittal (review plan/health indicators due 4/8/03)</li> <li>• Fall 2003 – Progress report received 10/15/03</li> <li>• Spring 2004 – Report received 3/10/04 , RESUBMIT 4/21/04</li> <li>• Fall 2004 – Implementation memo received 10/11/04</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/7/05; CFS dtd 4/6/05 Plan RESUBMIT due 5/10/05; TracDat Assmt Plan resubmission received 4/20/05</li> </ul>
Early Childhood Education	<ul style="list-style-type: none"> <li>• Fall 2002 – No submittal (use of results/implementation memo due 11/29/02)</li> <li>• Spring 2003 – No submittal (review plan/health indicators due 3/8/03), Implementation memo received 4/8/03</li> <li>• Fall 2003 – Progress report received 9/15/03</li> <li>• 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</li> <li>• Fall 2004 – Received Implementation memo 10/4/04</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/10/05; APPROVED w/minor revisions 4/6/05</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Fall 2002 – No submittal (use of results/imp. memo due 11/29/02)</li> <li>• Spring 2003 –No submittal of health indicators due 4/8/03), Received Progress report 4/8/03</li> <li>• Fall 2003 – Progress report received 9/15/03</li> <li>• 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</li> <li>• Fall 2004 – Received Implementation memo 10/4/04</li> <li>• Spring 205 – TracDat Assmt Plan received 3/10/05; CFS dtd 4/13/05 Plan RESUBMIT due 5/10/05; TracDat Assmt Plan resubmission received 5/10/05</li> </ul>

PROGRAM	STATUS
Medical Assisting	<ul style="list-style-type: none"> <li>• Fall 2002 – No submittal (use of result/imp. memo due 11/29/02)</li> <li>• Spring 2003 – Progress report received 4/9/03, No submittal (health indicator due 4/8/03)</li> <li>• Fall 2003 – Progress report received 9/15/03</li> <li>• Spring 2004 – Report received 3/8/04, APPROVED W/REVISIONS 3/24/04, REVISED Report received 4/1/04</li> <li>• Fall 2004 – Received Implementation memo 10/11/04</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/10/05 and on 5/13/05</li> </ul>
Office Administration	<ul style="list-style-type: none"> <li>• 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</li> <li>• Fall 2002 – Implementation memo received 12/3/02</li> <li>• Spring 2003 – No submittal (review plan/health indicators due 4/8/03)</li> <li>• Fall 2003 – Progress Report received 10/15/03</li> <li>• Email from Dan G, to Sandy subject: Request for Extension dated 12/10/03</li> <li>• Spring 2004 – No submittal (Assmt report due 3/8/04), Received extension request 10/27/04, new deadline 12/1/04.</li> <li>• Fall 2004 – New Assmt Reporting deadline due 3/7/05: Assmt Report, Implementation Memo and Revised Plan</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/7/05, CFS dtd 4/13/05 Plan RESUBMIT due 5/10/05, TracDat Assmt Plan resubmission received 5/20/05</li> </ul>

PROGRAM	STATUS
Supervision & Management	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01, Report received 5/23/02 APPROVED 9/11/02</li> <li>• Fall 2002- No submittal (use of results/imp. memo due 11/29/02)</li> <li>• Spring 2003 – No submittal (review plan/health indicators due 4/8/03)</li> <li>• Fall 2003 – Progress report received 4/8/03</li> <li>• Memo dated 8/27/03, sub: Assessment Recognition indicated data collection due 9/23/03</li> <li>• Memo 9/23/03. Advised program that their new and revitalized Assmt Plan is due on 12/19/03</li> <li>• 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</li> </ul> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>• Spring 2004 – Data collection/Progress report received 3/18/04, - No submittal (Assmt Report due 5/3/04)</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>• Fall 2004 – Received extension request 10/11/04 new deadline 10/27/04. Received Implementation memo 10/27/04.</li> </ul> <p>Spring 2005 – TracDat Assmt Plan received 3/7/05, CFS dtd 5/4/05 Plan RESUBMIT due 5/10/05; TracDat Assmt Plan resubmission received 5/20/05</p>
Systems Technology	<ul style="list-style-type: none"> <li>• NO FILES</li> <li>• Matrix indicates: No assessment activity since Spring 2001. Listed in 2004-2005 catalog.</li> <li>• Fall 2004 – No submittal (Implementation memo due 10/11/04), Memo dtd 12/13/04 requesting for a plan. TracDat Assmt Plan received 12/30/04; CFS dtd 1/26/05 Plan RESUBMIT due 3/18/05.</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/22/05; CFS dtd 4/20/05 Plan RESUBMIT due 5/10/05; TracDat Assmt Plan resubmission received 6/9/05</li> </ul>

**GROUP C**

PROGRAM	STATUS
Accommodative Services	<p>New Assessment Activity effective SP2005.</p> <ul style="list-style-type: none"> <li>• Spring 2005 – TracDat Assmt Plan received 4/13/05, CFS dtd 5/4/05 Plan RESUBMIT due 5/10/05, TracDat Assmt Plan resubmission received 6/16/05</li> </ul>

PROGRAM	STATUS
Admissions & Records	<ul style="list-style-type: none"> <li>• Spring 2001- Plan received (no date)</li> <li>• Fall 2001 - Report received 12/10/01</li> <li>• Spring 2003 – Implementation memo received 4/8/03</li> <li>• Fall 2003 – Plan received 11/7/03 APPROVED 10/22/03</li> <li>• Spring 2004 – Progress Report received 3/8/04</li> <li>• Fall 2004 – Received extension request 10/12/04 for New deadline 10/27/04; Received TracDat Assmt Report 10/27/04; CFS dtd 12/16/04 Report RESUBMIT due 12/20/04, TracDat Assmt Report resubmission received 12/22/04, DYAD still needs to review report resubmission for CCA deliberation</li> <li>• Spring 2005 – Implementation memo received 3/7/05</li> </ul>
Advisement (Enrollment) Services	<ul style="list-style-type: none"> <li>• Spring 2001 – Plan received 11/14/01</li> <li>• Fall 2001 - REVISED Plan received 2/13/02 &amp; 4/12/02</li> <li>• Fall 2002 – Report received 9/18/02</li> <li>• Spring 2003 – Implementation memo received 4/10/03</li> <li>• Fall 2003 – Plan received 9/25/03, APPROVED W/MINOR CHANGES 10/22/03</li> <li>• Spring 2004 – Progress memo received 3/8/04</li> <li>• Fall 2004 – Received extension request for TracDat Assmt Report on 10/11/04 New deadline 11/10/04, TracDat Assmt Report received 11/10/04, CFS dtd 12/16/04 Report RESUBMIT due 12/21/04. Pending report resubmission.</li> <li>• Spring 2005 – Implementation memo received 4/11/05</li> </ul>
Apprenticeship Training	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 12/03/01, Report received 6/4/02 APPROVED</li> <li>• Spring 2002 – Report received 4/11/03</li> <li>• Fall 2002 – Plan received 7/16/03</li> <li>• 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</li> <li>• Fall 2003 – Plan received 10/24/03, Plan received 12/3/03 APPROVED W/REVISIONS 12/10/03, REVISED Plan received 3/11/04</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04, Received extension request 10/22/04 for new deadline 11/22/04</li> <li>• Fall 2004 – TracDat Assmt Report received 12/6/04; APPROVED 12/9/2004</li> <li>• Spring 2005 – Implementation memo received 3/7/05</li> </ul>



PROGRAM	STATUS
Assessment & Counseling	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 10/8/01, Report received 12/6/01</li> <li>• Fall 2002 – No submittal (Assmt Report)</li> <li>• Spring 2003 – Implementation memo received 4/8/03</li> <li>• 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)</li> <li>• Spring 2004 – Progress report received 3/8/04</li> <li>• Fall 2004 – Received extension request for TracDat Assmt Report on 10/11/04 for New deadline 11/10/04, TracDat Assmt Report received 11/10/04, Memo dtd 1/4/05 to Dean, TSS, CCA deliberated RESUBMIT, Pending report resubmission</li> <li>• Spring 2005 – Implementation memo received 4/11/05</li> </ul>
Auxiliary Services	<p>New Assessment activity effective SP2005</p> <ul style="list-style-type: none"> <li>• Assessment Deadline 12/31/04 to submit plan, Request for extension received for plan on 3/10/05, new deadline 3/24/05.</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/15/05, CFS dtd 4/27/05 Plan RESUBMIT due 5/10/05, Request for extension (email) new deadline 5/31/05, TracDat Assmt Plan resubmission received 5/16/05.</li> </ul>
Campus Life	<p>New Assessment activity effective SP2005</p> <ul style="list-style-type: none"> <li>• Spring 2005 – TracDat Assmt Plan received 3/25/05, CFS dtd 4/24/05 Plan RESUBMIT due 5/10/05; TracDat Assmt Plan resubmission received 5/13/05</li> </ul>
Career Placement	<ul style="list-style-type: none"> <li>• Fall 2003 – Plan received 12/19/03 APPROVED 2/04/04</li> </ul> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>• Spring 2004 – Data collection/Progress report received 3/8/04</li> </ul> <p>***</p> <ul style="list-style-type: none"> <li>• Fall 2004 – Received extension request for TracDat Assmt Report on 10/11/04 New deadline 11/10/04; TracDat Assmt Report received 11/10/04; CFS dtd 12/1/04 Report RESUBMIT due 12/23/04; TracDat Assmt Report resubmission received 1/21/05, DYAD still needs to review report resubmission for CCA deliberation</li> <li>• Spring 2005 – Email dtd 3/4/05 indicated that a implementation will not be required on 3/7/05 until such time a CCA member meets with Author.</li> </ul>

PROGRAM	STATUS
Continuing Education	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 5/1/02, APPROVED 9/4/02</li> <li>• Fall 2002 - Report received 11/27/02 APPROVED 1/15/03</li> <li>• Spring 2003- Implementation memo received 4/8/03</li> <li>• Fall 2003 – Plan received 9/23/03</li> <li>• Spring 2004 – Progress report received 3/8/04</li> <li>• Fall 2004 – Received Report (hard copy) 10/11/04, APPROVED 12/3/04</li> <li>• Spring 2005 – Implementation memo received 3/7/05</li> </ul>
Health Services Center	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01</li> <li>• Fall 2002 - Report received 12/3/02, APPROVED 1/15/03</li> <li>• Spring 2003 – Implementation memo received 4/8/03</li> <li>• Fall 2003 – Plan received 9/18/03, RESUBMIT 10/8/03, REVISED Plan received 11/19/03, APPROVED W/REVISIONS 12/3/03</li> <li>• Spring 2004- Progress report received 3/8/04</li> <li>• Fall 2004 – Received TracDat Assmt Report 10/11/04, APPROVED 11/24/04</li> <li>• Spring 2005 – Implementation memo received 3/4/05</li> </ul>
HRO	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan submitted APPROVED 10/16/02</li> <li>• Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03)</li> <li>• Fall 2003 – No submittal (review plan-incorporate mods./health indicators due 9/23/03)</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04)</li> </ul> <p>Matrix indicates: No follow-up activity after approval of assessment plan.</p> <ul style="list-style-type: none"> <li>• Received 4/6/04 memo regarding Business &amp; Finance Offices (informational memo)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – Assmt Report (hard copy) received 1/14/05; APPROVED 3/2/05, TracDat Assmt Report APPROVED 5/4/05, Implementation memo received 6/27/05</li> </ul>

PROGRAM	STATUS
Instructional Technology Center	<ul style="list-style-type: none"> <li>• Spring 2002 – REVISED Plan received 10/28/02, APPROVED W/CHANGES 10/30/02</li> <li>• Spring 2003 – Report received 4/30/03, APPROVED W/MINOR REVISIONS 5/14/03, Implementation memo received 8/13/03</li> <li>• Fall 2003 – Plan received 10/3/03, REVISED Plan received 10/31/03, APPROVED 11/26/03</li> <li>• Spring 2004 – Progress report received 4/8/04</li> <li>• Fall 2004 – Received extension request for TracDat Assmt Report on 10/11/04 New deadline 10/29/04, TracDat Assmt Report received 11/9/04, APPROVED 12/9/04</li> <li>• Spring 2005 – Implementation memo received 3/10/05</li> </ul>
Judicial Affairs	<p>New Assessment activity effective SP2005</p> <ul style="list-style-type: none"> <li>• TracDat Assmt Plan received 3/22/05, CFS dtd Plan RESUBMIT due 5/10/05, No action taken pending Gary's position status as of email 5/12/05</li> </ul>
Learning Resources Center	<ul style="list-style-type: none"> <li>• Spring 2002 – Report received 5/16/02, APPROVED 9/18/02</li> <li>• Spring 2003 – Implementation memo received 4/11/03</li> <li>• Fall 2003 – Plan received 9/23/03, APPROVED W/REVISIONS 10/15/03, health indicators received 9/23/03</li> <li>• Spring 2004 – Progress Report / data collection received 3/8/04</li> <li>• Fall 2004 – Received TracDat Assmt Report 10/11/04; APPROVED w/minor modifications 12/10/04</li> <li>• Spring 2005 – Implementation memo received 3/4/05</li> </ul>
Management Information Systems	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 11/6/02, APPROVED 11/20/02</li> <li>• Fall 2002 – Report received 5/2/03, APPROVED W/MNOR CHANGES 5/15/03</li> <li>• Spring 2003 – Implementation memo received 8/15/03</li> <li>• Fall 2003 – Plan received 9/23/03, REVISED Plan received 12/9/03, Plan w/changes received 12/30/03, APPROVED 1/28/04</li> <li>• Spring 2004 – Progress memo received 3/8/04</li> <li>• Fall 2004 – Received TracDat Assmt Report 10/10/04; APPROVED 12/2/04</li> <li>• Spring 2005 – Implementation memo received 3/7/05</li> </ul>

PROGRAM	STATUS
Planning & Development	<ul style="list-style-type: none"> <li>• 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</li> <li>• Spring 2003 – Implementation memo received 8/15/03</li> <li>• Fall 2003 – Plan received 10/3/03, RESUBMIT Plan 11/4/03, APPROVED W/REVISIONS 11/26/03, REVISED Plan received 12/15/03</li> <li>• Spring 2004 – Progress memo received 3/1/04</li> <li>• Fall 2004 – Received TracDat Assmt Report 10/11/04, CFS dtd 1/27/05 Report RESUBMIT, TracDat Assmt Report resubmission received 3/18/05, APPROVED w/ modifications 4/27/05, TracDat Assmt Report w/modifications received 5/23/05</li> <li>• Spring 2005 – Implementation memo received 3/31/05</li> </ul>
Student Governance	<p>New Assessment activity effective SP2005</p> <ul style="list-style-type: none"> <li>• TracDat Assmt Plan received 3/22/05, CFS dtd Plan RESUBMIT due 5/10/05, No action taken pending Gary's position status as of email 5/12/05</li> </ul>
Work Experience	<ul style="list-style-type: none"> <li>• Spring 2001 – Plan received 10/21/01</li> <li>• Fall 2001 – Report received 12/6/01</li> <li>• Received 5 column model 5/20/02</li> <li>• Spring 2003 – No submittal (Request for extension of implementation memo due 4/8/03 to extend to 4/25/03)</li> <li>• Fall 2003 – Plan received 12/10/03, RESUBMIT 2/4/04, REVISED Plan received 3/17/04</li> <li>• Spring 2004 – No submittal (data/progress memo due 3/8/04)</li> <li>• Fall 2004 – Received extension request for Assmt Report on 10/11/04 New deadline 11/10/04, TracDat Assmt Report received 11/1/04, CFS dtd 4/28/05 Report RESUBMIT due 5/10/05, TracDat Assmt Report resubmission received 5/10/05</li> <li>• Spring 2005 – Implementation memo received 3/7/05</li> </ul>

**GROUP D**

<b>PROGRAM</b>	<b>STATUS</b>
ABE & ASE	<p>*** ABE &amp; ASE programs to be consolidated into one plan/report pending a memo to AIE by author/dean. TracDat input however still incomplete.</p> <p>Spring 2005 – TracDat Assmt Report received 6/29/05.</p>
Educational Talent Search	<ul style="list-style-type: none"> <li>Fall 2003 – Plan received 1/28/04, APPROVED W/REVISIONS 2/4/04</li> </ul> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>Spring 2004 –Progress report received 3/8/04</li> </ul> <p>***</p> <ul style="list-style-type: none"> <li>Fall 2004 – Received Data Collection Progress Report 10/11/04</li> <li>Spring 2005 – Request for extension received 3/10/05 new deadline 3/24/05, TracDat Assmt Report received 3/24/05, CFS dtd 4/28/05 Report RESUBMIT due 5/31/05, TracDat Assmt Report resubmission received 5/31/05</li> </ul>
Marketing (HS)	<ul style="list-style-type: none"> <li>Fall 2001 – Plan &amp; Report received 12/11/01</li> <li>Spring 2002 – Plan received (no date), REVISED Report received 10/2/02, RESUBMISSION APPROVED 10/2/02</li> <li>Fall 2002 – Progress report received 4/8/03</li> <li>Spring 2003 – Report received 7/29/03, APPROVED W/REVISIONS 9/10/03</li> <li>Fall 2003 - No submittal (use of results/imp. memo due 9/23/03)</li> <li>Spring 2004 – Review of plan (memo) received 2/13/04, No submittal (review plan/health indicators 3/8/04)</li> </ul> <p>Matrix indicates Revisit deadline to coincide with one-year high school.</p> <ul style="list-style-type: none"> <li>Fall 2004 – Received Data Collection Progress Report 10/11/04, Implementation memo received 10/11/04</li> <li>Spring 2005 – TracDat Assmt Report received 3/14/05, CFS dtd 4/13/05 Report RESUBMIT due 5/10/05, TracDat Assmt Report resubmission received 5/10/05</li> </ul>

PROGRAM	STATUS
Project Aim	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 10/21/01, Report received 12/6/01 and on 5/14/02, Report APPROVED 10/23/02</li> <li>• Fall 2002 – Report received 6/30/03</li> <li>• Spring 2003 – Progress report received 5/20/03</li> <li>• Fall 2003 – Implementation memo received 9/23/03</li> <li>• Spring 2004 – Progress report received 3/8/04</li> <li>• Fall 2004 – Data Collection Progress Report Memo receive 11/10/04</li> <li>• Spring 2005 – Request for extension for Assmt Report received 3/10/05 new deadline 3/24/05, TracDat Assmt Report received 3/24/05, CFS dtd 4/28/05 Report RESUBMIT due 5/10/05, another email extension due 5/31/05, TracDat Assmt Report received 5/31/05</li> </ul>

**PROGRAMS/UNITS ON ASSESSMENT PROBATION  
AT THE END OF AY 2004-2005**

**GROUP A**

**FULL PROBATION**

PROGRAM	STATUS
Electronic Networking	<ul style="list-style-type: none"> <li>• Spring 2001– Plan received 11/14/01</li> <li>• Fall 2001 - Report submitted 12/04/03, RESUBMIT 1/15/03, Report submitted 5/13/03 RESUBMIT 5/15/03</li> <li>• Spring 2002 – Report received 9/2/03 RESUBMIT 9/10/03</li> <li>• Fall 2002 – No submittal (review plan-incorporate mods./health indicators due 9/29/02)</li> <li>• Spring 2003 – No submittal (data/progress report due 4/8/03)</li> <li>• Fall 2003 – No submittal (Assmt report due 9/23/03), Received memo assessment update 10/15/03</li> <li>• Spring 2004 – No submittal (use of result/imp. Memo due 3/8/04)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Plan due 10/11/04, Rec'd extension request 10/11/04 for New deadline 11/10/04, TracDat Assmt Plan received 11/10/04</li> <li>• Spring 2005 – No submittal (Data Collection Progress Report Memo due 3/7/05)</li> </ul>
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"> <li>• Fall 2003 – No submittal (Plan re-submittal due 2/25/04)</li> <li>• Received 5 column model 2/4/04</li> <li>• Spring 2004 – No submittal (data collection memo due 3/18/04)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Plan due 10/11/04)</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/11/05, CFS dtd 4/12/05 Plan pending RESUBMIT due 5/10/05 – No submittal</li> </ul>

**PARTIAL PROBATION**

<b>PROGRAM</b>	<b>STATUS</b>
Automotive Technology –Auto	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan APPROVED 1/28/02</li> <li>• Spring 2003 – No submittal (data/progress report due: 4/8/03)</li> <li>• Fall 2003 – No submittal (Assmt Report due: 9/23/03)</li> <li>• Spring 2004 – No submittal (Use of Results/Imp. Memo 3/8/04)</li> <li>• Fall 2004 – Plan submitted 10/4/04 (hard copy). Plan APPROVED w/minor revision 10/27/04 (hard copy)</li> <li>• Spring 2005 – No submittal (Data Collection Progress Report Memo due 3/7/05)</li> </ul>
Criminal Justice	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/26/01, Report APPROVED 9/11/02</li> <li>• Fall 2002 – Data collection/health indicators received 6/24/03</li> <li>• Spring 2003 – Progress report received 4/8/03</li> <li>• Fall 2003 – Report submitted 10/27/03 APPROVED 11/19/03</li> <li>• Spring 2004 – Implementation memo received 3/8/04</li> <li>• Fall 2004 – No submittal (TracDat Assmt Plan due 10/11/2004)</li> <li>• Spring 2005 – TracDat Assmt Plan received 3/8/05, APPROVED w/minor revision 4/6/05</li> </ul>
Culinary Arts	<p>New program starts Spring 2004</p> <ul style="list-style-type: none"> <li>• Plan received 1/26/04, AP APPROVED W/REVISION 2/11/04</li> </ul> <p>ALERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>• Spring 2004 –Received data collection &amp; status of Assmt Report 6/11/04 – No submittal (Assmt Report due 5/3/04)</li> <li>• Informational document received 6/11/04.</li> <li>• Implementation of Assessment Results Memo received 11/8/04</li> <li>• Fall 2004 – No submittal (TracDat Assmt Plan due 10/11/04), TracDat Assmt Plan received 12/29/04, CFS dtd 3/9/05 Plan pending RESUBMIT</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 3/10/05</li> </ul>



PROGRAM	STATUS
Hospitality Industry Management	<p>NEW PROGRAM included in '03-04' catalog.</p> <ul style="list-style-type: none"> <li>Plan received 12/19/03, APPROVED W/REVISIONS 2/4/04</li> </ul> <p>NEW ALTERNATIVE ASSMT SCHEDULE EFF. SPRING 2004</p> <ul style="list-style-type: none"> <li>Due 3/18/04 – Received Data collection memo 6/11/04 &amp; Received informational document 6/1/104</li> <li>Fall 2004 - No submittal (TracDat Assmt Plan due 10/11/04), Implementation of Assessment Results Memo received 11/8/04, TracDat Assmt Plan received 12/29/04, CFS dtd 3/9/05 Plan pending RESUBMIT</li> <li>Spring 2005 – Data Collection Progress Report Memo received 3/11/05</li> </ul>
Supervision & Management	<ul style="list-style-type: none"> <li>Spring 2002 – Plan received 12/10/01, Report received 5/23/02 APPROVED 9/11/02</li> <li>Fall 2002 – No submittal (review plan/health indicators due 11/29/02)</li> <li>Spring 2003 – Progress report received 4/8/03</li> <li>Fall 2003 – No submittal (Assmt Report due 9/23/03), new timeline Plan due 12/19/03</li> <li>Spring 2004 – Progress report received 3/18/04</li> <li>Fall 2004 – Revised plan received and APPROVED 3/24/04</li> <li>Fall 2004 – Received Plan (hard copy) 10/8/04 and close-out plan for Fall 2004, Received extension request 10/11/04 new deadline 10/27/04; CFS dtd 12/01/04 Plan pending RESUBMIT due 12/14/04, TracDat Assmt Plan received 12/22/04</li> <li>Spring 2005 – Data Collection Progress Report Memo received 3/7/05</li> </ul>
Visual Communication	<ul style="list-style-type: none"> <li>Fall 2002 – Report Resubmitted 5/14/03</li> <li>Spring 2003 – No submittal (data/progress report due: 4/8/03)</li> <li>Fall 2003 – Plan submitted 9/23/04</li> <li>Spring 2004 – No submittal (Use of Results/Imp. Memo due: 3/8/04)</li> <li>Fall 2004 – Plan REVISED resubmitted 4/21/04; Received extension request for new deadline 10/29/04; CFS dtd 12/2/04 Plan RESUBMIT due on 12/29/04, TracDat Assmt Plan received resubmission on 12/29/04 but no modifications in TracDat has been made as per memo dtd 2/9/05 “Monthly Highlights of CCA Assessment Activities”</li> <li>Spring 2005 – No submittal (Data Collection Progress Report Memo due 3/7/05)</li> </ul>

**GROUP B****PARTIAL PROBATION**

<b>PROGRAM</b>	<b>STATUS</b>
Cosmetology	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01</li> <li>• Fall 2002- No submittal (Use of Results/Imp. Memo due 9/29/02)</li> <li>• Spring 2003 – No submittal (review plan-incorporate mods./health indicators due 4/8/03)</li> <li>• Fall 2003 –Received data collected memo 9/23/03 &amp; Received used of results memo 9/29/03</li> <li>• Memo rec'd 3/28/03 indicated response to Assmt Feedback Sheet</li> <li>• Spring 2004 – No submittal (Assmt report due 3/8/04)</li> <li>• Fall 2004 – No submittal (Implementation memo due 10/11/04)</li> <li>• Spring 2005 – TracDat Assmt Plan received 7/5/05</li> </ul>
Automotive Technology – Auto	<ul style="list-style-type: none"> <li>• Fall 2002 – Report resubmitted 5/14/03 (Use of Results/Imp. Memo due 9/29/02)</li> <li>• Spring 2003 – No submittal (review plan-incorporate mods./health indicators due 4/8/03)</li> <li>• Fall 2003 – No submittal (data/progress report due:9/23/03)</li> <li>• Spring 2004 – No submittal (Assmt Report due: 4/8/04)</li> <li>• Fall 2004 – Plan submitted 10/04/04 (hard copy), APPROVED 10/27/04</li> <li>• Spring 2005 – No submittal (TracDat Assmt Plan due 3/7/05)</li> </ul>

PROGRAM	STATUS
Criminal Justice	<p>Assessment begins Fall 2003 per DC memo 4/16/03 indicated in Matrix</p> <ul style="list-style-type: none"> <li>• Spring 2002 – Report received 5/23/02 APPROVED 9/11/02</li> <li>• Spring 2003 – Progress memo received 4/8/03 w/health indicators</li> </ul> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>• Spring 2004 – Plan received 3/17/04 APPROVED W/REVISION 4/21/04 , REVISED Plan received 5/6/04</li> </ul> <p>****</p> <ul style="list-style-type: none"> <li>• Fall 2004 –No submittal (Implementation memo due 10/11/04)</li> <li>• Spring 2005 – Implementation of Results Memo received 3/8/05, No submittal of TracDat Assmt Plan due 3/7/05.</li> </ul>
Fire Science Technology	<p>Assessment begins Fall 2003 per DC memo 4/16/03 indicated in Matrix</p> <p>ALTERNATIVE ASSMT SCHEDULE:</p> <ul style="list-style-type: none"> <li>• Received Plan 12/19/03, APPROVED 2/4/04</li> <li>• Spring 2004 – No submittal (data collection due 3/18/04, No submittal (Assmt. Report due 5/3/04)</li> </ul> <p>***</p> <ul style="list-style-type: none"> <li>• Fall 2004 – No submittal (Implementation memo due 10/11/04)</li> <li>• Spring 2005 – Implementation of Assmt Results Memo received 3/8/05, TracDat Assmt Plan received 3/8/05, Pending CCA review</li> </ul>

**GROUP C****FULL PROBATION**

<b>PROGRAM</b>	<b>STATUS</b>
Business Office	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan submitted 11/25/02 APPROVED 12/04/02</li> <li>• Fall 2002 – No submittal (Assmt Report due 12/03/02)</li> <li>• Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03)</li> <li>• Fall 2003 – No submittal (review plan-incorporate mods/health indicators due 9/23/03)</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04)</li> <li>• Received 4/6/04 memo regarding Business &amp; Finance Office (informational memo)</li> </ul> <p>Matrix indicates: No follow-up activity after approval of assessment plan.</p> <ul style="list-style-type: none"> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – No submittal (Implementation memo due 3/7/05), Received memo dtd 3/16/05 – TracDat entry on going, will be complete and up to date by 6/30/05. TracDat Assmt Report received 7/20/05.</li> </ul>
Center of Civic Engagement	<ul style="list-style-type: none"> <li>• Fall 2003 – Plan received 12/19/03, Plan RESUBMIT on 2/4/04, Revised Plan received 11/18/04, Memo dtd 12/6/04 Plan (hard copy) rated RESUBMIT</li> <li>• Spring 2004 – Progress report received 3/8/04</li> <li>• Fall 2004 – Request for extension for Assmt Report received on 10/11/04 new deadline 11/10/04</li> </ul> <p>*** Memo dtd 11/23/04 Assessment Plan Updates:</p> <ul style="list-style-type: none"> <li>- Data Collection due 12/31/04 – No submittal</li> <li>- TracDat Assmt Report due 1/15/05 – No submittal</li> </ul> <ul style="list-style-type: none"> <li>• Spring 2005 – No submittal (Implementation memo due 3/7/05)</li> </ul>

PROGRAM	STATUS
Facility Maintenance	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 5/14/02, REVISED Plan received 10/11/02, APPROVED 10/23/02</li> <li>• 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</li> <li>• Spring 2003 – Implementation memo received 8/8/03</li> <li>• Fall 2003 – Plan received 10/1/03, Plan (new template) received 10/13/03, REVISED Plan received 12/10/03</li> <li>• Spring 2004 – No submittal (data/progress memo)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04), Request for extension received 12/2/04 new deadline 1/03/05</li> <li>• Spring 2005 – No submittal (Implementation memo due 3/7/05)</li> </ul>

**PARTIAL PROBATION**

PROGRAM	STATUS
AAD Support Staff	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan received 5/10/02 APPROVED 9/04/02, REPORT received 12/4/02 APPROVED 1/15/03</li> <li>• Spring 2003 – Implementation memo received 4/8/03</li> <li>• 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)</li> <li>• Received 5 column model &amp; data information 3/20/03.</li> <li>• Spring 2004 – Progress Report received 3/8/04</li> <li>• Fall 2004 – Received extension request 10/12/04 for New deadline 10/27/04; Received TracDat Assmt Report 10/27/04; CFS dtd 3/18/04 Report RESUBMIT due 11/30/04, TracDat Assmt Report resubmission received 11/30/04, DYAD still needs to review report resubmission for CCA deliberation</li> <li>• Spring 2005 – No submittal (Implementation memo due 3/7/05)</li> </ul>

PROGRAM	STATUS
Board of Trustees/Foundation Board	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan received, Report received 1/30/03</li> <li>• Spring 2003 – Implementation memo received 5/19/03</li> <li>• Fall 2003 – No submittal (review plan/health indicators due 9/23/03)</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – TracDat Assmt Plan inputted.</li> </ul>
Budget & Contracts	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan APPROVED 12/04/02</li> <li>• Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03)</li> <li>• Fall 2003 – No submittal (review plan-incorporate mods./health indicator due 9/23/03)</li> <li>• Spring 2004 – CFS indicated the CCA met on 4/1/04 &amp; discussed the Program Review &amp; Outcome Assessment submitted. CCA APPROVAL. Received progress report 3/2/04</li> <li>• Fall 2004 – REPORT submitted APPROVED 4/21/04.</li> <li>• Spring 2005 – Received Implementation memo 10/11/04, Memo dtd 5/11/05 – A plan will be turn in on 10/2/05 to start new cycle to be in line with all Business &amp; Finance Departments.</li> </ul>
Center of Leadership Studies	<ul style="list-style-type: none"> <li>• Spring 2003 – Progress report received 6/3/03</li> <li>• Fall 2003 – Plan received 12/8/03, RESUBMIT received 2/4/04, Revised Plan received 2/16/04, RESUBMIT Plan on 11/18/04, APPROVED 12/9/04</li> <li>• Spring 2004 - Progress Report received 3/8/04</li> </ul> <p>*** Memo dtd 11/23/04 Assessment Plan Updates:</p> <ul style="list-style-type: none"> <li>- Data Collection due 12/31/04 – received 1/20/05</li> <li>- TracDat Assmt Report due 1/15/05 – No submittal</li> </ul> <ul style="list-style-type: none"> <li>• Fall 2004 – Data Collection Progress Report received 1/20/05, TracDat Assmt Plan received 1/21/05, DYAD still needs to review report resubmission for CCA deliberation</li> <li>• Spring 2005 – No submittal (Implementation memo due 3/7/05), TracDat Assmt Report received 7/26/05</li> </ul>

PROGRAM	STATUS
Communications & Promotions	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 10/9/02, APPROVED 10/16/02</li> <li>• Fall 2002 – Report received 10/9/02, APPROVED 10/30/02</li> <li>• Spring 2003 – Report received 5/20/03 &amp; 5/21/03 , Implementation memo received 8/10/03</li> <li>• Fall 2003 – Plan received 9/23/03, REVISED Plan received 1/27/04, RESUBMIT 2/11/04, Plan received 6/20/04, <b>APPROVED W/5 Column received 9/21/04</b></li> <li>• Spring 2004 – No submittal (data/progress report)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – Data Collection Progress Report Memo received 6/3/05; TracDat Assmt Report received 6/3/05.</li> </ul>
Materials Management/Procurement	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan submitted 11/25/02 APPROVED 12/04/02</li> <li>• Fall 2002 – No submittal (Assmt Report due 12/03/02)</li> <li>• Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03)</li> <li>• Fall 2003 – No submittal (review plan-incorporate mods./health indicators due 9/23/03)</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04)</li> </ul> <p>Matrix indicates: No follow-up activity after approval of assessment plan.</p> <ul style="list-style-type: none"> <li>• Received 4/6/04 memo regarding Business &amp; Finance Offices (informational memo)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – TracDat Assmt Report APPROVED 5/3/05, CFS dtd 5/3/05 due Implementation memo on 5/31/05</li> </ul>

PROGRAM	STATUS
Safety Office	<ul style="list-style-type: none"> <li>• Spring 2003 – REPORT resubmit 4/30/03, APPROVED w/REVISION 9/10/03</li> <li>• Fall 2003 – Plan submitted APPROVED w/REVISION 11/19/03 – Progress memo received 3/9/04</li> <li>• Spring 2004 – No submittal (review plan/health indicators due 3/8/04)</li> </ul> <p>Matrix indicates: Report needs major work.</p> <ul style="list-style-type: none"> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04), Request for extension for Assmt Report received 12/2/04 new deadline due 2/2/05.</li> <li>• Spring 2005 – Assmt Plan (hard copy) received 5/16/05, TracDat Assmt Plan received 6/2/05</li> </ul>
Student Financial Aid	<ul style="list-style-type: none"> <li>• Fall 2002 – Plan submitted APPROVED 12/04/02</li> <li>• Spring 2003 – No submittal (Use of Results/Imp. Memo due 4/8/03)</li> <li>• Fall 2003 – No submittal (review plan-incorporate mods./health indicators due 9/23/03)</li> <li>• Spring 2004 – No submittal (data/progress report due 3/8/04)</li> </ul> <p>Matrix indicates: No follow-up activity after approval of assessment plan</p> <ul style="list-style-type: none"> <li>• Received 4/6/04 memo regarding Business &amp; Finance Offices (informational memo)</li> <li>• Fall 2004 – No submittal (TracDat Assmt Report due 10/11/04)</li> <li>• Spring 2005 – TracDat Assmt Report received 3/25/05, CFS dtd 5/3/05 Report RESUBMIT due 5/10/05, TracDat Assmt Report received 6/2/05</li> </ul>



**GROUP D****FULL PROBATION**

<b>PROGRAM</b>	<b>STATUS</b>
Construction Trades (HS)	<ul style="list-style-type: none"> <li>• Plan submitted 2/20/02</li> <li>• Fall 2002 – No submittal (data/progress report due 12/3/02)</li> <li>• Spring 2003 – No submittal (Assmt Report 4/8/03)</li> <li>• Fall 2003 – No submittal (use of results/imp. memo due 9/23/03)</li> <li>• 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)</li> <li>• Spring 2004 – No submittal (review plan/health indicators 3/8/04)</li> <li>• Fall 2004 – No submittal (Data Collection Progress Report due 10/11/04)</li> </ul> <p>*** CCA awaiting the approved program deletion memo</p> <ul style="list-style-type: none"> <li>• Spring 2005 – No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>
Electronics & Networking (HS)	<ul style="list-style-type: none"> <li>• Plan submitted 10/16/01</li> <li>• Fall/Spring 2002 – Plan submitted 6/7/02</li> <li>• Plan submitted 11/26/02</li> <li>• Spring 2003 – No submittal (Assmt Report due 4/8/03)</li> <li>• Fall 2003 – No submittal (Use of results/Imp. Memo due 9/23/03)</li> <li>• Spring 2004 – No submittal (review plan/health indicators 3/8/04)</li> <li>• Fall 2004 – No submittal (Data Collection Progress Report 10/11/04), Assmt Plan (hard copy) received 11/23/04, CFS dtd 12/9/04 Plan RESUBMIT due prior to winter break 12/19/04</li> <li>• Spring 3005 – No submittal (Data Collection Progress Report and TracDat Assmt Report due 3/7/05)</li> </ul>

PROGRAM	STATUS
GVB Tour Guide Certification Training	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01, REVISED Plan received 2/27/02, Report received 5/13/02 APPROVED 9/18/02</li> <li>• Fall 2002 – Progress report received 12/6/02</li> <li>• Spring 2003 – No submittal (Assmt. report due 4/8/03)</li> <li>• Fall 2003 – Implementation memo received 9/22/03</li> <li>• Spring 2004 – No submittal (review plan/health indicators due 3/8/04)</li> <li>• Received memo 6/11/04 regarding Tour Guide Training</li> <li>• Fall 2004 – No submittal (Data Collection Progress Report due 10/11/04)</li> <li>• Spring 2005 – Request for Extension for Assmt Report received 3/11/05 new deadline 4/11/05. No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>
Refrigeration & A/C (Skills Development Milestone)	<ul style="list-style-type: none"> <li>• Spring 2004 – Plan received 3/5/04, REVISED Plan received 4/28/04</li> </ul> <p>Plan indicates the following: The certificate in Ref. &amp; 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 &amp; 115) that are still currently offered as Skills Development Milestone courses.</p> <ul style="list-style-type: none"> <li>• Fall 2004 – No submittal (Data Collection Progress Report due 10/11/04)</li> </ul> <p>*** CCA awaiting the approved program deletion memo</p> <ul style="list-style-type: none"> <li>• Spring 2005 – No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>
Visual Communication	<p>NEW ALTERNATIVE ASSMT. SCHEDULE EFFECTIVE SPRING 2004</p> <ul style="list-style-type: none"> <li>• Spring 2004 – Plan received 3/18/04, RESUBMIT DUE 5/5/04 – No submittal</li> </ul> <p>****</p> <ul style="list-style-type: none"> <li>• Fall 2004 – Received extension request for Plan due 10/15/04 New deadline 10/29/04, TracDat Assmt Plan received 11/28/04, No submittal (Data Collection Progress Memo due 10/11/04)</li> <li>• Spring 2005 – No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>

PROGRAM	STATUS
Welding (Skill Development Milestone)	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 10/15/01</li> <li>• Fall 2002 – No submittal (data/progress report due 12/3/02)</li> <li>• Spring 2003 – No submittal (Assmt. report due 4/8/03)</li> <li>• Report deadline extension 6/30/03</li> <li>• Fall 2003 – No submittal (use of results/imp. memo due 9/23/03)</li> <li>• 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)</li> <li>• Fall 2004 – No submittal (Data Collection Progress Report due 10/11/04)</li> </ul> <p>*** CCA awaiting the approved program deletion memo</p> <ul style="list-style-type: none"> <li>• Spring 2005 – No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>

**PARTIAL PROBATION**

PROGRAM	STATUS
Automotive Technology (HS)	<ul style="list-style-type: none"> <li>• Plan submitted 10/15/01 Revision required.</li> <li>• Spring 2002 – Plan submitted 2/21/02</li> <li>• Fall 2002 – No submittal (data/progress report due 12/3/02)</li> <li>• Spring 2003 – No submittal (Assmt Report due 4/8/03)</li> <li>• Fall 2003 – No submittal (use of results/imp. Memo due 9/23/03)</li> <li>• Spring 2004 - No submittal (review plan/health indicators due 4/8/04)</li> <li>• Fall 2004 – Received Assmt Plan (hard copy) 10/6/04, APPROVED 10/27/04</li> <li>• Spring 2005 – No submittal (Data Collection Progress Report and TracDat Assmt Report due 3/7/05)</li> </ul>

PROGRAM	STATUS
General Education	<p>NEW ALTERNATIVE ASSMT. SCHEDULE EFFECTIVE SPRING 2004</p> <p>*Schedule dictated by CCA-GenEd Committee negotiation.</p> <ul style="list-style-type: none"> <li>• Spring 2004 –Draft Assmt Plan received 4/30/04</li> <li>• Fall 2004 – No submittal ( Revise Assmt Plan due 10/4/04)</li> <li>• Spring 2005 – Request for extension for Assmt Plan received 3/8/05 new deadline 3/22/05, Assmt Plan (hard copy) received 3/18/05, CFS dtd 3/30/05 Plan APPROVED, also the CFS indicated they need to accomplish both a Data Collection Progress memo as well as TracDat Input deadline for the former is early Fall 2005 and deadline for the latter is on or before 10/3/05</li> </ul>
Hospitality Institute	<ul style="list-style-type: none"> <li>• Spring 2002 – Plan received 12/10/01, REVISED Plan received 2/27/02, Report received 5/14/02 RESUBMISSION APPROVED 10/2/02</li> <li>• Fall 2002 – Progress report received 12/6/02</li> <li>• Spring 2003 – Progress report received 5/13/03 instead of Assmt. report</li> <li>• Fall 2003 – Implementation memo received 9/22/03</li> <li>• Spring 2004 – No submittal (review plan-incorporate mod./health indicators due 3/8/04)</li> <li>• Received memo 6/11/04 regarding Hospitality Institute</li> <li>• Fall 2004 – Data Collection Progress Report Memo received 11/8/04</li> <li>• Spring 2005 – Request for Extension for Assmt Report received 3/11/05 new deadline 4/11/05. No submittal (TracDat Assmt Report due 3/7/05), Received memo dtd 4/11/05 instead.</li> </ul>

PROGRAM	STATUS
Nursing Assisting (HS)	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 2/20/02</li> <li>• Spring 2002 – Report received 5/16/02</li> <li>• Fall 2002 – Received Progress report 4/9/03, Received implementation memo 12/31/02</li> <li>• Spring 2003 – Report received 10/31/03, APPROVED 11/19/03</li> <li>• 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</li> <li>• Spring 2004 – Mod./Health Indicators memo received 3/8/04</li> <li>• Fall 2004 – Received Data Collection Progress Report 10/4/04</li> <li>• Spring 2005 – No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>
Tourism & Hospitality (Secondary)	<ul style="list-style-type: none"> <li>• Fall 2001 – Plan received 5/1/01, Report received 12/5/01</li> <li>• Fall 2002 – Report received 4/8/03</li> <li>• Spring 2003 – Progress report received 4/9/03</li> <li>• Fall 2003 – Implementation memo received 9/22/03</li> <li>• Spring 2004 – No submittal (review plan-incorporate mods./health indicators due 3/8/04)</li> <li>• Fall 2004 – Data Collection Progress Report Memo received 11/8/04</li> <li>• Spring 2005 – Request for Extension for Assmt Report received 3/11/05 new deadline 4/11/05. 4/11/05-received memo instead. No submittal (TracDat Assmt Report due 3/7/05)</li> </ul>



**OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS (AIE)**  
**GUAM COMMUNITY COLLEGE**  
<http://www.guamcc.edu/assessment>

## Memorandum

**TO:** Dr. James Taylor, Vice President  
Business & Finance

**VIA:** Dr. Ray Somera, Assistant Director  
Office of Assessment & Institutional Effectiveness

**FROM:** Priscilla C. Johns, Program Specialist  
Office of Assessment & Institutional Effectiveness

**SUBJECT:** January of CCA Assessment Activities

**DATE:** February 9, 2005

**CC:** Dr. John R. Rider, Vice President  
Academic Affairs Division

Human Resources' assessment report was scheduled for CCA deliberation on January 26, 2005. However, Gen Ed asked to be placed on the agenda to report on their status, hence, CCA was unable to rate HRO's report. It will be taken up at the next meeting.

### Extension Requests Approved By CCA (For Late Assessment Document Submittals)

No requests made for Business & Finance.

### Request for Program Deletion/Inactive Status

No requests made for Business & Finance.

### Special Invitation

AIE invites Business & Finance to sign up for TracDat training (basics and refresher) during spring 2005 semester. Attached is a copy of the schedule.



**OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS (AIE)**  
**GUAM COMMUNITY COLLEGE**  
<http://www.guamcc.edu/assessment>

## Memorandum

**TO:** John Camacho, Vice President  
Office of Administrative Services Division

**VIA:** Dr. Ray Somera, Assistant Director  
Office of Assessment & Institutional Effectiveness

**FROM:** Priscilla C. Johns, Program Specialist  
Office of Assessment & Institutional Effectiveness

**SUBJECT:** January Highlights of CCA Assessment Activities

**DATE:** February 9, 2005

**CC:** Dr. John R. Rider, Vice President, Academic Affairs Division  
Jose Quitugua, Facility Maintenance Supervisor

Facilities Maintenance did not meet its January 3, 2005 extension request to submit/input its required assessment report in TracDat. (Person responsible: Jose Quitugua)

### Extension Requests Approved By CCA (For Late Assessment Document Submittals)

No requests were made.

### Request for Program Deletion/Inactive Status

No requests were made.

### Special Invitation

AIE invites ASD personnel responsible for assessment to sign up for TracDat training (basics and refresher) during spring 2005 semester. Attached is a copy of the schedule. Please reinforce the importance of TracDat training.

## APPENDIX K

As an integral component of TracDat training, it is essential that divisions establish goals and input them into TracDat in order for administrative units to relate their specific administrative objectives to their division level goals. Attached are copies of AAD and B&F goals for your guidance. We therefore, ask for submission of your division goals no later than **March 7, 2005**. Please consult Priscilla at 735-5523 for additional assistance.



FILE CCF

109  
12/13/04

TO: Kelly Sukola  
Dept. Chair  
Social Science & Criminal Justice Dept.

FROM: Dr. John Rider  
Academic Vice President

SUBJECT: Assessment compliance issue

DATE: December 13, 2004

CC: Jamie Mason, Dean, TSS  
Reilly Ridgell, Dean, TPS

Please explain in a memo to me why your department has not complied with your various programs' assessment requirements as of this date. AIE has submitted the following report to me:

**Group A (AS programs)– Review existing plan and incorporate modifications**

1. **Criminal Justice**, person responsible: Donna Cruz. Note: the last recorded activity was an implementation memo dated 3/8/04.
2. **Liberal Arts**, person responsible: Kelly Sukola. CCA reviewed the plan and was rated Resubmit with revision deadline on or before 2/25/04. No submission since then.

**Group B (Certificate Programs) – Implementation memo**

1. **Criminal Justice**, person responsible: Kelly Sukola. Plan was reviewed by CCA and was rated approved with minor revisions on 4/4/04. October 11 deadline to submit an Implementation memo was not met.
2. **Cosmetology**, person responsible: Ron Abshire. Plan was approved by CCA, however, no activity since Nov. 2003.
3. **Fire Science Technology**, person responsible: Kelly Sukola.
4. **Systems Technology**, person responsible: John Limtiaco. No plan in place.



John R. Rider, Ed. D.  
Vice President, Academic Affairs

December 14, 2004

RECEIVED  
12/15/04  
COPY  
12/15/04

MEMORANDUM

To: Dr. John Rider, Academic Vice President

Fr: Kelly Sukola, Department Chairperson, CJ & SS  
Donna Cruz, Assistant Professor, CJ

Re: Assessment Compliance

CC: Jamie Mason, Dean, TSS  
Reilly, Ridgell, Dean, TPS  
Dr. Ray Somera, Director, AIE

As Department Chair I agree that I am responsible for ensuring that program assessments are completed in a timely manner. There are different reasons why the programs did not meet the required deadlines and I will address them individually, as well as provide a status update for each of them.

Group A

1. Criminal Justice

Prior to the deadline of October 11, 2004, I was not able to access Trac Dat and was not familiar enough with the Trac Dat system to navigate the program. To date, there are no written procedures established to explain how to use the system nor is there an explanation of what information is needed to complete the report. My attempts to report via Trac Dat have been unsuccessful because the system is complex and difficult. Donna Cruz supplied the necessary information needed to report our progress in paragraph form. However, we were not allowed to submit a written report and were required to submit our progress via Trac Dat. I anticipate having it completed during the Christmas break.

2. Liberal Arts

Prior to September of 2004, John Armstrong was the person responsible for drafting and submitting the Liberal Arts assessment plan. During our September 3<sup>rd</sup> department meeting, John informed our department that he was not able to take on revising the assessment plan due to his various committee responsibilities this school year. The job of revising the plan has fallen to me by default and unfortunately I have not been able to work on the LA assessment plan. I have scheduled to work on the plan during the Christmas break and anticipate submitting a revised plan by March, 2005.

Group B

1. Certificate in Criminal Justice

Jonathan Quan provided the necessary information needed to generate the implementation memo but, again, due to our inexperience with the Trac Dat system, the required memo has not been submitted on time. Had we been allowed to submit the memo in written form, it would have been completed on time. I anticipate having it completed during the Christmas break.

2. Certificate in Cosmetology

This program does not fall under my department's purview.

3. Certificate in Fire Science Technology

I was not aware that assessment needed to be completed for this program, as it just began in November, 2004. The plan was completed and I will submit an implementation memo by March, 2005.

4. Certificate in Systems Technology

This program does not fall under my department's purview.

I have made several attempts to learn the assessment process and the Trac Dat system. On November 1<sup>st</sup>, I met with Priscilla to review the status of my department's program assessments in order to familiarize myself with their requirements. On November 12<sup>th</sup>, I attended the Trac Dat training facilitated by Priscilla. On December 12<sup>th</sup>, I received telephone support from Priscilla as I continue to learn the Trac Dat system and complete the assessment reports for my department.

I hope this communication addresses your concerns. Rest assured I will continue to do my best to fulfill my responsibilities. I will be glad to provide additional information if you so desire.

12/21/04  
JL

**Guam Community College**  
**Electronics Department**  
Extension 608/610

December 20, 2004

Memorandum

To: Dr. John Rider, Vice President, Academic Affairs Division  
From: John Limtiaco, Department Chair, Electronics Department  
Subject: Assessment Report for Systems Technology

JL

This is just to inform you that I am currently working on the Assessment Report for the System Technology Certificate Program and will be able to finalize the report by Thursday, Dec. 23, 2004. I inadvertently thought that the report that was submitted via TracDat prior to the deadline was complete, however, there is additional information that is required in order to view or print the report. This information is being inputted into TracDat and will be complete by the date mentioned above.

Merry Christmas and A Happy New Year!

**Guam Community College  
Committee on College Assessment (CCA)  
FIVE-COLUMN MODEL**

**Program**

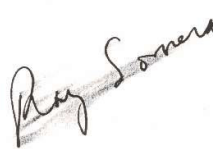
<b>Institutional &amp; Program/Unit Level Outcomes</b>  <u><b>Expanded Statement of Institutional Purpose</b></u>  <u><b>Mission Statement:</b></u>  Our mission as a unique community college is...human resource development in support of Guam's major social and economic development goals.  <u><b>Goal Statement:</b></u>	<u><b>Student Learning Outcomes (SLOs) / SS/ Admin Unit Outcomes</b></u>  (Program Intended Educational Outcomes)	<u><b>Means of Assessment &amp; Criterion</b></u>  (Means of Program Assessment and Criteria for Success)	<b>Summary of Results</b>  (Summary of Data Collected)	<b>Use of Assessment Results &amp; Follow Up</b>  (Use of Results)

GUAM COMMUNITY COLLEGE  
OFFICE OF THE VICE PRESIDENT  
BUSINESS AND FINANCE  
671-735-5547  
671-734-1003 (Fax)  
jtaylor@guamcc.edu

RECEIVED

Date 2/16/2005 Ray Somera

March 16, 2005



## MEMORANDUM

**TO:** John Rider  
**FROM:** Vice President for Business and Finance  
**SUBJECT:** March 7, 2005 Memo: Assessment Deadline

I have reviewed the above memo. The following is an update on how each of the B&F Departments are coming with their assessment processes. I apologize for not providing the information earlier.

Overall B&F has been using the original five column assessment model. The model has since been substantively simplified but I decided that since B&F's initial intellectual effort had been built on the five column model, it would easier to complete it using that model. Each of the offices has had their initial plan completed and approved.

**Budget Office** Completed and approved. The Budget Officer should be completing TracDat entry by the end of March. The Budget Office has been carrying out the tasks built into the assessment process.

**Human Resources Office** Completed and approved. HRO has been carrying out the tasks built into the assessment process. TracDat entry has been completed for some time. HRO was the first department at GCC to fully complete TracDat entry. This process identified a number of issues with the TracDat setup. One of the most important issues involved providing a more hierarchical structure for relating the various departments. Subsequently many of these issues have been addressed by the Assessment Office.

**Materials Management Office** Completed and approved. MM has initiated entry into TracDat and this should be completed soon. MM has already been carrying out tasks built into the assessment process.



APPENDIX M

**Financial Aid Office** Completed and Approved. Financial Aid has one task to complete in the initial task list, holding a student based focus group to review the financial aid processes. Other tasks have been completed. Since the Financial Aid Officer will be having an orthopaedic operation at the end of March, I have asked the Assessment Office to initiate a data entry training session so that can be complete by the end of the month. FAO has been held up because of a need to complete the IPEDS report and to make Pell awards for students in the Spring 05 semester.

**Business Office** Completed and approved. The Business Office has been held up because of the need to complete the FY 2003 and the FY 2004 audit reports. The FY 2003 audit has been finished. The FY 2004 audit is targeted for completion on 6/30/05. Because of this certain of the planned activities have not been carried out. Because of the need to focus on the audits, I will be working more closely with the Business Office to assure their completion of the assessment process. I will probably do most of the TracDat data entry myself, at least initially. I don't have a target completion date yet but I am hoping that the Business Office will be complete and up to date by 6/30/05.

I trust this is useful information and the time lines are reasonably appropriate. I still expect Business and Finance to be the first division to have completely gone through a complete assessment cycle. I have noted improvements in the TracDat setup during the most recent data entry session in which I participated. However I would suggest that Institutional Goal # 4 is poorly phrased and needs a substantial rewrite. In addition, based on my project management experience, I have several suggestions that I would be glad to discuss with you. I think they would prove to be helpful.

cc: Ray Somera  
Assessment Office

**BUDGET NARRATIVES BY PROGRAM/SERVICE OR UNIT  
FY 2004 – 2005**

<b>BOARD OF TRUSTEES</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To provide overall policy direction for the College.
2	To respond quickly to College needs and issues.
3	To ensure the Personnel issues are resolved quickly.
4	To ensure consistent flow of information.
<b>PERFORMANCE INDICATORS:</b>	
1	Board makes decisions that support GCC's mission policy.
2	Board meets on a regular basis to discuss issues.
3	Grievances are resolved quickly and fair.
4	Information is readily available to Board members.
<b>PROPOSED OUTCOMES:</b>	
1	Board policy decisions reflect and support the mission of GCC.
2	Issues are resolved/addressed by the Board.
3	Grievances that come to the Board's attention are resolved quickly and in a timely manner.
4	Board member's receive and respond to issues quickly.
<b>OFFICE OF THE PRESIDENT</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To provide leadership and direction to the activities of the institution to ensure that the College carries out its mission.
2	To ensure that the College retains its essential characteristics of responsiveness, accessibility, accountability, flexibility, relevance, excellence, and technological advancement.
3	To ensure College maintains or exceeds accreditation standards.
4	To ensure that the College manages its resources to benefit its mission.
<b>PERFORMANCE INDICATORS:</b>	
1	President's decisions support the College's mission.
2	President ensures fiscal responsibility, open flow of information, curriculum is relevant to Guam's workforce needs.
3	Decisions reflect and uphold accreditation standards.
4	Budget reports, documents are submitted in a timely manner to the Board. Audits are current.
<b>PROPOSED OUTCOMES:</b>	
1	Programs/courses offered reflect needs of the community.
2	Budget is well managed, College open door policy is maintained, and Advisory committee have input on curriculum.
3	Accreditation is maintained without reservations.
4	Decision making regarding financial issues made in a timely manner that benefits GCC.
<b>COMMUNICATIONS &amp; PROMOTIONS</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To promote Fall, Spring and Summer registration periods and payment deadlines
2	To create awareness of GCC's postsecondary educational programs
3	To create awareness of GCC secondary vocational programs
4	To help position the College as fiscally responsible, proactive, stable institution
5	To create awareness of the availability of financial Aid at GCC
<b>PERFORMANCE INDICATORS:</b>	
1	The number of students who register early - Registrar's report
2	Media buys(print/radio/TV) on major stations having the greatest impact on GCC's demographics
3	Presence at DOE school and career fairs.
4	Consistent messages to media that promote GCC's fiscal responsibility, assessment processes and hiring practices
5	Financial Aid Office report indicating the number of financial aid recipients



<b>PROPOSED OUTCOMES:</b>	
1	An increase in the number of students who register early each semester
2	Enrollment numbers and calls to career center requesting information correspond to media campaign buys
3	Articles/news stories that positively reflect GCC's accomplishments at the secondary level and an increase in the number of students enrolled in GCC's secondary programs.
4	Unpaid comments in media and from community members regarding GCC's viability
5	Increase in the number of financial aid applicants and recipients
<b>OFFICE OF THE VICE PRESIDENT (ASD)</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To provide administrative support for all sections within the division
<b>PERFORMANCE INDICATORS</b>	
1	All sections are carrying out their respective mandates effectively and efficiently
<b>PROPOSED OUTCOMES</b>	
1	There will be 30% reduction in problems encountered by the various sections in carrying out their mandates.
<b>PLANNING &amp; SPONSORED PROGRAM MANAGEMENT</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	As State Agency, P&D will administer federal funds (Perkins III & WIA-Title II).
2	To provide institutional data and research.
3	To carry out activities to strengthen educational programs.
4	To find ways to diversify financial resources.
<b>PERFORMANCE INDICATORS:</b>	
1	Core Indicators of Performance.
2	Institutional reports (i.e., Graduate/Completer Follow up Survey Report, Compact Impact, etc.)
3	State and local plans
4	Applications/proposals (i.e., loan applications, grants)
<b>PROPOSED OUTCOMES:</b>	
1	Improve interaction/relations with eligible providers.
2	Improve the report users' understanding of institutional data/research.
3	Complete plans in a timely manner.
4	Complete applications/proposals in a timely manner.
<b>MANAGEMENT INFORMATION SYSTEM OFFICE (MIS)</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Standardized up-to-date hardware and software systems. Up-to-date technical training for IT staff.
2	Upgrade and maximize speed, availability, and reliability of internal and external network connection.
3	Optimize and stabilize workstations and servers and develop an online backup and recovery system.
4	Update all MIS desktop/laptop systems to Microsoft Windows XP Professional operating systems and software.
5	Complete update of IT assets inventory, maintain licenses for all antivirus systems and all other software licenses.
<b>PERFORMANCE INDICATORS:</b>	
1	PC desktop/laptop units installed will be at least 1-2GHz, 256-512MB RAM, 40-60GB HDD, multimedia, and with CD-RW. (Macintoshes no less than G5). Latest and compatible softwares will be installed for the XP environment. IT staff certified in the field.
2	LAN speeds will be maintained at 100Mbps. Internet access for all campus and GCC high school satellite computers. Wireless connectivity standards in place. Internet connection maintained at T-1 speed. Backup Internet line in place.
3	Decreased number of critical Service Work Orders as compared to previous years. Servers running 24 hours 7days a week. Online backup and recovery system in place.
4	All MIS desktop/laptop systems updated and or upgraded to Microsoft Windows XP Professional operating systems and software.
5	Completed comprehensive IT assets inventory. Enterprise antivirus systems maintained and all other software licenses maintained and in compliance with copyright laws.

<b>PROPOSED OUTCOMES:</b>	
1	100% PC desktop/laptop units installed will be at least 1-2GHz, 256-512MB RAM, 40-60GB HDD, multimedia, and with CD-RW. (Macintoshes no less than G5). Softwares will be installed for the XP environment. IT staff with 1 renewed or new certification.
2	100% LAN speeds at 100Mbps. 100% Internet access for all campus and GCC high school satellite computers. Wireless connectivity accessible. 95% Internet connection reliability at T-1 bandwidth and 1.544Mbps speed.
3	Critical service work orders cut by 40%. Service response by 3 days.
4	100% of all MIS desktop/laptop systems running Microsoft Windows XP Professional operating systems and software.
<b>FACILITIES</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Customer Service-We will analyze our facility maintenance services and commodities to ensure that we are reacting to Guam Community College's Faculty and Staff needs.
2	Infrastructure Improvement-We will reduce electrical energy demands through conservation, air conditioning maintenance and replacements, and engineering studies.
3	Competitive Business Practices-We will implement budget and cost control measures, improve productivity and refine our mix of facilities maintenance products and services.
<b>PERFORMANCE INDICATORS:</b>	
1	Incremental reduction of backlogged facility maintenance work requests by ten percent (10%) compared to backlogs or prior corresponding records.
2	Increase customer satisfaction ratings to eight-five percent (85%) through acquisition of customer ratings on all work request completed by maintenance personnel.
3	Achieve mandated reduction of electrical energy demands by twenty percent (20%) based on FY2002 demands.
4	Reduce cost of materials incrementally by five percent (5%) based on comparison with FY2002 material expenditures. (Excluding uncontrollable costs such as disaster recovery).
<b>PROPOSED OUTCOMES:</b>	
1	Establishment of single feedback/status system for all work requests so faculty and staff are acknowledgeable of status of work requests submitted.
2	Establishment of a priority work request system so that the following is achieved: (Excludes after hours work.) a) Work Request of 1-2 hours durations are completed with four (4) hours of receipt in the Maintenance Dept., b) Work requests over 2 hours but less than 8 hours duration will be completed by the next work day, c) Work request over 8 hours duration will be completed within 3 days or submitted for contract accomplishment. Customer will be kept informed at all times. All times predicated on local
3	Establishment of a priority work request system based on a) critical mission, safety or high management impact, 1) essential mission, safety or significant management impact, 2) important jobs that do not have mission, safety or management impact and, 3) routine jobs without assigned completion dates or datelines.
<b>ENVIRONMENTAL SAFETY</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Revised and update GCC safety manuals, emergency operations plan & procedures
2	Working with HR department in scheduling of safety training for faculty & staff
3	Setup inspections of various buildings within GCC and satellite facilities
4	Review and investigate all accidents involving staff and students.
5	Fema coordinator for Chata'an, Pongsona and flood mitigation projects
<b>PERFORMANCE INDICATORS:</b>	
1	Completed emergency operations plan and procedures in July 2003. Currently still reviewing GCC's safety manuals for changes and updates
2	Working on providing safety training on GCC's website by PowerPoint and PDF type training with quiz's
3	Re-establish the inspection program
4	Continue to investigate all forms of accidents
5	Completed 21 project worksheets for Chata'an and 28 PW for Pongsona and coordinated and assisted in mitigation grant project

<b>PROPOSED OUTCOMES:</b>	
1	90% of EOP manual, ready to send to website, 10% of other GCC manuals ready
2	10% of safety training to be placed on website
3	70% reduction in student accidents
4	40% implementation of safety inspection program
5	10% received \$45,000 of Chata'an funding and \$120,000 of Pongsona funding. Still waiting on other obligated funds and draw downs for the remaining amounts
<b>ADMINISTRATIVE SUPPORT SERVICES &amp; SECURITY</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To provide support services in the most efficient and cost effective manner
2	To coordinate security services for the campus to ensure that college personnel, students and property are secure
3	To periodically report on crimes committed on the campus as prescribed by the campus security
4	To improve copying services to better meet campus requirements
5	To deliver and pick up college communications in the most efficient manner
<b>PERFORMANCE INDICATORS:</b>	
1	Reduce the incidence of crime on campus
2	Fewer security concerns on campus
3	Attain quality and fast copying service
4	Communications are sent and received on a timely manner
<b>PROPOSED OUTCOMES:</b>	
1	Reduction of crime on campus 20%
2	Establish a priority system for improvement of fast and quality copying 30%
3	Improvement of communication, pickup and delivery 30%
4	Reduction of security related concerns 25%
<b>OFFICE OF THE VICE PRESIDENT (BFD)</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	GCC's advocate for the thoughtful allocation and use of institutional resources.
2	Coordinator of the operations of GCC's business and finance division.
3	Representative of business and finance to GCC's other divisions, schools, and other departments.
4	Advocate to Guam's executive branch and Guam's legislature for GCC's resource needs.
5	Advocate to the public for GCC's resource needs.
<b>PERFORMANCE INDICATORS:</b>	
1	GCC's proportion of the total GovGuam budget.
2	GCC's annual budget.
3	GCC's annual audit report.
4	GCC's federal relationships.
<b>PROPOSED OUTCOMES:</b>	
1	GCC's allocation of the GovGuam budget at least remains constant in poor economic times.
2	GCC's allocation of the GovGuam budget grows in good economic times.
3	GCC develops an annual budget and manages operations within the budget.
4	GCC completes its annual audit in a timely fashion and with minimal audit criticisms.
5	GCC responds to federal reporting requirements in a timely fashion with minimal negative response.
<b>BUSINESS OFFICE</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Support the thoughtful allocation and management of college resources through cashiering, a/r, a/p, and accounting operations, and through the production of periodic and annual financial information for the college, the government, and the public.
2	Assist college personnel in interaction with the business office. One way this will be done is through preparing, maintaining, and updating a policies and procedures manual.
3	Ensure the integrity of fiscal operations and fiscal data through an annual audit. This includes year end preparation for the audit and production of the draft statements.
4	Accurately account for college activity through keeping financial records in compliance with GAAP and US OMB requirements.

5	Secure college resources through the review, maintenance, and improvement of internal controls used at the college.
<b>PERFORMANCE INDICATORS:</b>	
1	The annual budget.
2	The business office policy and procedures manual.
3	The annual audit report.
4	Federal reports.
<b>PROPOSED OUTCOMES:</b>	
1	The college completes the fiscal year within the annual revenue and expenditure budget.
2	The business office policy and procedures manual becomes a training guide for new employees and is used as a reference by experienced employees. As a result, 95% of all transactions are processed in a normal fashion.
3	The annual audit report is completed and issued on or before federal and GAAP deadlines and the audit opinion is unqualified without negative compliance findings.
4	The business office produces monthly BOT reports, distributes useful monthly reports to the faculty and administration, and in a timely fashion produces required reports for the federal government and GovGuam.
<b>BUDGET &amp; CONTRACTS</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Ensure the college operates within available resources through overseeing the development of an annual revenue and expenditure budget request that supports the college's mission of instruction, training, and student support.
2	Set up and maintain a budget development process that ensures participation by all members of the faculty, staff, and administration, this includes providing training to enhance understanding of the relationship of budgetary process to institutional activities.
3	Support effective decision making and strategic planning by providing executive management with accurate, objective, and timely information about the college's use of its resources.
4	Ensure that the development and management of the budget complies with federal and local law as well as the policies of the college.
5	To help provide budget vs. actual information that will assist personnel in the management of the assets for which they are responsible by supporting the process to generate the necessary reports.
<b>PERFORMANCE INDICATORS:</b>	
1	The annual budget request.
2	Budget reports and number of terminals with access to the dynalogic budget and finance application.
3	Speed with which budget and contracts responds to special information requests about the budget.
<b>PROPOSED OUTCOMES</b>	
1	All college managers will participate in the development of the annual revenue and expenditure budget request. The request will be submitted on-time utilizing the financial parameters laid down for the budget process.
2	The college fully utilizes its budgeted resources according to the annual appropriation bill and according to all other laws and regulations.
3	The budget office produces useful budget balance reports for executive management within 24 hours of request. Each department head is provided with a timely monthly budget balance report and an open purchase order report.
4	Budget balance information and budget documents will be available online at least 95% of the time the college network is running. 70% will have access to the budget and finance application for inquiries on unencumbered balances and the status of PO's.
5	Helping people manage the financial resources according to their budget plan.
<b>HUMAN RESOURCES</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To provide effective support for the primary human resource functions at the college: hiring, periodic performance evaluation, and promotion. These activities are performed for faculty, staff and administrators.
2	To provide to management responses to questions about human resource issues as well as support for the development and negotiations of terms and conditions of employment.
3	To ensure the college hires and promotes based on merit; provides equal employment opportunity to

## APPENDIX N

	all; complies with the provisions of titles 4 and 17 of the Guam code; follows employment agreements; and follows other applicable law and regulations.
4	To provide periodic opportunities for training to improve job performance.
5	To oversee grievances, adverse actions, and conflict resolution.
<b>PERFORMANCE INDICATORS:</b>	
1	Number of hiring actions and average time to hire after approval for the recruitment and hire.
2	Number of training sessions offered per year as well as number of employees participating.
3	Number of grievances, adverse actions, and conflict resolutions handled during the year.
4	Periodic personnel audits conducted by the Civil Service Commission and the Western Association of Schools and Colleges.
<b>PROPOSED OUTCOMES:</b>	
1	Fill 90% of open, budgeted positions within six weeks after approval to hire.
2	95% of salary increments and performance evaluations will be processed no later than 15 working days after the due date.
3	Four adverse actions or grievances will be filed per year.
4	Periodic audits will show 95% of hires and promotions were carried out within appropriate parameters.
<b>MATERIALS MANAGEMENT/PROCUREMENT</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Assist faculty and staff in the thoughtful and timely acquisition of services, supplies, equipment, capital goods and other material items so the college will be able to effectively carry out its mission.
2	Serve as a central point for the receipt and subsequent distribution of goods that have been ordered.
3	Process invoices to ensure that the college has ordered and received the goods and services being billed.
4	Manage the risk management insurance program to protect the college from major risks such as fires, typhoons, and earthquakes and other risks such as theft and injury.
5	Manage institutional resources through tracking them on an inventory system.
<b>PERFORMANCE INDICATORS:</b>	
1	Timeliness of the processing of purchase orders.
2	Timeliness of the receipt and delivery of ordered goods and services.
3	Timeliness of the processing of invoices.
4	Continuation of insurance coverage.
<b>PROPOSED OUTCOMES:</b>	
1	Reduce internal lead-time for the processing of large requisitions requiring sealed bidding to an average of five working days. This will be monitored through a weekly check of large requisitions that have not been turned into purchase orders.
2	Reduce the internal lead-time for the processing of small purchases to an average of two working days. This will be monitored through a weekly check of requisitions that have not been turned into purchase orders.
3	Reduce external lead-time from local vendors to less than thirty calendar days through aggressive follow-up action on aging purchase orders. This will be monitored through review of the open purchase order report.
4	Process and forward invoices to A/P within three working days. This will be monitored through a weekly check for a backlog of invoices.
5	Deliver received goods to the ordering department within five working days. This will be monitored through a daily inspection of the receiving/delivery area.
6	New tracking is recorded in the inventory DYDYRM within 7 days of receipt.
<b>STUDENT FINANCIAL AID</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Provide students with access to economic assets in support of their educational goals.
2	Serve financial aid students fairly and efficiently.
3	Award federal financial aid in compliance with federal regulations.
4	Business and registrars office. Maintain effective interaction with Registrars Office and Business Office.
<b>PERFORMANCE INDICATORS:</b>	

1	Number of students served.
2	Annual survey of financial aid students.
3	Annual audit.
<b>PROPOSED OUTCOMES:</b>	
1	The number of students served increases annually.
2	Survey shows general satisfaction (80% level) with Financial Aid office.
3	Annual financial aid audit has no negative findings.
<b>OFFICE OF THE VICE PRESIDENT (AAD)</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Maintain & improve external relations
2	Maintain & improve office operations
3	Strengthen institutional initiatives
4	Increase funding sources
<b>PERFORMANCE INDICATORS:</b>	
1	Share assessment plans, maintain & increase articulation agreements, maintain accreditation, enhance GCC reputation, continue work force investment act board participation.
2	Continue to move record keeping activities to an electronic environment, utilize assessment results, identify Adm. professional development needs.
3	Strengthen continuing education.
4	Maintain currency of curriculum, strengthen capabilities of graduates, strengthen student services, enhance technology on campus, strengthen student records, maintain or increase enrollment.
5	Develop effective planning cycle
<b>PROPOSED OUTCOMES:</b>	
1	Prepare annual institutional assessment report, develop survey about AAD effectiveness, review annually processes changes in a timely manner, create open lab for students.
2	Improve relations, clear transfer policies in catalog, more articulation agreements, reports completed on-time, communication maintained, plans established for next self-study.
3	Strengthen continuing education, continue relationship with San Diego Community College.
4	Work with B&F to integrate assessment, evaluation, planning & budgeting activities, develop electronic assessment reporting that can link to larger academic master plan, capture existing students records electronically.
<b>ADMISSIONS &amp; REGISTRATION</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To establish and maintain permanent education records for current and former GCC Students in the Post-Secondary, High School and Continuing Education Programs.
2	To create and maintain master schedules of class offerings for multiple semesters.
3	To accept and process graduation applications.
4	To administer admissions and enrollment procedures.
<b>PERFORMANCE INDICATORS:</b>	
1	Providing services to students and campus community on a timely basis within designated deadlines; provide complete and accurate information; provide service in a prompt and courteous manner.
2	Providing complete and accurate master schedules for publication.
3	Accurate and timely diploma orders; processing accurate graduation evaluations.
4	Accurate and timely tracking of student demographics and enrollment.
<b>PROPOSED OUTCOMES:</b>	
1	Student report cards, student schedules; Academic progress reporting (honors, probation, dismissal).
2	Class rosters, identify and eliminate classroom utilization conflicts.
3	Distribution of diplomas.
4	Enrollment reporting and verification.
<b>OFFICE OF ASSESSMENT &amp; INSTITUTIONAL EFFECTIVENESS</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To develop & sustain assessment momentum at the college through capacity building efforts aimed at increasing college constituents' assessment knowledge;
2	To systematize assessment protocols, processes & policies to promote higher compliance rates of

	assessment requirements by faculty & staff;
3	To exert & affirm community college assessment leadership regionally & nationally.
<b>PERFORMANCE INDICATORS</b>	
1	Campus-wide involvement of all sectors of the college community in the assessment process, particularly the participation of its three divisions: Academic Affairs, Business & Finance, and Administrative Services;
2	Full institutionalization of GCC's assessment initiative through the newly-created Office of Assessment & Academic Effectiveness, along with the necessary support and resources e.g. Tracdat site licensing & training) for effective and efficient implementation of the process);
3	Greater volume of requests for GCC assistance for assessment-related information & actual conduct of training/workshops that will in turn strengthen the local initiative.
<b>PROPOSED OUTCOMES:</b>	
1	Higher compliance rates (at least 90%) in assessment submittals from all sectors at the college;
2	Dedicated time and effort given to departments needing assessment assistance, as well as monitoring of assessment results & their implementation;
3	Continuous satisfactory training & technical support for all Tracdat users on campus (about 60 assessment authors); timely completion & dissemination of annual institutional assessment report (5th) to all college stakeholders (prior to fall convocation);
4	Increase networking & leadership opportunities (with at least 10 community colleges of GCC's size) resulting in the sharing of resources, models, & best practices in community college assessment;
<b>CONTINUING EDUCATION</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To provide hands-on courses that are educational and personally enriching.
2	To link with governmental agencies and businesses as potential partners to provide specific training needs.
3	To closely work with GCC programs to generate revenue by providing classes in specific areas that is considered "entrepreneurial pursuits."
4	To track incentives for all college programs offering both credit and non-credit classes through continuing education.
5	To offer professional development classes that will eventually lead to a professional certification. To promote and advertise existing and potential classes offered through continuing education.
<b>PERFORMANCE INDICATORS:</b>	
1	A variety of skill development and personal enrichment classes will be offered.
2	The number of contract training agreements will determine continuous linkage with businesses and agencies.
3	The number of GCC programs generating revenue in classes relating to entrepreneurial projects.
4	To ensure that the GCC business office keeps an accurate account of all special projects classes and prepares monthly reports to continuing education.
<b>PROPOSED OUTCOMES:</b>	
1	Heightened awareness in the community of the variety of opportunities existing through continuing education, resulting in a 2 percent increase in student enrollment.
2	Establish a reputation in the community where businesses and agencies will turn to GCC's continuing education for their short-term training needs, resulting in a contracted training agreement.
3	There will be an increase in the number of disciplines that offer self-sustaining classes, which earn additional revenue to support their programmatic needs.
4	All participating programs will recap 100 percent of their incentive rewards for their efforts, which will in turn inspire others in various departments to follow suit. There will be an increase in course completers who earn specific certifications.
5	Through the combined efforts of the college's communication and promotions office, the registrar's office, GCC programs, and continuing education, there will be an increase in enrollment and revenues through creative marketing techniques.
<b>DEAN'S OFFICE-TPS</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Provide support for all departments and staff in TPS.
2	Provide satisfactory customer service.
3	Carry out all normal and expected functions of the Dean's office.

<b>PERFORMANCE INDICATORS:</b>	
1	Timeliness of submission or required reports.
2	Complaints received by the office about its service.
3	Average time to process requests.
<b>PROPOSED OUTCOMES:</b>	
1	Faculty, staff, and community will receive satisfactory service from the office.
2	Documents (requests, etc.) will be processed within 48 hours.
3	All reports will be submitted by deadline.
<b>MARKETING</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Secondary Marketing students will demonstrate vocational competency and career skills.
2	Secondary Marketing students will demonstrate the ability to apply technology in the performance of entry-level skills necessary for employment in a Marketing career.
3	Post Secondary Marketing students will demonstrate the ability to write an essay about the components of a Marketing Plan.
<b>PERFORMANCE INDICATORS:</b>	
1	Mean score on the Guam DECA core competency examination.
2	Average mean score for all four Secondary Marketing Programs on the PowerPoint rubrics of the Guam Community College Annual Marketing Program Assessment Report.
3	Mean score on the Marketing Mix Outcome Rubrics of the Guam Community College Annual Marketing Program Assessment Report for Post Secondary students.
<b>PROPOSED OUTCOMES:</b>	
1	The mean score of all Secondary Marketing Students competing in the Guam DECA Competition will increase by 5% over SY2003-2004.
2	The average mean score for all four Secondary Marketing Programs on the PowerPoint Presentation Outcome Rubrics of the Guam Community College Annual Marketing Program Assessment Report will increase by 10% over 2003-2004.
3	The average mean score on the Marketing Mix Outcome Rubrics of the Guam Community College Annual Marketing Program Assessment Report for Post Secondary Students will increase by 5% over 2003-2004.
<b>CRIMINAL JUSTICE</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Provide learning experiences for students that lead to employment or continued higher education.
2	Ensure that curricula reflects current practice and information.
3	Provide and maintain clean, safe, well-equipped classrooms.
4	Ensure that instructors are academically prepared and possess current knowledge and skills in teaching areas.
5	Provide instructors with office space, appropriate equipment, and to access to information that facilitates their teaching and advising roles.
<b>PERFORMANCE INDICATORS:</b>	
1	Student employment in Criminal Justice positions or pursuance a higher education.
2	Course curricula are reviewed periodically for currency and relevance.
3	Classrooms are inspected regularly and deficiencies are corrected in a timely manner.
4	Instructors receive appropriate Professional Development and support resources and are knowledgeable in their teaching area.
5	Each instructor have adequate office space and equipment to support teaching and student advisement activities.
<b>PROPOSED OUTCOMES:</b>	
1	75% of completers will be employed in the Vocation or pursuing higher education within one year.
2	All course guides will be reviewed every three years for currency and relevancy and revised as necessary.
3	Improved level of student and instructor satisfaction with classrooms and equipment.
4	Appropriate instructor credentials and Professional Development will be maintained.
5	Appropriate and well-equipped office space for each instructor will be provided and maintained.



<b>SOCIAL SCIENCE</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Provide relevant general education core curricula for all Guam Community College students.
2	Offer classes accommodating diverse student schedules.
3	Provide and maintain clean, safe, and well-equipped classrooms.
4	Ensure instructors are academically prepared and possess current knowledge and skills in teaching areas.
5	Provide instructors with office space, appropriate equipment, and access to information that facilitates their teaching and advising roles.
<b>PERFORMANCE INDICATORS:</b>	
1	Course curricula are reviewed periodically for currency and relevance.
2	Schedules of classes are reviewed yearly and adjusted to accommodate student needs.
3	Classrooms are inspected regularly and deficiencies are corrected in a timely manner.
4	Instructors receive appropriate Professional Development and support resources and are knowledgeable in their teaching area.
5	Each instructor has adequate office space and equipment to support teaching and student advisement activities.
<b>PROPOSED OUTCOMES:</b>	
1	All course guides will be reviewed every three years for currency and relevancy and revised as necessary.
2	Schedules of classes accommodating diverse student needs will be published two semesters in advance.
3	Improved level of student and instructor satisfaction with classrooms and equipment.
4	Appropriate instructor credentials and Professional Development will be maintained.
5	Appropriate and well-equipped office space for each instructor will be provided and maintained.
<b>ENGLISH</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Prepare students to be competent writers and speakers.
<b>PERFORMANCE INDICATORS:</b>	
1	Percentage of students passing with a C or better.
<b>PROPOSED OUTCOMES:</b>	
1	Increase in percentage of students passing English classes.
<b>DEVELOPMENTAL EDUCATION</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To improve student's reading skills for success in other classes.
2	To improve student's writing skills for success in Freshman English.
3	To explore the possibility of certification in Developmental Education from National Association of Development Education.
<b>PERFORMANCE INDICATORS:</b>	
1	Increase in reading grade level.
2	Increase in essay placement scores.
<b>PROPOSED OUTCOMES:</b>	
1	Improvement in communication skills.
2	Certified instructor(s) in Developmental Education.
<b>ADULT HIGH SCHOOL</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	The Adult High School serves those who are 16 years and older who do not have a high school diploma.
2	The College as the State Agency will offer classes that are designed to meet the Educational needs of adult students who do not have a Secondary Education diploma and are not enrolled, or required to be enrolled in Secondary school.
3	The Adult Education Act is intended to assist adults who lack the literacy skills needed for effective citizenship and productive employment.
4	Literacy services are offered for the purpose of improving the productivity of the workforce through the

	improvement of literacy skills and mastery of basic educational skills and basic English language speaking, reading, or writing skills.
<b>PERFORMANCE INDICATORS:</b>	
1	High School Completion 45%
2	Once students pass the GED Preparation course post-test with a score of 245 and no scores falling below 240 in Reading and a score of 235 and no scores falling below 230 in Math, they may take the actual GED test
<b>PROPOSED OUTCOMES:</b>	
1	Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
2	Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.
3	Receipt of a secondary school diploma or its recognized equivalent.
<b>EDUCATIONAL AIDE</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Provide entry-level training in education for school aides and those interested in a career as a para-educator.
2	Provide exploratory experiences for students who are considering education as a career.
3	Offer courses to students interested in transferring to a four-year institution.
4	Recruit students to program.
<b>PERFORMANCE INDICATORS:</b>	
1	Enrollment numbers
2	Number of declared students
3	Assessment report
<b>PROPOSED OUTCOMES:</b>	
1	Increase in enrollment
2	Meet objectives as set forth in assessment plan
<b>EARLY CHILDHOOD EDUCATION</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Prepare students to work with young children in early childhood settings.
2	Provide courses for practicing teachers for recertification and personal enrichment.
3	Recruit students for courses.
<b>PERFORMANCE INDICATORS:</b>	
1	Assessment report.
2	Enrollment data.
3	Completer survey.
<b>PROPOSED OUTCOMES:</b>	
1	Meet objectives as set forth in assessment plan.
2	Maintain enrollment figures for new and continuing students.
<b>SIGN LANGUAGE &amp; INTERPRETER TRAINING</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Provide courses for those currently enrolled and those interested in the Sign Language Interpreting program.
2	Offer ASL courses to those interested in transferring to 4-year institutions.
3	Recruit students to ASL courses and sign language program.
4	Complete assessment goals.
5	Reactivate Certificate and Associate Interpreting Program.
<b>PERFORMANCE INDICATORS:</b>	
1	Enrollment data.
2	Assessment data.
<b>PROPOSED OUTCOMES:</b>	
1	Increase enrollment in ASL courses.
2	Increase enrollment in Beginning Sign Language Interpreting courses.
3	Assessment plan goals will be met.

<b>HEALTH EDUCATION/ALLIED HEALTH</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Prepare students to be trained and meet the National Certification standards for Nurse Assistants.
2	Prepare students to be trained and meet the National Standards for Medical Assistants.
3	Recruit students for programs.
4	Improve quality of teaching.
5	Complete American Association of Medical Assistance report to maintain accreditation status for Certification and Associate in Medical Assisting.
<b>PERFORMANCE INDICATORS:</b>	
1	Enrollment data.
2	Climate surveys.
3	Assessment data.
4	Completer surveys.
<b>PROPOSED OUTCOMES:</b>	
1	Maintain or increase enrollment in all programs.
2	Increase in climate survey percentages.
3	Meet objectives as set forth in assessment plan.
<b>CHAMORRO &amp; FOREIGN LANGUAGES</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Promote competency in Chamorro language and awareness in Chamorro culture.
2	Help students gain proficiency in Japanese language to work in the tourism industry.
3	Carry out assessment plan.
<b>PERFORMANCE INDICATORS:</b>	
1	Increase in enrollment for Chamorro class from both general public and high schools.
2	Increase in enrollment for Japanese classes.
3	Assessment data.
<b>PROPOSED OUTCOMES:</b>	
1	Chamorro language classes meet minimum student enrollment for Fall and Spring semesters.
2	Upper level Japanese classes - JA111 and JA210 have at least 13 students each per semester.
3	Meet objectives of assessment plan.
<b>TOURISM &amp; HOSPITALITY</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Prepare students for productive employment in the Tourism industry.
2	Assist Tourism industry employees to upgrade their knowledge and job skills.
3	Provide curricula that reflect industry standards and are relevant and applicable.
4	Collaborate and partner with industry in meeting the needs of the industry.
5	Anticipate program growth by addressing facilities and technology needs.
<b>PERFORMANCE INDICATORS:</b>	
1	Increase in student enrollment.
2	A survey of industry Human Resource Managers to be conducted.
3	Program reviews be completed annually.
4	Strong involvement of Advisory Committees in advising departmental programs.
5	Departmental Strengths, Weaknesses, Opportunities and Threats analysis to be conducted.
<b>PROPOSED OUTCOMES:</b>	
1	Increase in program completers and graduation.
2	Increase in satisfaction by employers in Completer/Graduate Surveys.
3	All program documents and course guides are current and are reviewed every three year.
4	Advisory Committee minutes and reports to reflect planning and implementation of recommendations.
5	Budgetary items that addressed growth needs.
<b>APPRENTICESHIP TRAINING PROGRAM</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To provide academic, trade-related training to eligible individuals.
2	To expand the number of apprenticeship participants.

PERFORMANCE INDICATORS:	
1	Number of apprentices enrolled in Spring & Fall 2004-2005 semesters.
2	Recruitment and indenture ship of new apprentices/employers.
PROPOSED OUTCOMES:	
1	20% enrollment and registration of apprentices in FY05.
2	Increase the number of apprenticeship participants by 10 in FY05.
<b>CONSTRUCTION TRADES</b>	
GOALS AND OBJECTIVES:	
1	Prepare students to work in the construction industry as semi-skilled to skilled crafts people.
2	Provide students with a nationally recognized certification.
3	Provide courses for advancement and for personal enrichment.
4	Recruit students for courses.
5	Recertify faculty as Wheels of Learning instructors.
PERFORMANCE INDICATORS:	
1	Enrollment.
2	Completer survey.
3	Number of faculty recertified.
PROPOSED OUTCOMES:	
1	Increase enrollment in Construction Trade courses.
2	Faculty recertified as Wheels of Learning instructors.
3	Meet assessment objectives.
<b>TRANSPORTATION (AUTOMOTIVE)</b>	
GOALS AND OBJECTIVES:	
1	To provide students with the skills needed as entry-level mechanics.
2	To train students in the theory of how the engine systems work; in diagnosing problems; and in repair.
3	To meet the needs of the island auto repair industry by providing a qualified entry-level workforce.
PERFORMANCE INDICATORS:	
1	Enrollment data.
2	Completer data.
PROPOSED OUTCOMES:	
1	Maintain maximized enrollment in all levels.
2	Meet objectives as set forth in assessment plan.
3	Students will have the skills needed to be hired in the workforce.
<b>DEAN'S OFFICE - TSS</b>	
GOALS AND OBJECTIVES:	
1	Provide vocational and academic programming in Science, Math, Cosmetology, Computer Science, Electronics, Business and Visual Communications based upon the GCC enabling legislation of Public Law 14-77 of 1977.
2	Provide equal access for all students to a wide range of services that help them identify and achieve their academic/vocational goals. These services include: counseling, advising, testing, health, library, service learning, student development, student
3	Develop and maintain partnerships with public and private agencies and organizations in support of technology related programs and training. (TYMP-Intermediate Goal-Instructional Programs Postsecondary #40/P.53.)
PERFORMANCE INDICATORS:	
1	The Dean's Office will utilize results and analysis of all seven Technology & Student Services department vocational/academic Assessment Plans to review and/or revise program and curricular offerings.
2	The Dean's Office will utilize results and analysis of all Student Service Assessment Plans associated with the nine major service areas, to revise and/or develop student support programming and services.
3	The Computer Science, Electronics, Visual Communications and Business departments will continue to increase its presence in the community by supplying additional Technology Training to industry, governmental agencies, military departments and the general

<b>PROPOSED OUTCOMES:</b>	
1	Develop, revise and implement new training programs to include at least five new industry training initiatives to include; eCommerce, MCSE, CCNP coursework, security and wireless network training.
2	Increase (by 10%) the number of students, staff, faculty and community members served through services listed in #2 Goals/Objectives.
3	Through the development of new training services and the continuation of existing training programs, the technology related departments will increase its NAF generated income by 15%.
<b>MATH</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Continue the integration of technology into the math classroom, through the use of the Internet.
2	Provide and support the mathematical understanding or skill attainment and the quantitative reasoning needs of the students enrolled in vocational and academic programs.
3	Address the higher math skill levels required of students who are enrolled in GCC's new General Education Liberal Arts Degree.
4	Articulation of math coursework with UOG.
5	Improve the quality of presentations and instructions as indicated in the analysis of the artifacts used in assessment.
<b>PERFORMANCE INDICATORS:</b>	
1	Increase in student enrollments and use of computers for enhancing and analyzing student performance in math classes.
2	Student retention rates for Math classes.
3	Student responses to survey forms.
4	GCC Math courses articulate to UOG.
5	Modification, if needed, based on artifacts and rubrics utilized in assessment.
<b>PROPOSED OUTCOMES:</b>	
1	Overall skill levels of math students increase.
2	Student retention rates (course to course) remain steady or increase.
3	Maintain or improve the "overall" rating of student responses on climate surveys.
4	Increase in dual enrollment between UOG and GCC. More math courses articulate to UOG from GCC.
5	Increase in the overall quality value of rubrics utilized in artifact assessment.
<b>PHYSICS &amp; SCIENCE</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Enhance the use of technology in the classroom.
2	Classroom instruction for all classes must address all objectives in course guides.
3	Adjust course guides to meet General Education competencies.
4	Clean up room C5, its storage room, and further expand room and lab facilities.
5	Improve the quality of presentations and instructions as indicated in the analysis of the artifacts used in assessment.
<b>PERFORMANCE INDICATORS:</b>	
1	Students will be able to manipulate scientific data using technology hardware or software.
2	All course guide objectives included in instructional planning.
3	Submission of updated course guides into curriculum system.
4	Improvement in classroom environment through new equipment, technology, furniture and infrastructure.
5	Modification, if needed, based on artifacts and rubrics utilized in assessment.
<b>PROPOSED OUTCOMES:</b>	
1	70% of students enrolled in science courses will use some form of technology, Internet, software or hardware enhancing their understanding of science.
2	Syllabi will reflect all course guide-learning objectives.
3	Course guides revised as necessary to reflect integration of appropriate General Education learning outcomes.
4	Course guides revised as necessary to reflect integration of appropriate General Education learning outcomes.
5	Increase in the overall quality value of rubrics utilized in artifact assessment.

<b>BUSINESS</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Prepare students to be trained in accounting, office technology, and supervision and management.
2	Improve quality of teaching through evaluation assessment and revision of courses and programs.
3	Recruit students for the business programs.
4	Provide students with satisfactory classroom equipment conducive to learning environment.
<b>PERFORMANCE INDICATORS:</b>	
1	Enrollment data including declared majors.
2	Climate surveys responses of students.
3	Assessment data and reports.
4	Completer surveys of graduates.
5	Purchase of equipment and furniture.
<b>PROPOSED OUTCOMES:</b>	
1	Maintain or increase enrollment in all programs: Office Technology and Supervision and Management programs.
2	Improvement in student climate survey percentages.
3	Meet objectives as identified in the assessment plan.
4	Improve technology access and quality of classroom furniture and equipment.
<b>COSMETOLOGY (FROM 6110)</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Successful completion of Territorial Board of Cosmetology licensure exam by students.
2	Students employed in Cosmetology field.
3	Expansion of physical facilities and/or increase in number of workstation areas to include facial, pedicure and manicure.
4	Improve the quality of presentations and instructions as indicated in the analysis of the artifacts used in assessment.
5	Students master Salon Quality Skills.
<b>PERFORMANCE INDICATORS:</b>	
1	Number of graduates that take and pass the Guam licensure exam.
2	Entry-level employment numbers of former students in a cosmetology related field.
3	Upgrade of additional classroom space to support compartmentalization of skill development areas.
4	Modification, if needed, based on artifacts and rubrics utilized in assessment.
5	High ratings in Salon Quality Skills assessment sheet.
<b>PROPOSED OUTCOMES:</b>	
1	75% of graduates, who choose to take Board of Cosmetology exam, pass the test.
2	75% of graduates employed within a year of graduation.
3	Greater number of proposed workstations with the expansion into additional classroom space.
4	Increase in the overall quality value of rubrics utilized in artifact assessment.
5	75% of students successfully master Salon Quality Skills.
<b>COUNSELING &amp; ASSESSMENT</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To implement activities for students to increase awareness and to develop skills in areas affecting their personal and educational success.
2	To deliver career development information to enable students to achieve personal career building goals.
3	To be a leading source of training in career development locally and in the region.
<b>PERFORMANCE INDICATORS:</b>	
1	Counselors will deliver group/individual sessions with students. Students will be able to demonstrate how academic and personal knowledge affect educational success. By analyzing and describing this information, students will be more effective in achieving.
2	Counselors will offer workshops, classroom presentations and other delivery formats on topics related to student learning and development. Students who complete these sessions will be able to experience locating and identifying life/work information.
3	Counselors will serve as facilitators/trainers in leading career development sessions. Participants who

	complete these will identify how individual, work, and life roles relate to career development.
<b>PROPOSED OUTCOMES:</b>	
1	Results will indicate that at least 70% of the students will demonstrate an increase in knowledge and skills for each topic presented.
2	The number of workshops and classroom presentations will increase by 20%. The number of students who participate will demonstrate an increase in knowledge in corresponding topics.
3	Every counselor will have at least one "train-the trainer" certification.
<b>HEALTH SERVICES CENTER</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To provide quality nursing care to the ill and injured.
2	To provide excellent preventive health care services.
3	To provide quality health education.
<b>PERFORMANCE INDICATORS:</b>	
1	Student Login Sheets and Inventory.
2	Health Records of employees and students; Medical and Dental Referrals and Accident Reports and Inventory.
3	Client Satisfaction Surveys and Workshop Logs.
<b>PROPOSED OUTCOMES:</b>	
1	Within first 5 minutes, initial nursing assessment and basic first aid initiated.
2	100% of cases seen provided with appropriate nursing care interventions and 85% of referrals issued were properly filled.
3	Disseminate at least 90% of health-related workshop information, sponsored by Guam Nurse's Association Continuing Education Committee.
<b>LEARNING RESOURCES CENTER</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Instruction: To integrate information literacy into every course in the curriculum.
2	Information Services: To be the premier source of information access for the College.
3	Collection Development: To provide and improve our collection of resource materials (print and electronic) in order to support each class in the curriculum.
4	Personnel: To foster the growth of trained library personnel to provide quality instruction and services.
5	Facilities: To develop and maintain a Learning Resource Center facility with a technical infrastructure that supports the above goals.
<b>PERFORMANCE INDICATORS:</b>	
1	80% of students receiving library instruction will report success in using information literacy skills in the completion of their assignments.
2	80% of faculty will report satisfaction that the library collections meet their instructional and curricular needs.
3	80% of students and faculty will report satisfactory with competent assistance is accessing, evaluating and using information.
4	80% of students and faculty will report satisfaction with the library environment in meeting the instructional and physical needs of the college community.
<b>PROPOSED OUTCOMES:</b>	
1	Students learn information literacy skills to become effective library users, information consumers and life-long learners.
2	Library resources support curricular needs.
3	Patrons receive competent assistance in accessing and using information.
4	The library environment meets the instructional and physical needs of the college community.
<b>STUDENT SUPPORT SERVICES DEPARTMENT</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Implement enrollment management strategies.
2	Administrate night/weekend services.
3	Administrate and/or support student services.
<b>PERFORMANCE INDICATORS:</b>	
1	Develop: Recruitment, retention, transition plan.

2	Night/weekend services defined and provided to faculty, staff and students.
3	Student services defined and provided to faculty, staff and students.
<b>PROPOSED OUTCOMES:</b>	
1	Plan developed and implemented.
2	80% of clients satisfied with services as reflected in assessment.
3	Same as #2 above.
<b>ENROLLMENT SERVICES</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Ensure advisors are assigned to students enrolled during the fall and spring semester.
2	Train academic advisors on tools available in academic advisement.
3	Increase retention of new students per academic year.
<b>PERFORMANCE INDICATORS:</b>	
1	Student directory with advisor notations.
2	Training schedule established.
3	Statistics generated via the NIAS.
<b>PROPOSED OUTCOMES:</b>	
1	75% of the student population during the fall and spring semesters will have an assigned advisor.
2	60% of advisors surveyed will utilize at least 2 of 3 advisement tools.
3	30% of new students will be retained per academic year.
<b>COMPUTER SCIENCE</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Prepare students to be trained for entry-level positions in the computer science profession.
2	Provide the instructors with sufficient up-to-date computer software, hardware and other necessary equipment.
3	Recruit students for courses and programs.
4	Provide courses in newer computer technologies.
<b>PERFORMANCE INDICATORS:</b>	
1	Enrollment data (program majors and completers).
2	Assessment report information.
3	Graduate survey (effectiveness of placement and training).
<b>PROPOSED OUTCOMES:</b>	
1	Increase program enrollment in programs by 5% (includes computer networking).
2	Meet objectives as set forth in Assessment Plan.
3	Numbers of graduates in industry increases by 5%.
<b>ELECTRONICS</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Prepare students to be trained for entry-level positions in the consumer electronics, telecommunications and networking profession.
2	Recruit students for courses and programs.
3	Provide courses in related emerging technology studies, to include training of faculty.
<b>PERFORMANCE INDICATORS:</b>	
1	Enrollment data, assessment report, completer surveys and certification listings.
2	Enrollment data and advisor listings.
3	Development of new course guides and completion of faculty training.
<b>PROPOSED OUTCOMES:</b>	
1	Placement of students into industry, government or military jobs increases.
2	Maintain or increase enrollment in courses and programs.
3	Completed and implemented new courses.
<b>GRAPHIC ARTS</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Increase the number of declared majors as well as increase overall class attendance. Objectives: Develop a marketing plan; Conduct more CE classes; Develop stronger support mechanisms for declared majors and student groups.



## APPENDIX N

2	Expand awareness of VisCom program. Objectives: Conduct events for the public; VisCom students will complete learning projects with non-profit organizations.
3	Strengthen relationship between VisCom community and program. Objectives: Increase participation of industry in curriculum; Hold events in which students and professionals can interact.
<b>PERFORMANCE INDICATORS:</b>	
1	A minimum of six different methods will be developed; A minimum of 50 students will attend; Increase declared majors by 5.
2	A minimum of 10 events involving 300 people will have participated in our events; A minimum of 10 projects will take place.
3	A minimum of 10 interactions will take place during the year; A minimum of 2 events will be held.
<b>PROPOSED OUTCOMES:</b>	
1	We will have an overall increase of 20% in declared majors and attendees.
2	We expect to receive a total of twenty acknowledgments from agencies benefiting from our student work or public media recognition of events that we will hold.
3	At the end of the year, more than 60% of VisCom related companies will have a positive view of the importance of the VisCom program.
<b>INSTRUCTIONAL TECHNOLOGY CENTER</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	Develop and implement MOS. Objectives: Work with current GCC courses to include MOS testing; Establish a set list of public course offerings for the year; Create and implement a marketing plan.
2	Expand awareness of instructional technology. Objectives: Establish a set list of instructional technology activities for the year; Develop a marketing awareness plan for instructional technology.
3	Promote internal instructional technology certification for GCC faculty. Objectives: Establish a set list of workshops/seminars for the year; Develop an awareness marketing plan.
<b>PERFORMANCE INDICATORS:</b>	
1	Twenty students will take MOS certification; 80% of those taking the courses will receive MOS certifications; Generate 100 applicants for testing.
2	A minimum of 30 activities will be conducted; A minimum of six different promotional methods will be implemented.
3	A minimum of 20 workshops/activities will be conducted; A minimum of six different promotional methods will be implemented.
<b>PROPOSED OUTCOMES:</b>	
1	We expect to have 100 applicants taking the MOS.
2	An aggregate attendance count of 500 people will attend the various events.
3	A minimum of 30% of permanent faculty will have completed at least one GCC IT certification.
<b>STUDENT DEVELOPMENT</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To provide GCC students with a broad suite of Student Development initiatives, designed to comprehensively meet their co-curricular needs.
2	To provide GCC students with continual leadership development opportunities designed to assist them in developing skills necessary to be leaders both in the workplace and in their other life endeavors.
3	To administrate programs supporting: Accommodative Services; Leadership Development; Campus Life; Service Learning; Judicial Affairs and Student Governance.
<b>PERFORMANCE INDICATORS:</b>	
1	Planning and development of activities, training and events that support the co-curricular needs of GCC students.
2	Planning and development of activities, workshops and trainings that support the attainment of leadership skills by GCC students.
3	Planning and development of a set of activities, events, workshops and services that support functions of the Office of Student Development.
<b>PROPOSED OUTCOMES:</b>	
1	Assessment through surveys, focus groups and review of services indicating a majority of students involved in these initiatives have benefited from the experiences.
2	Assessment through surveys and focus groups indicating that a majority of students involved in these

	activities have attained new leadership skill competencies.
3	Assessment through surveys, focus groups and reflection papers indicating that a majority of students involved in these activities have benefited from the experiences.
<b>CAMPUS LIFE</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To assist GCC students in creating an active campus community including the on-going development of student organizations.
2	To assist GCC students in creating an active campus community including the development of campus-wide programs.
3	To assist GCC students in creating an active campus community including the building of an effective student governance system.
<b>PERFORMANCE INDICATORS:</b>	
1	Creation of new student organizations.
2	Planning and implementing programs with increased ownership and input by students.
3	Creation of effective student governance.
<b>PROPOSED OUTCOMES:</b>	
1	An increase in the number and scope of student organizations.
2	Increase in the number of successful programs, planned by and for students.
3	Effective student governance system in place.
<b>ACCOMMODATIVE SERVICES</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To develop training modules and train GCC instructors and staff on how to appropriately address disability related needs of postsecondary students.
2	To build collaborative relationships with service providers.
3	Set up database to identify how many students, full and part time, and of what disabilities are served, and what accommodations were offered.
<b>PERFORMANCE INDICATORS:</b>	
1	Create modules and schedule trainings for GCC employees to address the disability related needs of postsecondary students.
2	Contacts and interactions with area service providers.
3	Database system established to record information relative to Accommodative Services Office.
<b>PROPOSED OUTCOMES:</b>	
1	Modules created and trainings held with positive survey feedback from participants.
2	Increase in the number and quality of interaction with service providers.
3	Establishment of database from which GCC can draw information regarding its Accommodative Services.
<b>SERVICE LEARNING</b>	
<b>GOALS AND OBJECTIVES:</b>	
1	To establish the Center for Civic Engagement as the hub of a wheel for island service providers.
2	To offer GCC students an increasing number of quality service learning opportunities, whereby academic content is learned and a commitment to civic is inspired.
3	To educate faculty as to the nature of service learning and how to incorporate it into their curriculum and syllabi.
<b>PERFORMANCE INDICATORS:</b>	
1	Plan and develop the Center for Civic Engagement operations.
2	Quality service learning experiences established.
3	Faculty has greater understanding of fit between curriculum, the work place and service learning.
<b>PROPOSED OUTCOMES:</b>	
1	Center for Civic Engagement established and operational.
2	Increase in number and quality (as rated through surveys, focus groups and reflection papers), of service learning experiences.
3	Numbers of faculty trained in implementation of service learning strategies is increased..

## AN INVITATION

RECEIVED  
9/9/04

September 9, 2004

Dear Faculty Member,

As a collaborative effort of AAC, AIE and CCA --all under the Academic Affairs Division-- we cordially invite you to participate in this semester's capacity-building workshop entitled, "Refining SLOs and Program/ Course Mapping." Members of the CCA and AAC will provide leadership in this training. It will be held at the Library Classroom on September 24 (Friday), from 10 a.m. to 2 p.m. Lunch plates from Taro Hut will be served.

The objectives of the workshop are two-fold:

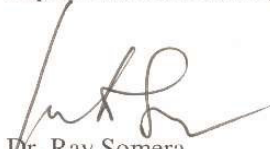
- To provide guidance and direction for assessment authors to revisit their SLOs so that they systematically address the cognitive, affective and behavioral dimensions of program assessment; and
- To deliver practical training on **curricular mapping** to serve as an effective visual tool for integrating educational opportunities that address program-level expectations for student learning.

You will also each receive a packet of materials on Friday, September 17, 2004. These materials will include the following, and we encourage you to read them prior to the workshop:

- "A Basic Guide to Writing Student Learning Outcome Statements"
- "How an effective SLO program benefits the department"
- "Assessment in a Learning-Centered Institution"
- Assessing for Learning by Peggy Maki (excerpt)
- "Curricular Grids: Assessment at Maui Community College"

An email reminder will be sent several days before the workshop date. Please confirm your attendance with either Priscilla Johns ([pcjohns@guamcc.edu](mailto:pcjohns@guamcc.edu)) or Rose Taitingfong ([rtaitingfong@guamcc.edu](mailto:rtaitingfong@guamcc.edu)) by that time.

Thank you for your continued support of the college's assessment initiative. We feel confident that our WASC accreditors will see our concerted and organized effort to improve student learning at our institution.



Dr. Ray Somera  
Asst. Director, AIE



Kelly Sukola  
Chairperson, AAC



Dr. John Rider  
Vice President, AAD

**WORKSHOP AGENDA**  
For Group A & Group B  
September 24, 2004  
10:00 am – 2:00 pm, Library Classroom

**Refining SLOs and Program/Course Mapping**  
*A Collaborative Effort of AAC, CCA and AIE*

- 10:00 am *Building the Culture of Evidence at GCC*  
**Dr. Herominiano delos Santos**, President
- 10:05 am *Building Capacity for Program Assessment*  
**Dr. John R. Rider**, Vice President, Academic Affairs
- 10:10 am *How an effective SLO program improves student learning.*  
*How an effective SLO program benefits the department.*  
**Kelly Sukola**, Chairperson, Academic Affairs Committee (AAC)
- 10:15 am *Recap: The Revitalized Curriculum Process at GCC*  
**Clare Lizama**, Professor, Education Department
- 11:00 am *Why Refine SLOs? Why Program/Course Mapping?*  
**Dr. Ray Somera**, Assistant Director  
Office of Assessment and Institutional Effectiveness (AIE)
- 11:15 pm *Bloom's Taxonomy as Applied to the Writing of SLOs*  
**Marsha Postrozny**, Assistant Professor, Education Dept.  
  
Curricular Grid Sample, AS Early Childhood Education
- 12:00 noon LUNCH BREAK (Taro Hut lunch plates will be served)
- 12:30 pm *Working Session on Refining SLOs\* (Continuation of AM session))*  
to 2 pm  
More Curriculum Grid Samples  
**Barbara Bouchard-Miller**, Associate Professor
  - AS Accounting  
**Bunny Sgambelluri**, Instructor
  - AS Supervision and Management  
\*With the assistance of CCA and AAC members

## CEO ASSESSMENT PLAN

Institutional & Program/Unit Level Outcomes	Student Learning Outcomes (SLOs) / SS/ Admin Unit Outcomes	Means of Assessment & Criterion	Summary of Results	Use of Assessment Results & Follow Up
<b>Institution Level -</b> The College seeks to meet the needs of Guam's youth and adult student clientele to achieve their career and quality of life goals.	<b>President (CEO) - AY 04-05 The President (CEO) will strengthen the college's visibility in the community, as well as communicate its strengths, successes and accomplishments, thereby solidifying its mission of workforce development in Guam and in the region - AY 04-05</b> The President (CEO) will strengthen the college's visibility in the community, as well as communicate its strengths, successes and accomplishments, thereby solidifying its mission of workforce development in Guam and in the region.	<b>Means of Assessment:</b> DOCUMENT ANALYSIS: Analysis of President's remarks/ brief write ups in publications (e.g. in Mona, Annual Report, etc.), convocation remarks, town hall meetings, forum with students, retirement remarks, etc.; Fall 2004-Spring 2005 <b>Criterion:</b> Based on qualitative content analysis, themes touching on resilience, educational value, and community will be found in 80% of the President's public remarks about GCC in the past year.  <b>Means of Assessment:</b> MEDIA EXPOSURE: Review and analysis of media buys (e.g., radio/TV spots), flyers, brochures, Comm. & Promotions' external linkages with industry to promote the college and its programs; 8 Focus group (qualitative) sessions to be conducted Spring 2005 <b>Criterion:</b> Print media exposure in column inches and frequency of airtime for broadcast buys, as well as other promotional materials, will be compared with previous year's marketing strategies.  Means of Assessment:		

		<p><b>TRENDS ANALYSIS:</b>  Student completion rates; successful outcomes in terms of credit/ non-credit productivity;  Continuing education offerings and enrollment for the past 3 years; GCC's treatment in the media (PDN) by column inch (or airtime at KUAM, etc  <b>Criterion:</b>  Quantitative indicators of institutional effectiveness at GCC will be compared with similar colleges of GCC's size, and at least 3 nationally-recognized indicators will serve as benchmarks in this comparison.</p>		
<p><b>Institution Level -</b>  The College endeavors to be perceived by industry clients as a responsive and valued partner in serving the needs of a trained workforce.</p>	<p><b>President (CEO) - AY 04-05 The President (CEO) will facilitate greater involvement of faculty in academic and curricular processes, and will facilitate better integration of various stakeholders' voices in the institutional assessment initiative, which highlights accountability and program improvement. - AY 04-05 The President (CEO) will facilitate greater involvement of faculty in academic and curricular processes, and will facilitate better integration of various stakeholders' voices in the institutional assessment initiative, which highlights accountability and program improvement.</b></p>	<p><b>Means of Assessment:</b>  DOCUMENT ANALYSIS: Review of written memos, texts of convocation speeches, highlights of town hall meetings with students, workshop remarks, etc. that speak directly to curriculum/ assessment matters, in particular, and institutional effectiveness, in general  <b>Criterion:</b> 85% of reviewed documents will point to the President's involvement in furthering the program improvement goals of the college, especially in academic and vocational programs  <b>Means of Assessment:</b>  SURVEY &amp; FOCUS GROUP. President's Performance Appraisal</p>		

		<p>Survey (PPAS) 2005 will be administered to GCC sample in Spring 2005. The instrument contains 20 survey items on various topics (to yield quantitative data); 8 focus groups (to yield qualitative data) will also be conducted among various groups on campus in Spring 2005</p> <p><b>Criterion:</b> Success criteria will vary with the quantitative and qualitative data, respectively.</p> <p><b>Means of Assessment:</b> SECONDARY ANALYSIS of enrollment data in individual programs, budget spending/program; data from Apprenticeship program; other indicators of institutional effectiveness</p> <p><b>Criterion:</b> Completion rates, retention rates and other indicators will be compared with national averages of similar community colleges as GCC</p>		
<p><b>Institution Level -</b> The College strives to provide a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development.</p>	<p><b>President (CEO) - AY 04-05 The President (CEO) will ensure that faculty and staff hiring, facility improvement, and technological development are supported by adequate funding from the Legislature, and will in the long run, lead to increased employee morale and productivity, despite budgetary constraints that limit planning processes. - AY 04-05</b></p>	<p><b>Means of Assessment:</b> DOCUMENT ANALYSIS: Review of Management Team minutes of meetings, as well as BOT meetings; analysis of memos coming out of the President's Office</p> <p><b>Criterion:</b> Qualitatively, content analysis of 85% of available documents will show that the President actively seeks the continuous support of internal and external constituencies</p>		

	<p>The President (CEO) will ensure that faculty and staff hiring, facility improvement, and technological development are supported by adequate funding from the Legislature, and will in the long run, lead to increased employee morale and productivity, despite budgetary constraints that limit planning processes.</p>	<p>in order to fulfill the college's mission statement.</p> <p><b>Means of Assessment:</b> PPAS 2005 to be administered to GCC sample. This instrument consists of 20 survey items on various topics that focus on the President's performance as chief executive officer (CEO) of the college</p> <p><b>Criterion:</b> 85% of PPAS respondents will express various levels of agreement (strongly agree, agree) with this survey statement, "The President oversees the college's finances and business operations in a successful manner."</p> <p><b>Means of Assessment:</b> ACTIVITY COUNT: Number of building improvements, completed infrastructure projects within the past 3 years, and other facilities-related additions to the college campus; HR statistics will also be reviewed and analyzed</p> <p><b>Criterion:</b> Comparative observations will be made based on documents to be collected from various offices and key administrators, where it is expected that 85% of such documents show the college's fiscal challenges.</p>		
	<p><b>President (CEO) - AY 04-05 The President (CEO) will ensure a safe learning and working environment for students, faculty</b></p>	<p><b>Means of Assessment:</b> DOCUMENT ANALYSIS: Review of Management Team minutes of meetings, as well as BOT</p>		



	<p><b>and staff and would contribute greatly to an aesthetically-pleasing look of the campus as a learning community.</b> - AY 04-05 The President (CEO) will ensure a safe learning and working environment for students, faculty and staff and would contribute greatly to an aesthetically-pleasing look of the campus as a learning community.</p>	<p>meetings; analysis of memos coming out of the President's Office  <b>Criterion:</b> Content analysis of minutes will reveal that various issues pertaining to infrastructure development are discussed in weekly meetings 80% of the time in a given 4-week (or monthly) block of meeting.</p> <p><b>Means of Assessment:</b>  PPAS 2005 --20 survey items on various topics  <b>Criterion:</b> 85% of PPAS respondents will express various levels of agreement (strongly agree, agree) with this survey statement, "The President provides effective leadership for maintenance and upgrade of the college's physical facilities."</p>		
<p><b>Institution Level -</b>  The College must continue its long history of demonstrated effective management practices, fiscal responsibility, and academic integrity</p>	<p><b>President (CEO) - AY 04-05 The President (CEO) will facilitate greater involvement of faculty in academic and curricular processes, and will facilitate better integration of various stakeholders' voices in the institutional assessment initiative, which highlights accountability and program improvement.</b> - AY 04-05 The President (CEO) will facilitate greater involvement of faculty in academic and curricular processes, and will facilitate better integration of various stakeholders' voices in</p>	<p>Means of Assessment:  DOCUMENT ANALYSIS: Review of written memos, texts of convocation speeches, highlights of town hall meetings with students, workshop remarks, etc. that speak directly to curriculum/ assessment matters, in particular, and institutional effectiveness, in general  <b>Criterion:</b> 85% of reviewed documents will point to the President's involvement in furthering the program improvement goals of the college, especially in academic and vocational programs</p>		

	the institutional assessment initiative, which highlights accountability and program improvement.	<p><b>Means of Assessment:</b> SURVEY &amp; FOCUS GROUP. President's Performance Appraisal Survey (PPAS) 2005 will be administered to GCC sample in Spring 2005. The instrument contains 20 survey items on various topics (to yield quantitative data); 8 focus groups (to yield qualitative data) will also be conducted among various groups on campus in Spring 2005</p> <p><b>Criterion:</b> Success criteria will vary with the quantitative and qualitative data, respectively.</p> <p><b>Means of Assessment:</b> SECONDARY ANALYSIS of enrollment data in individual programs, budget spending/program; data from Apprenticeship program; other indicators of institutional effectiveness</p> <p><b>Criterion:</b> Completion rates, retention rates and other indicators will be compared with national averages of similar community colleges as GCC</p>		
<b>Institution Level -</b> Continuation as a leader responsive to the needs and concerns of our community in Guam and Micronesia demands that the institution's Mission Statement be reexamined periodically.	<b>President (CEO) - AY 04-05 The President (CEO) will ensure a safe learning and working environment for students, faculty and staff and would contribute greatly to an aesthetically-pleasing look of the campus as a learning community. - AY 04-05 The President</b>	<p><b>Means of Assessment:</b> DOCUMENT ANALYSIS: Review of Management Team minutes of meetings, as well as BOT meetings; analysis of memos coming out of the President's Office</p> <p><b>Criterion:</b> Content analysis of minutes will reveal that various issues pertaining to</p>		

	<p>(CEO) will ensure a safe learning and working environment for students, faculty and staff and would contribute greatly to an aesthetically-pleasing look of the campus as a learning community.</p>	<p>infrastructure development are discussed in weekly meetings 80% of the time in a given 4-week (or monthly) block of meeting.</p> <p><b>Means of Assessment:</b> PPAS 2005 --20 survey items on various topics</p> <p><b>Criterion:</b> 85% of PPAS respondents will express various levels of agreement (strongly agree, agree) with this survey statement, "The President provides effective leadership for maintenance and upgrade of the college's physical facilities."</p>		
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## Board of Trustees Assessment Plan

Institutional & Program/Unit Level Outcomes	Student Learning Outcomes (SLOs) / SS/ Admin Unit Outcomes	Means of Assessment & Criterion	Summary of Results	Use of Assessment Results & Follow Up
<b>Institution Level -</b> The College strives to provide a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development.	<b>Board of Trustees - AY 04-05 Conduct effective implementation of Board business and members' orientation</b> - AY 04-05: Conduct effective implementation of Board Business and members' orientation 2a. Conduct orientation/training on parliamentary procedures (i.e., Robert's Rules of Order) 2b. Establish ground rules for conducting and managing meetings 2c. Develop and practice standards of conduct and professionalism to include acceptable behavior and attitude 2d. Provide OJT training for Board members on basic computer keyboarding 2e. Create e-mail capability & addresses for Board members in order to promote more efficient interaction and communication 2f. Create a GCC BOT and Foundation Board directory	<b>Means of Assessment:</b> BOARD SELF EVALUATION QUESTIONNAIRE (BSEQ): This is a self-assessment survey that will be administered to all sitting members of the Board.  <b>Means of Assessment:</b> GOVERNING BOARD ASSESSMENT QUESTIONNAIRE (GBAQ): This 39-item questionnaire will be administered to all regular participants of BOT meetings (both internal and external participants). <b>Criterion:</b> 80% of questionnaire respondents will indicate agreement or strong agreement with each of the statements contained in the questionnaire.		
	<b>Board of Trustees - AY 04-05 Establish Standing Committees within the BOT and an implementation and evaluation system to monitor committee projects and accomplishments</b>	<b>Means of Assessment:</b> REVIEW of BOT MINUTES OF MEETINGS: A careful review of BOT minutes within the past year will show the progress (or relative lack of progress) of the Board		

	<p>- AY03-04: Establish Standing Committees within the BOT and an Evaluation System to monitor committee projects and accomplishments;</p> <p>4a. Identify major projects or goals and assign chair for each project goal</p> <p>4b. Develop a comprehensive plan of action that considers tasks, person responsible, and timeline for each of the major goals and projects of the Board</p> <p>4c. Implement and evaluate the effectiveness of board projects and activities.</p>	<p>in following through with this goal expectation.</p> <p><b>Criterion:</b> 80% of reviewed minutes (within a 6-month block) will reveal that the Board is moving toward following through with its own objectives.</p>		
	<p><b>Board of Trustees - AY 04-05 Improve relationship with GCC Foundation Board - AY 04-05:</b> Improve relationship with GCC Foundation Board</p> <p>5a. Obtain GCC Foundation Board meeting schedule and encourage members' participation</p> <p>5b. Include GCC Foundation Board on distribution listing for all communications</p> <p>5c. Encourage after hour gathering at least on a quarterly basis and promote interaction opportunities for members of the 2 boards.</p> <p>5d. Assess the existing relationship between the 2 boards and develop a plan for collaborative projects</p>	<p><b>Means of Assessment:</b> DOCUMENT ANALYSIS: Materials to be reviewed include correspondence between the BOT and the Foundation Board, minutes of meetings, and other relevant documents.</p> <p><b>Criterion:</b> 80% of materials reviewed will reveal that the BOT is making an effort to promote a stronger, cooperative relationship between the two boards.</p>		
	<p><b>Board of Trustees - AY 04-05 Strengthen</b></p>	<p><b>Means of Assessment:</b> REVIEW OF BOT</p>		

	<p><b>institutional relationships</b> - AY03-04: Strengthen Institutional Relationships</p> <p>3a. Introduce BOT members to staff and faculty</p> <p>3b. Conduct on-site tour for new BOT members</p> <p>3c. Participate at events and activities sponsored by students and the college</p> <p>3d. Hold an annual BOT Visitation Day at the college and high school satellite classes</p> <p>3e. Schedule courtesy visits with government leaders, e.g. village mayors, lawmakers, and other stakeholders</p> <p>3f. Establish continuing dialog with the Guam Economic Development and Commerce Agency (GEDA)</p> <p>3g. Create visibility with military and federal contractors through a systematic program of information dissemination and feedback.</p>	<p>MINUTES of MEETINGS: Content analysis will be conducted on BOT meeting minutes within the past year to generate patterns of topics that relate to the strengthening of institutional relationships.</p> <p><b>Means of Assessment:</b> GBAQ: Governing Board Assessment Questionnaire <b>Criterion:</b> 80% of questionnaire respondents will indicate agreement or strong agreement with each of the items contained in the questionnaire.</p> <p><b>Means of Assessment:</b> BSEQ: Board Self-Evaluation Questionnaire</p>		
	<p><b>Board of Trustees - AY 04-05 Develop and implement a Board Development Plan</b> - AY 04-05</p> <p>Develop and implement a Board Development Plan:</p> <p>1a. Research and review Board-related documents from other colleges and organizations</p> <p>1b. Solicit ideas of board functioning from local institutions, e.g. UOG, GVB</p> <p>1c. Develop a GCC</p>	<p><b>Means of Assessment:</b> DOCUMENT ANALYSIS: Various documents and materials from various institutions will be reviewed in order to generate ideas for the development of a GCC Trustee Manual, in terms of both form and content. Documentation of the process is important in order to compare the finished product with the sample plans consulted.</p> <p><b>Criterion:</b> At least 5</p>		

	<p>Trustee Manual or Handbook</p> <p>1d. Develop a position description that outlines specific duties and responsibilities of the Board.</p> <p>1e. Establish code of ethics and conduct of Board members.</p> <p>1f. Research and solicit copies of board manuals or handbooks from other colleges and institutions</p> <p>1g. Encourage BOT participation at GCC Foundation Board meetings.</p>	<p>samples of Board manuals will be reviewed by 80% of the current membership, and this group of reviewers will report their findings to the whole body.</p> <p><b>Means of Assessment:</b></p> <p>USE OF FINDINGS FROM LOCAL RESEARCH: Data generated through interviews with members of other boards, as well as printed materials, will be used to formulate position descriptions and code of conduct among Board members.</p> <p><b>Criterion:</b> Local interviews will be conducted by 80% of Board membership with at least 5 members of other boards</p>		
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OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS (AIE)

GUAM COMMUNITY COLLEGE

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



# Memorandum

**TO:** Members of the Board of Trustees  
Guam Community College

**VIA:** Dr. John Rider  
Vice President, Academic Affairs

**FROM:** Dr. Ray Somera  
Asst. Director, AIE

**SUBJECT:** BOT Assessment Activities & Timeline

**DATE:** February 22, 2005

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As discussed in our last Board retreat on assessment, my office is providing you with the suggested timeline for Board assessment activities, based on the major assessment goals set forth in the attached matrix. Please review the timeline and indicate your concurrence or non-concurrence after you have discussed it.

Additionally, I am providing the Board copies of TracDat-generated information regarding your Assessment Plan. The assessment office seeks your input in finalizing the board's mission statement, vision, and program/unit goals. I am also asking you to review the relationship of these goals to Institutional Goals, as well as ACCJC/WASC Standards.

Thank you for your valuable support of the college's comprehensive assessment process.

CC: Dr. H. delos Santos  
President



First developed Feb. 19, 2005; revisited 3/31/05

**Guam Community College**  
**Board of Trustees Assessment Activities & Timeline**  
**AY 2004-2005**

<b>GOALS</b>	<b>OBJECTIVES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>
1. Develop and Implement a Board Development Plan	1a. Research and review Board-related documents from other colleges and organizations.	Trustee Greg Perez	<input type="checkbox"/> Schedule and coordinate all activities, <b>April to September 2005</b> <input type="checkbox"/> <b>First meeting</b> with Assessment staff: <b>April 21, 2005, 12 noon to 2 pm</b> ; venue to be arranged (TBA); to be coordinated by Lou
	1b. Solicit ideas from local institutions, e.g. UOG.		Task for the first meeting: Review of relevant documents pertaining to board governance
	1c. Develop a GCC Trustee Manual.		<b>Second meeting: May 19</b> , same time, venue TBA
	1d. Develop position descriptions that outlines specific duties and responsibilities of the Board.		Task for the second meeting: Further review of documents; draft Trustee manual/handbook
	1e. Establish code of ethics and conduct of Board members.		Additional meetings in June, Aug, Sept, October (if necessary)
	1f. Research and solicit ideas from other colleges and institutions.		
	1g. Encourage BOT participation at GCC Foundation Board meetings.		

## APPENDIX R.2

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
		Trustee Greg Perez	<input type="checkbox"/> Submit all documents/ data for final review and analysis to AIE by <b>October 31, 2005</b> <input type="checkbox"/> BOT Assessment Report to be completed by AIE, December 2005
2. Conduct effective implementation of Board business and members' orientation	2a. Conduct orientation/training on parliamentary procedures (i.e., Robert's Rules of Order).	Trustee Forrest Harris	Schedule and coordinate all activities, <b>April to September 2005</b>
	2b. Establish ground rules for conducting and managing meetings.		
	2c. Develop and practice standards of professionalism to include acceptable behavior and attitude.		
	2d. Provide OJT training for Board members on basic computer keyboarding.		Coordinate with Business department, c/o Lou Bautista
	2e. Create e-mail capability & addresses for Board members in order to promote more efficient interaction and communication.		Seek assistance from MIS, c/o Lou Bautista
	2f. Create a GCC BOT and Foundation Board directory.		
		Trustee Forrest Harris	<input type="checkbox"/> Submit all documents/ data for final review and analysis to AIE by <b>October 31, 2005</b> <input type="checkbox"/> BOT Assessment Report to be completed by AIE, December 2005

## APPENDIX R.2

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
3. Strengthen Institutional Relationships	3a. Introduce BOT members to staff and faculty.	Trustee Jonathan Carriaga	Schedule and coordinate all activities, <b>April to September 2005</b> ; maintain all documentation of activities since the beginning of Fall 2004
	3b. Conduct on-site tour for new BOT members.		
	3c. Participate at events and activities sponsored by students and the college.		
	3d. Hold an annual BOT Visitation Day at the college and high school satellite classes.		
	3e. Schedule courtesy visits with government leaders, e.g. Village Mayors, lawmakers, and other stakeholders.		
	3f. Establish continuing dialog with the Guam Economic Development and Commerce Agency (GEDCA).		
	3g. Create visibility with military and federal contractors through a systematic program of information dissemination and feedback.		
		Trustee Jonathan Carriaga	<input type="checkbox"/> Submit all documents/ data for final review and analysis to AIE by <b>October 31, 2005</b> <input type="checkbox"/> BOT Assessment Report to be completed by AIE, December 2005

## APPENDIX R.2

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
4. Establish Standing Committees within the BOT and an implementation and evaluation system to monitor committee projects and accomplishments	4a. Identify major projects or goals and assign chair for each project goal.	Trustee Tony Jesus	Schedule and coordinate all activities, <b>April to September 2005</b> ; maintain all documentation of activities since the beginning of Fall 2004
	4b. Develop a comprehensive plan of action that considers tasks, persons responsible, and timeline for each of the major goals and projects of the Board		
	4c. Implement and evaluate the effectiveness of board projects and activities.		
		Trustee Tony Jesus	<input type="checkbox"/> Submit all documents/ data for final review and analysis to AIE by <b>October 31, 2005</b> <input type="checkbox"/> BOT Assessment Report to be completed by AIE, December 2005
5. Improve relationship with GCC Foundation Board	5a. Obtain GCC Foundation Board meeting schedule and encourage members' participation.	Chair Adolf Sgambelluri	Schedule and coordinate all activities, <b>April to September 2005</b> ; maintain all documentation of activities since the beginning of Fall 2004
	5b. Include GCC Foundation Board on distribution listing for all communications.		

APPENDIX R.2

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
	5c. Encourage after hour gathering at least on a quarterly basis and promote interaction opportunities for members of the 2 boards.		
	5d. Assess the existing relationship between the 2 boards and develop a plan for collaborative projects.		
		Chair Adolf Sgambelluri	<input type="checkbox"/> Submit all documents/ data for final review and analysis to AIE by <b>October 31, 2005</b> <input type="checkbox"/> BOT Assessment Report to be completed by AIE, December 2005

APPENDIX R.2

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
6. Establish and implement systematic assessment processes	6a Systematize and coordinate the collection of data from Objectives 1 to 5 above and analyze and interpret such data for board assessment purposes.	Dr. Ray Somera Priscilla Johns Lou Bautista	Meet with individual Board members as necessary, or as requested; <b>April –June 2005</b>  Schedule Board retreats on assessment as necessary, or as requested; <b>August –October 2005</b>
	6b. Regularize BOT assessment processes through the systematic input of the board’s assessment plan and report in <b>TracDat</b> (the college’s assessment data management software). (Assistance of the board’s recording secretary will be solicited in this regard.)		
	6c. Conduct assessment retreat for the Board as necessary and appropriate, in order to deepen and increase members’ knowledge of assessment for purposes of accountability and improvement.		

APPENDIX R.2

GOALS	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
			<ul style="list-style-type: none"> <li>❑ <b>BOT Assessment Report to be completed by AIE, December 2005</b></li> <li>❑ Approval/Dissemination of Report, January 2006</li> <li>❑ <b>ACJCC/WASC Accreditation Visit, February 14-16, 2006</b></li> </ul>

## **NEW ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2004-2005**

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### **GROUP A**

#### **Associate Degree Programs**

Accounting	Hospitality Industry Management
Automotive Technology Auto/Truck	Liberal Arts
Computer Science	Marketing
Criminal Justice	Medical Assisting
Culinary Arts	Office Technology
Early Childhood Education	Supervision and Management
Education	Visual Communications
Electronic Engineering Technology	

### **GROUP B**

#### **Certificate Programs**

Accounting Clerk	Education
Automotive Technology	Fire Science Technology
Basic Surveying Technology	Medical Assisting
Computer Science	Office Administration
Construction Electricity	Refrigeration & Air-Conditioning
Cosmetology	Supervision & Management
Criminal Justice	Systems Technology
Early Childhood Education	Welding Technology

### **GROUP C**

#### **Student Services & Administrative Units**

AAD Support Staff	Health Services Center
Admissions & Registration	Human Resources Office
Apprenticeship Training	Instructional Technology Center
Assessment & Counseling	Learning Resources Center
Board of Trustees	Management Information Systems
Budget & Contracts	Materials Management Bookstore
Business Office	Materials Management
Career Placement	Planning & Development
Communications & Promotions	Safety Office
Continuing Education	Student Development Office
Enrollment Services	Student Financial Aid
Facility Maintenance	Work Experience



**GROUP D**

**Special Programs**

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

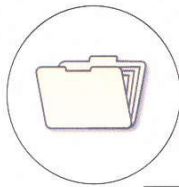
Adult Basic Education	Hospitality Institute
Adult High School Diploma	Marketing Education (Secondary)
Auto Body (Secondary)	Nursing Assisting (Secondary)
Auto Technology (Secondary)	Project Aim
Construction Trades (Secondary)	Refrigeration & Air-Conditioning (Skill Development Milestone)
Education Talent Search	Tourism & Hospitality (Secondary)
Electronics & Computer Networking (Secondary)	Visual Communications (Secondary)
General Education	Welding (Skill Development Milestone)
GVB Tour Guide Certification Training	

*\* Changes will occur as some programs are added or removed throughout the academic school year.*

# GUAM COMMUNITY COLLEGE



## Mission & Vision



### GCC's **NEW** Mission Statement (February 2005)

Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. We provide education and vocational training that is premised on lifelong learning. GCC is committed to providing quality learning opportunities in occupational, vocational-technical, technological, academic and continuing education reflective of our community and industry needs.

### GCC's Vision Statement

Guam Community College will be the leader in bringing together government agencies, business and industry, community interest groups, and education and training entities to help develop a technically competent work force of the quality and depth required to attract the necessary elements to finance and create a more diversified economy. Students, employers, and government leaders will look to GCC's excellent faculty, staff, and administrators for technologically current training and for answers to questions about employability, new technology, assessing outcomes, and effective planning. GCC will be a model to other colleges and agencies by demonstrating integrity, honesty, and openness. The college will form effective partnerships with industry and government. It will be a champion for finding responsible funding from reliable sources to meet its obligation of public trust.

**GUAM COMMUNITY COLLEGE  
RECORD OF CLASSROOM OBSERVATION DATA  
AY 2004-2005**

<b>No: 001</b>
<b>Description of Observation:</b> Being this class has met for a couple of months the students know what is expected of them. They obediently followed the agenda. The instructor uses a variety of instructional methods to encourage student learning. The instructor is firm but has a good rapport with students. They are respectful and the environment was conducive to learning. Learning evidently is taking place. I'm impress with students' participation and eagerness to learn. The instructor, as usual, is a professional – well prepared and clear on her learning objectives. Good use of time. Handout "Word per exercise" was effective.
<b>No: 002</b>
<b>Description of Observation:</b> Instructor started with good news sharing then proceeded to a non-graded quiz. She went over the answers. She praised students who had no mistakes. She gave suggestions on how to better remember definition. A group work followed; group members must agree on the answers. The handouts were effective in achieving student learning. After groups completed the work, instructor discussed the answers using a transparency on an overhead.
<b>No: 003</b>
<b>Description of Observation:</b> The instructor knows his materials inside and out. He exhibits a confidence in his instruction. He has the advantage of having a commanding voice and high energy level. He moves around the class throughout and monitors students progress. Even with the instructor's frequent moving around, I noticed a student who's constantly using the computer for personal matters & switching over to the AS400 screen whenever the instructor walks by. This student wasn't paying attention & asked many times what to do (or checked his neighbor's work). The instructor has a steady pace in instructing his student on the step by step method in writing a program. This lab setting is primarily activity based; students learn by practical, hands-on application. The instructor had a handout for students to follow along. He also used the white board to illustrate the lesson.
<b>No: 004</b>
<b>Description of Observation:</b> The instructor is knowledgeable in his content area. Today's topic on anatomy can be technical but her method of delivery makes it easy to understand. To help students remember all the technical names, the instructor uses acrostics to aid fact retention. The speed and tone of the instructor's voice is smooth and comfortable. Handouts are used. The instructor uses a lot of examples to clarify her points – making the lesson interesting. This an advance class; therefore the knowledge is higher. Students are receptive and prepared to learn. The instructor tied anatomy to general health and how cosmetologists can detect health issues with their clients. The instructor reviewed the technical points to ensure students are following along.
<b>No: 005</b>
<b>Description of Observation:</b> The instructor has a good rapport with his students. I saw mutual respect. The instructor employed different instruction techniques: used the white board, internet/multimedia project. The instructor uses relevant examples to emphasize abstract topic like decimals (1 doz. donuts/six pack of drinks). The instructor interacts with students by using questions. The instructor uses encouragement to motivate students to learn. They increase their learning with tangible hands-on computer skills and use of calculator. The instructor walks around to check on students' progress and to ensure they are on task. The instructor demonstrates good classroom management. Overall, class went well & students learning's happen.
<b>No: 006</b>
<b>Description of Observation:</b> The instructor's method of instruction is relaxed and at a steady pace. Students seem to follow along well and are able to stay on task. The instructor followed his lesson plan and offered a variety

of learning opportunities – self reading, journaling, handout exercises, and discussions. There were a few who participated during class and some were quiet. The instructor employed questions to make his students think. Once in awhile, he uses humor to break the ice. Overall, the instructor has a good rapport with his students and classroom atmosphere is conducive for learning.

**No: 007**

**Description of Observation:** This is a second semester Japanese class. Therefore, understanding of Japanese was more evident. Students are on task and are respectful. The instructor uses Japanese totally during class, which forces students to process the language immediately. Lots of group work in reciting words, phrases, sentences out loud. Students seem to follow along with lesson. The instructor uses her time effectively. She employs a variety of instructional methods – quiz, scrabble, reading out loud, recognition of Japanese words. The instructor walks around to check on students' progress. Students are teamed up in pairs to assist each other. Active learning taking place.

**No: 008**

**Description of Observation:** Overall, the instructor was effective in her instructions. Students participated during the sharing of ideas for essay topics. The instructor used her active listening skills and provided guidance to students in their topic decision. The a/c was a little noisy and this made it difficult to listen. The class was divided into two groups for students to interact in a collaborative activity. The instructor assisted students with thought provoking questions to stimulate thinking. The classroom atmosphere was good with a healthy respect to one another. The instructor used students' names – demonstrated a good teacher-student relationship. This process approach to essay helps students to fine tune case.

**No: 009**

**Description of Observation:** Since this is a reading class. I observed much time was allotted to individual reading. Students know what is expected on them ex. everyone was reading before the start of class. The instructor led in the reading of a chapter in "I had seen castles". Students were attentive and captivated by her voice. The instructor brought out the story so well with her reading. Students are on task and respectful. Learning is evident but I don't know the depth of learning. The instructor used the reading time to hold one-on-one conferences to give feedback on her students are doing. Students are encourage to expand their vocabulary during the reading. The classroom environment is pleasant. I suspect many students are shy and passive – probably they don't ask questions enough.

**No: 010**

**Description of Observation:**

Without looking up - "okay guys, lets settle down" – they didn't need to be settled – no greeting the students.

Agenda on the board

No lesson plan provided

Huge barrier between teachers and students Bed, pod, desk.

Lesson on Telecommunication

Instructor has a lot of info to provide to the students with a lot of personal experience

Presentation began at 9:05

Telex – The Associate Dean and I must be the only ones who know that system (Huh?)

Still presenting at 9:33

Move to 5.3 at 9:34

Students are putting their head down

They are trying to make things fun, but they also need to have activities changed about every 15-20 minutes.

Involve the students in the conversation

Lesson was well planned

The pictures in the hotel were effective

Moving on to building telephone skills 9:48 ..... still talking.

1 student left the room to talk to someone and was outside for a bit

Nice bulletin board!

Preview of incoming and internal calls – what are your expectations?

**No: 011**

**Description of Observation:**

- Teacher increases student motivation by giving prizes to the class with perfect attendance (10 days)
- Uses competition as a motivator
- Test from first quarter to 3<sup>rd</sup> quarter (is that legit?)
- Good classroom set-up
- Working with prior knowledge on items used in the field from CTAs to speculums
- Jumps right into the lesson – do students know what is going on? Seem to be expecting the check offs
- Uses the “bed pan of doom” to choose student names
- Good interaction with students
- Faculty member came in for learning snapshot
- Students feel free to ask questions
- Students doing workbook while others are doing the skill check off with instructor - keeps others busy while skill is evaluated
- Teachers was well prepared
- Instructor is giving immediate feedback with the checklist
- Student on task with workbook assignment even without consistent monitoring
- Instructor, after three skill tests, checks with students to see if they’re okay.
- Uses discrete behavior to provide feedback
- Encouraging students to complete task
- Students don’t seem very confident on skills or what to say to the patient
- No personable skills assessed to make the patient feel at ease or less embarrassed
- Watching student skill check off – 2<sup>nd</sup> time for height and weight – students are so quiet it is hard to actually hear – must be kind of hard to evaluate.

**No: 012**

**Description of Observation:**

- Instructor observes students are meeting her expectations of taking notes.
- Agenda on the board (students knew where to look and responded)
- Involved student in-put for info to be listed on the board.
- Eye contact across the room (no one side bias).
- Seems very separated from students with counter and computer and projector
- Gives a lot of clues as to what the answer is supposed to be (may want to wait a few seconds longer – 30 seconds for students to come up with the answer – too often students learn that if they wait you’ll give them the answer (you did have one good wait but then gave an immediate clue).
- Clarity of questions –
  - Variation within us
  - Variations within people (do you mean between?)
  - Students were initially confused by that statement
- Forgot route taken (oral, axillary, rectal, anal)
- How do you illicit balanced in-put from the students?
- Stated temperature here – seems student had known that before
- Glass thermometer being removed from schools (mercury)
- Room is so full of stuff but better than before.
- One student sleeping – no behavioral correction.

No: 013

**Description of Observation:**

- Great lesson plan
- Students were informed to get into groups while instructor took attendance.
- Good ice breaker (brain teasers)
- Topic is the flow of food. Students are sitting in groups from yesterday, but there is no re-cap from yesterday.
- Why do we need to learn this? Good anticipatory activity
- Compliments good answers – students were given sheets they can add notes to.
- Emphasized what the students will need to do with this information – reminded them they need to take notes
- Review of what is expected – today – agenda and the objectives of the lesson.
- Going through the whole 8 steps in the flow - but importance had been placed on receiving so I don't know how receptive the students were to the last seven steps
- This is not a new subject for students – they've been preparing
- Students prepared the worksheets for their classmates and prepared the power point for their classmates.
- The only bummer is the students don't have the relative experience to discuss the topic with depth (dented cans, loading dock) Teacher is helping the students go into depth with the topic but the presenters are kind of hanging back.
- Presenters did a good job
- Instructor is reiterating the topic and went over everything the students said.
- List six rules but it wasn't clear until students asked questions.
- Game is effective
- Switching computers (5 minutes) new quiz bowl game
- Needed to practice with the software to insure the square blocked out.

No: 014

**Description of Observation:**

- Environment is good – room looks well organized and conducive to learning
- Semi-agenda on the board “role-play scenarios”
- Going straight into the activity
- Confronting student in front of others – may have been more appropriate to talk to her later.
- What about recap of yesterday?
- Important to reconnect in the students' mind
- “Magic wand” I do that too ☺ - good memory of students who were picked
- Although prepared you seem a little frazzled.
- Students are applying the knowledge they learned
- No time was given to the students to actually prepare
- What was the purpose? To model proper behavior?
- What about positives first? What could have been done better?
- Have they done this before?
- What are other students learning from this activity?
- Student talking and instructor walked out of the room.
- Instructor had to rescue the student role-play when the student didn't know what to do.
- Students do not speak up – in that case it is important to repeat the question so all students can benefit from the question
- It is obvious that the instructor knows what she's talking about
- Allows the student to quit pretty easily – could they have had a few minutes to prepare so it could have been a more positive experience?

- Discussion of other payment options.
- Final recap was beneficial.
- Different techniques used – helps the class go by quickly.
- 11 minutes to go before student break – students are getting textbooks to work on worksheets.
- What are expectations for worksheet – can they work together?
- Behavior is pretty good
- Everyone is on task.
- Very little time is used for non-instructional
- Need to be more clear about the objectives
- Not aware of student behavior when talking – need to be able to do both.
- Does provide assistance when needed.....

**No: 015**

**Description of Observation:**

- Agenda was on the board
- 2<sup>nd</sup> day with students
- Orientation – pre-test sanitation temperature sanitation review – lecture food safety
- Hand-out temperature chart
- Lesson plan was written in lesson plan book (when preparing for a formal observation - use an appropriate lesson plan format with objectives, activities...)
- Discussing HACCP and metals and acid impact
- Can't adequately see info on the TV
- Uses stories from past experiences to make information relevant
- Students are copying the notes from the TV
- No behavioral issues (no real talking at all)
- Moving from sanitation to proper dress
- Has examples of food service footwear – used a great visual of dropping a can of corn on a banana – sliced and squished the banana
- Also providing a demonstration of proper clothing in the kitchen – why long pants
- Questioning students, why should I wear long pants...?
- One way communication – students are very passive

**No: 016**

**Description of Observation:**

- No real greeting of students and welcoming them today
- Agenda available on white board
- Quick review and video in the back of the room – all the students had to turn around – use of space (Do all pro-start teachers have this video? What should they be doing with the information on the video? Taking notes? Level of video doesn't seem like a 10<sup>th</sup> grade video. Ended at 9:20)
- If this is introducing the flow of food – it is a little too in depth – way too much detail with no direction of where it's going or what to do with it. Is this the motivating or anticipatory set?
- No behavior issues, but not clear about expectations either.
- Good change of techniques but be clear about expectations.
- Using class time well – Instructor knows the subject area well – involves students in the discussion – makes things relative with personal experience.
- Relates current info to previous lessons (like FIFO)
- Refrigerator activity was effective
- Well prepared for lesson but video may not be effective

- Missing some of the quiet students
- Things to note:
  - Need to train students on answering the phone
  - “Obviously they’re not going to deliver bad food” – the lady in the video actually said “They’re not going to deliver food that is obviously bad.”
  - “The law” temp for food – is it really the law?
  - Where did you get such a large screen?
  - 9:51 – no more teaching - bell rang at 9:55 – did tell the students to have a good day as they left.

**No: 017**

**Description of Observation:**

- No agenda – no overview of the day
- Discussion about what happened during break at the hospital – Connection to application of experiences in the hospital
- Direction of the conversation – need to direct
- The instructor speaks clearly, decent interaction with the students, students pull his attention away from where he may currently be going
- Really only three students speaking
- Set-up was okay, the room is pretty crowded
- Two students to the side have a lot of side conversations and tapping on the desk (so annoying)
- Side conversations are not corrected
- 11:57 – moved into the subject of common health problems
  - Talked about high blood pressure
  - What can cause it – genetics, salt, fat in arteries
  - What you have control of and what you don’t
- Be clear about what you expect from the students – three students with heads down and nobody taking notes...
- The instructor was prepared with the pictures and causes of hypertension
- 12:12 – moved to coronary artery disease
- Students are not involved in the lesson – sage on the stage
- Instructor doesn’t move away from the front of the room
- Try to move next to the talkers so they know you recognize their misbehavior.
- Student motivation???????
- No real change of techniques
- No student responses
- 12:21 – 5 heads down
- 12:26 – 6 heads down
- Instructor is very knowledgeable about the subject and application of it in real life situations

**No: 018**

**Description of Observation:**

- Lesson Plan Provided – agenda posted. Lesson was well planned and Instructor was very prepared. Totally prepared with all the necessary items for demonstrations.
- Lesson is connected to previous lessons – purpose and objectives are clear.
- Seeing students every other day does have some disadvantages (field trip forms and \$)
- Review of prior knowledge – students are willing to be involved and respond to questions
- Uses multimedia to expand techniques
- Instructor is check for understanding



- Corrects what she sees as a barrier to learning –“turn around, you don’t want to miss any of this”
- Compliments good answers
- Keeps thing flowing – transitions to the next activity very smoothly
- Identifies objective to students “Before you leave today.....”
- Instructor gives students real life example to relate to the concept of receiving and storing
- Because the student are so “into” the lesson and wanting to respond – instructor sometimes has to talk over the students (must get tiring sometimes)
- Instructor communicates with all the students – no one side bias.
- Doesn’t allow students to put their head down – models that what she is saying is the most important information.
- Instructor moves between the students – the room is tight so it is difficult to actually go many places
- Uses enough examples so students become clear about where things go – the only thing I noticed was that the students that were getting the answer wrong clammed up – they were either learning from the others or negative self-talking
- Some of the slides are very difficult to see (depending on the background color)
- Moving from presentation to activity – tells students of expectations, clear tables, binders....
- Before activity began – instructor is checking for new things learned
- Good wait time and encouragement for student answers
- Power point in lesson plan was different from what was shown
- Video was supposed to be shown before activity but was forgotten
- Instructor is visiting groups to make sure they know what they’re doing to guide them through the exercise – where they are trying to apply knowledge gain in HACCP exercise
- Encouraging groups to get moving

**No: 019**

**Description of Observation:**

- Students stood for the pledge and listened to inaudible announcement
- Agenda on the board, reviewed what was learned yesterday regarding communication (Connecting to previous lesson)
- Instructor is trying to extract info from the students – question/answer
- Encourages or compliments good answers
- Interaction is good with just a couple of students
- Although evaluator was not provided a lesson plan, instructor was well prepared for the class
- One student journaling on pictures
- Seems to have moved into a new area – still discussing communication – what should students be doing with this information? Notes? Will they be required to remember this info?
- 7:20 students are moving into groups to discuss roles for the interview – one group is actively preparing – seems the activity was developing as she explained it from get together to discuss, to write scripts, setting....
- Instructor went to each group to see how they were progressing
- Going to groups to see if everyone is on track
- No behavioral issues, the one student who had his head down was given the choice of whether to participate or not – he choose to participate
- Focus on formal and informal speaking – speaking for different situations
- 1<sup>st</sup> group role play – focusing on communication – difficult to hear – good example to learn from

**No: 020**

**Description of Observation:**

- Students MOT #4 – “My own terms”
- Routine when students come in – complete MOT while she takes role (but if students are working why not take role silently?)
- No gum, no food – very strict
- Going over questions for MOT – it is okay to be quiet and let them work
- Instructor is well organized – there is a pleasant environment, room is decorated nicely, there are no behavioral issues –\* multimedia projector shining right in a boys face.
- Discussion on problems – good to repeat student answers – could have elaborated or expanded.
- So far – staying to the right side – only two students on left side compared to six on right and three in front of her.
- Good walking back and forth
- What should students be doing with the information you are giving?
- Objective for the day was clearly stated
- Instructor is competent with the content – she is able to expand upon info from the book.
- One student on left side against wall didn’t say a word (until a student made her talk) didn’t see instructor say a word to this student.
- Definite connection to previous lesson “remember we talked about this?”
- On analyzing data – instructor asked the students “how are you going to do that – then answered for them
- Instructor picked partners
- Using an example from yesterday’s class – made her expectations more clear – the example was really beneficial
- Sample questions to improve the store???
- Attempting to solicit ideas but should just let them go....
- The students weren’t really asking questions – but the instructor kept talking.
- Good environment – except for the multimedia projector.
- Very quick to push the subject there was almost no deviation from the curricular objectives for the day.
- The topics discussed were very relative and there will be long-term benefits if the data is applied.
- “Which do you think is the most popular product?” – Could have guided to say you want to solve the store’s problem – how can you rephrase that question to get more to your point? Example “What product in the store do you desire most? Food, phone cards, spirit items, drinks”
- Good wrap-up on the survey exercise

**No:** 021

**Description of Observation:**

- Bell rang a little early
- Student leader gave directions to the class to remove things from the desk
- A lot of talking (newsletter) going over objectives and agenda and reminders – professional dress, summit May 13, PTC
- Makes sure students are clear about what is happening
- Working on “Chamorro thing” put luck on the 18<sup>th</sup> and WASC accreditation
- Room set-up is not very effective example “Harley – huh?” (six people down, no eye contact)
- Good use of “celebrity” for motivation and good use of student picture
- Good job ignoring inappropriate comments (“whips and chains”)
- Obvious the students are quite comfortable in making comments – that may be indicative of their comfort level in the classroom.
- Seems like you have to talk over student comments
- Very well prepared! Students have note sheets.
- Use of class time – efficient. The instructor communicates well but see above.
- Gives example from previous class – give some time for this class to come up with ideas – 30 seconds at

least

- Uses supplemental materials (handouts, powerpt. Usher Bio)
- Proximity of student next to the screen, may be better if he's closer to you (?) seems to have his own conversations.
- Are all students getting equal attention – is this activity actually an extension of their ability?
- Answers are given to the students in the slide
- One student loves to make mouth noises – boy in 5<sup>th</sup> seat on left side.
- Although attendance was taken at the beginning of class – attendance form wasn't completed.
- Power went out in ½ the room – she continued with the lesson without skipping a beat.
- Only some of the students writing the information.

No: 022

**Description of Observation:**

- Students were taking a test – Instructor was encouraging them to finish up.
- Agenda was on the board – Test and hand washing.
- Students who were done had a worksheet to do or just kept themselves busy
- Demonstration by student of hand washing – 2 students – each did it differently.
- Sometimes it is difficult to hear the instructor because of the fans
- 1 girl has her head down
- “Come on children, be kind” – do we really want to talk to our students like that?
- Reminder about hand washing discussion – prevent spreading infection
- Discussion about the importance of hand washing and OSHA – infection control.
- Involves student response in the discussion
- Tomorrow – demonstration of hand washing
- When do you wash?
- What should students be doing with the important information?
- 18 minutes left – seems to be done with providing info and it's only 11:02.
- 14 minutes left – reminded them again about what was expect tomorrow (students up, talking, combing hair)
- Instructor says “Does that make sense?” almost after every sentence.....
- 13 minutes left – “please sit down and pay attention”
- 11:10 – “the bell is late” actually the bell isn't supposed to ring until 11:20
- Critique the demonstrators
- Discussing PH and what kills the micro-organisms
- Needs to recognize old wives tales or cultural practices and not just dismiss them.
- Homeopathic remedies as well
- A lot of interest and different conversations.
- Reminding students about expected behavior
- There must often be a lot of talking
- Finally recognized the cultural aspects
- “Children” 2 more times – they are not children!
- 3 more minutes – doesn't seem in control of the use of time.
- Question about sanitizer – should compliment the good questions
- Should wrap up – students expect to have free time at the end of the period – 1 years worth of work in one semester.
- I've asked you 10 times to pay attention – students standing by door waiting for the bell.

No: 023

**Description of Observation:**

- No lesson Plan
- Culminating activity, creating a display, commercial, print ad and business cards
- Agenda on the board
- Students were anticipating the lesson (but no adjustment time, no attendance taken) Immediately began showing the other student projects – to inspire ideas
- Pts out the print ads
- Instructor relates well with the students and has such a calming voice
- How many of these students have presentations today – is looking at everyone else’s intimidating for them?
- Seeks constructive feedback on whether items really catch their attention
- Supplementing text with hands-on application, catching attention, grabbing your audience
- Seeks input from each of the students and encourages even the quiet one to provide her thoughts
- Instructor was well-prepared, wants students to use their prior knowledge to help them evaluate the other classes’ ads
- No behavioral issues – only five students
- Reminding the students about the importance of presentation and how you present yourself and who you’re representing to and who you’re speaking to.
- 8:40 Students now get to work on finishing up their products and displays, ads and business cards
- Students are on the computer creating their business cards
- Student self corrected from “yeah” to “yes” – modeling proper speech
- Attempting to get students to think about what is happening in the community and how that affects business (quiet time is okay)
- Assists a student who needs extra help in coming up with a name – really trying to get her to communicate
- Bell rang at 9:00 and two students came in immediately
- Most 3<sup>rd</sup> period student were in by 9:03 – bell did not ring but she got them started

No: 024

**Description of Observation:** Students were on site at GCC Building 600 working in teams to move stuff out of the way for contractors to do the FEMA repair. Lately, they will be working on building learning stations for plumbing and electrical. Team leaders were giving directions. Students on task; working well together. Instructor had good control of the class. Instructor gave directions to the team leaders.

**Concerns:** This is not really in the carpentry curriculum. Justification for this activity is marginal. Also, instructor’s language is “salty”.

No: 025

**Description of Observation:** Instructor used a computer and multi media projector to put agenda on board. Students took turns reading the agenda for the day’s class from the board. Well-organized. Instructor asked questions but students were not very responsive. Instructor was well dressed. Instructor was encouraging students to attend the upcoming PHARE. Instructor also talked about the students each producing an anonymous written critique of his teaching. Instructor then discussed a recent quiz, talking about who got the best grade and going over the answers. Students took turns reading questions and giving answers. Instructor very positive and upbeat. Used the example of hotel occupancy rate being like class retention rate, showed how to figure the rate on the board. At 2:30 began going over the new material for the day using slides projected on screen. First went over the objectives for the chapter. Students were asked to find answers in book but not very responsive. Instructor was energetic and using good examples but students having a hard time answering. Then instructor talked about menu planning and passed out real menus from different restaurants, very good visual aid.

**Concerns:** Almost 10 minutes was spent on the agenda, another 20 minutes on the quiz and announcements, and five minutes on the objectives of the new chapter. While the time spent on the quiz and announcements was

appropriate, I'm not sure the time spent going over the agenda was.

**No: 026**

**Description of Observation:** Students milling about as class should have started. (Note: no tardy bell rang). Finally instructor asked students to take seats in classroom. Students were not very attentive as instructor explained something from a previous test. There were little conversations going on, noises being made, etc. Then the students went into the shop. Radio was turned on loud. Students working on different projects. Many of them working on fenders. The students knew what to do with little or no direction from instructor, they had been well trained. Some were working on a pickup, others on their fenders. Fender project is a great idea. The instructor was moving around, giving help.

**Concerns:** My main concern is the lack of control in the classroom. However the shop activity showed a great deal of control and organization.

**No: 027**

**Description of Observation:** Students were working on projects in the shop, instructor was moving around from group to group giving help as needed. This is an advanced group and didn't seem to need much supervision. Most were working on cabinets. A radio was on with music. Students were on task, even using power tools, and working well.

**Concerns:** Students were wearing hard hats but the instructor was not, neither was the special needs student.

**Recommendation:** If the students are required to wear hard hats in the instructor should too. Otherwise everything looked good.

**No: 028**

**Description of Observation:** Instructor and students were in class. Instructor going over an upcoming assignment for a paper that would soon be due. Instructor used a good, strong voice. Students were attentive. Instructor talked about plagiarism. Instructor went on with some announcement and miscellaneous business discussing an upcoming field trip. Instructor then went over some mistakes made while cutting wood, then talked about an ongoing competition. Instructor then took the students into the shop where they had a 2x4 sawing competition. The competition was very motivating and helped the students learn proper use of clamps and proper cutting techniques. The students were enthusiastic about the competition.

**Concerns:** My main concern is with hard hats. What is the policy? Are they to be worn at all times in the shop, or only in certain situations? Safety goggles were used properly.

**No: 029**

**Description of Observation:** Students were in the classroom, instructor was lecturing on tires. Used tires of different sizes as visual aids. Students had books open and were attentive. (Note: classroom was hot.) Instructor discussed tire dimensions and different types of wear indicating different problems. Instructor asked questions and students were responsive. Instructor had strong, clear voice. Related tire size to steering and suspension problems. Then some students remained in class to research and fill out a chart on the board. The rest went into the shop to work on the tire machine and balancer. Instructor moved around among the three groups, giving help. Instructor pointed out mistakes but did not take over, let the students do it themselves, eventually getting it right.

**No: 030**

**Description of Observation:** Instructor and students were in the classroom, instructor was giving a lecture using the blackboard and engine parts as visual aids. Instructor had a strong, clear voice. Some students were responsive, some had heads on desk (classroom was HOT). Instructor went over definitions of terms on board. Good questions from class on fuel injections. There were lots of terms for students to learn. Instructor made good use of the mechanical visual aids. Finished discussion, put terms on board for students to research using internet.

**No: 031**

**Description of Observation:** Students were doing presentations in pairs using poster boards or other visual aids. Instructor interacted with presenters and helped by asking questions. Students were attentive but it was hard to hear

the student presenters. Topics were about decision making and time management. Instructor praised all efforts. After presentations instructor did some announcements about upcoming field trips, leadership conference, etc. She has a clear, strong voice and is in control of the class

**Concerns:** Instructor has a tendency to ask questions that students can answer yes or no to. This lets students off the hook in terms of explaining a concept or describing why they think the answer is yes or no. Recommendation: avoid such questions, draw the students out as much as possible.

**No: 032**

**Description of Observation:** Students were in the classroom, instructor was reviewing for a text to be given the next week. The subject was tires. Students were attentive and asking questions. Use made of white board and the textbooks. The next subject was dealing with compression checks. There was good participation from students. Instructor had a strong, clear voice and good control of the class.

**Concerns:** My main concern deals with how much time is spent in shop compared to the classroom, though in this case of preparing for a test it was appropriate to be in the classroom. In several trips to JFK most of the time the students have been in class. When in the shop only some of them are there with the rest up in the classroom. I would recommend perhaps more item in the shop with all the students on task at different stations.

**No: 033**

**Description of Observation:** Students in two groups. One working on sawing lumber for studs for a wall project. Instructor watching, giving advice, but students doing the work. The other group was in another location, working on all projects for the school. All students on task. Instructor going from one group to the next to check progress. Each group had a team leader.

**No: 034**

**Description of Observation:** Instructor was helping students develop their materials needed for an upcoming project. He used the board to demonstrate how to calculate the amount of rebar and lumber needed. Used a strong, clear voice. Students were attentive. Preparation was good with materials on the table for demonstration. Project is to be a major part of their grade. There were no major concerns and no recommendations.

**No: 035**

**Description of Observation:** Instructor presented good, detailed lesson plan. Students were working at computers, self-paced. Instructor moved around, giving help when needed. Instructor stopped students to go over midterm questions on returned tests. Students' responsive, giving class, moving some students up front for a lecture on Microsoft Word. Some students claimed to be familiar with it already and continued their own work. Instructor asked students to read objectives from text then gave instructions, then walked around to see if all were doing it right. Instructor used a good, clear voice. All students were busy. Instructor walked around checking the work on the computer screens. No major concerns.

**No: 036**

**Description of Observation:** Instructor began by collecting some homework assignments. An individualize field assignment was discussed. Students had gone to GPO and the Micronesia Mall to watch activities at various food outlets. Students gave good responses about their observations and asked questions. At first, the instructor focused only on one side of the room, students at the other side didn't seem to be paying much attention. Later, some of them gave detailed discussion of their experiences in watching the food outlets. Instructor asked questions and related back to information discussed previously in class, such as various sanitation guidelines and rules. There was a very good overall discussion, some good reports from students on what they witnessed, and good questions were asked by the students.

**No: 037**

**Description of Observation:** Students in two groups, one working on a car, one at the time machine. Instructor going back and forth, helping direct the activities but students were doing the actual work themselves. Very hands on. Students were attentive and on task. Instructor making sure all get involved, asking relevant questions to

remind them of previous learned knowledge. No concerns.
<b>No: 038</b>
<b>Description of Observation:</b> Lesson on brakes was well planned and well prepared. Instructor gave demonstration with clear explanation then had students practice steps in disassembling and reassembling brake caliper. Used two groups to get as many involved as possible. Most students were attentive. Materials for lesson were laid out in advance. Instructor had good control of students. There are no major concerns and no recommendations.
<b>No: 039</b>
<b>Description of Observation:</b> Students in shop, working in three groups on three different cars. Task was outlined on white board. They were to remove and re-install timing belts. Instructor moved back and forth to the different groups, helping. Several students (about 7) were sitting doing nothing, not even in a good position to watch. Some were waiting their turn at the cars, the rest had shorts on and were not allowed to work. Students at the cars were on task. Knew how to operate the lift without supervision. All seemed to know what they were supposed to do and how to do it. Students had check list of what to do. One student was working on the tool room door. <b>Concerns:</b> Students waiting their turn to rotate in, could at least have been watching those who were working.
<b>No: 040</b>
<b>Description of Observation:</b> Classroom environment is physically acceptable. Air con. a little loud. Instructor's lesson plan is precise with stated student learning outcomes. His syllabus details expectations for grading of worksheets, homework, computer exams and tests or quizzes and the final exam. The instructor constantly questions the students' understanding of the operational concepts and their ability to display the math student learning outcomes. The instructor is patient with the students. Clearly, he projects his expertise in the realm of Mathematics. Again, it is a joy to experience his work in the classroom.
<b>No: 041</b>
<b>Description of Observation:</b> Good classroom environment. Lighting, air con., tables, chairs appropriate to teaching objectives. Syllabus covers necessary information needed by students. Hand outs cover lesson plan for day's instruction. The instructor extremely knowledgeable. Good use of projector, computer and white board. He relates training to real life telecom situations (ie. Military contractual requirements). The instructor is a "natural" teacher/educator.
<b>No: 042</b>
<b>Description of Observation:</b> The instructor's lesson plan is well written. Very precise student learning outcomes. Good progression of content. The instructor challenges students through questions and answers to reinforce student learning. Syllabus lays out complete expectations which the teacher expects performance from the students. This is a very complete syllabus. The instructor establishes an excellent learning environment. The instructor is obviously very knowledgeable with the applications. The instructor leads the students in an effective, efficient manner, while constantly assessing their degree of student learning and understanding. The instructor's interpersonal skills (gestures, voice, eye contact) are excellent. It is a joy to witness.
<b>No: 043</b>
<b>Description of Observation:</b> Lesson plan precise. References to rubrics for assessment purposes. Syllabus complete with clear expectations of student performance and grading procedures. The instructor's interaction with students is excellent. The instructor shows patience and support to students having problems comprehending concepts. The instructor continuously checks individual and group progress thru questioning and encouraging student responses. The instructor also recognizes correct student responses. The instructor explained Rubrics utilized to gauge student learning outcomes. The majority of the student rated very highly which reflects the instructor's ability to teach the context. It was a pleasure to watch the students and encourage their active learning and participation. Her work is exemplary.

<b>No: 044</b>
<b>Description of Observation:</b> Syllabus on website very complete and appealing to mean. Student expectations clearly stated lesson plan extensive. I would recommend you move away from words like “know” (as used for Unit A, Unit B and Unit D), and replace with a “measurable” verb such as “describe” or “define”. The instructor constantly monitors student comprehension of material through questioning students. A large number of students actively participate and respond to the instructor’s lecture and questions. Questions & explanations reinforce the content presented visually with computer and projector. The instructor made support available for students with disabilities with syllabus, very well. The instructor’s style of teaching and facilitates supports an active learning environment.
<b>No: 045</b>
<b>Description of Observation:</b> Classroom is a pleasant environment. Computer stations to support electronic research. Lots of charts, maps and posters to reinforce learning environment. Syllabus well defined and complete. Students know what to expect from the instructor and the course lesson plan well structured. Material related to field trips and other understandable examples in nature. Good use of questions for student’s to think critically. Nice balance of slide text and pictures or graphics. Effective communication through speaking and writing on white board. I always find I learn something about science.
<b>No: 046</b>
<b>Description of Observation:</b> Excellent environment for learning. Good questioning of students to get their responses while checking on levels of learning and understanding. Examples of local application of entrepreneurial spirit. The instructor ties discussions to specific student learning outcomes. Material is made relevant for student use & understanding. Delivery style as instructor is outstanding. Good use of voice, movement & gestures. Voice modulation intensity support content the instructor is getting across and sharing. The instructor does a model job as a teacher. Well organized class!
<b>No: 047</b>
<b>Description of Observation:</b> Very well prepared and thorough syllabus. Expectation of student performance very clear. Continue to develop “objectives” in measurable terms...”Learn” is too board. Lesson plan with objectives and activities flows well. Objectives in lesson plan are measurable. Good job! Good use of humor with students. Excellent interaction with students, including eye contact. Good use of questions posed to students to test their understanding of content and concepts. You are able to draw out “group” responses to your questions.. this shows they are attentive and actively participating in their learning. Keep up the good work.
<b>No: 048</b>
<b>Description of Observation:</b> <ul style="list-style-type: none"> <li>• PC lab cool, comfortable.</li> <li>• Good eye contact/Rapport/Respect from students.</li> <li>• 12:30 pm. Lecture Begins.</li> <li>• Places emphasis on key concepts, direct students, use of overhead/PowerPoint.</li> <li>• Students encouraged/appear encouraged/ motivated to learn. Praised students. Students attentive.</li> <li>• Honest with students (info not familiar – i.e. “quiter”).</li> <li>• Checks if all students are on “same page/screen” (walks around)</li> <li>• Calls students by name.</li> <li>• Use of examples of real “mistakes”... good</li> <li>• Provided backup for “just in case” there’s a tech. difficulty (i.e. Student forgot CD... The Instructor puts it in hard drive).</li> </ul>



<ul style="list-style-type: none"> <li>• Recommendation: Raising the screen (PowerPoint) (Classroom constraints to consider).</li> </ul>
<b>No: 049</b>
<b>Description of Observation:</b> <ul style="list-style-type: none"> <li>• Organized, computer lab comfortable, follows agenda.</li> <li>• Practicing keystrokes using textbook.</li> <li>• Walks around class, checking on student progress.</li> <li>• Clear, articulate, good tone.</li> <li>• Firm, but cares about student &amp; demeanor.</li> <li>• Students responsive to instructor's oral questions.</li> <li>• Students follow instructions.</li> <li>• Recommendations – None.</li> </ul>
<b>No: 050</b>
<b>Description of Observation:</b> <ul style="list-style-type: none"> <li>• Lab Tech cool</li> <li>• 20+ students</li> <li>• Good tone, use of overhead/PowerPoint of text, use of highlighter (technology).</li> <li>• Alert students of what content students should be focusing.</li> <li>• Sense of humor/students appears comfortable.</li> <li>• Tech use to present materials... keeps students attention (i.e. Movement/changes in graph).</li> </ul>
<b>No: 051</b>
<b>Description of Observation:</b> <ul style="list-style-type: none"> <li>• Comp. Lab cool, comfortable.</li> <li>• On Board – Provided schedule on what to expect for the next 5 meetings.</li> <li>• Explains to class examples to be covered.</li> <li>• Paying attention, taking notes (a couple of student coming in 10-25 minutes late).</li> <li>• Provides students foundational math concepts on board to help them work thru problem.</li> <li>• Steps back to provide reminders/review of prior lessons.</li> <li>• Allows students time to work thru problem.</li> <li>• Calls on particular students to check if he has the answers. Checks on other students to check program.</li> </ul>
<b>No: 052</b>
<b>Description of Observation:</b> <ul style="list-style-type: none"> <li>• Computer Lab cool, comfortable.</li> <li>• Students taking exam.</li> <li>• Instructor present and assist students, answering questions... students appear comfortable approaching.</li> <li>• Checks students' understanding of lessons. Good rapport.</li> <li>• Was not too pleased of an unannounced visit. I explained that Informal do not have to be announced. She said she'd "have to check the contract". At the end of my visit, she shared with me her concern of being uninformed or not involved in the processes. Left amicably.</li> </ul>
<b>No: 053</b>
<b>Description of Observation:</b> <ul style="list-style-type: none"> <li>• Announce Test</li> </ul>

- Comp. Lab cool, comfortable
- Students seemed afraid to open door. Instructor banging on the door.
- Students though were comfortable in communicating/joking with instructor.
- Test day 3 min. time.
- Puts up on board what to do, explains to students what to do.
- Good rapport with students, students responds quickly.
- Direct students to spread out for test, goes around class.
- Use of Tech to take test (each student gets a diskette)
- 2:35 pm: Sat. Student (with learning disability) - inst. patient & gives option (after reg. class)
- Goes around class to check on students needs/progress.
- Good Points: Goes to each student direct their learning, organize/use of Tech.

**No:** 054

**Description of Observation:**

- Coordination efforts - evident in topics & facilities usage.
- Worked well with students (org. members) and participants, vendors.
- Professional appearance & demeanor, walked around to check progress.
- Positive feedback from participants, on view that networking and resources were valued (more hand on desired).
- Evaluation Surveys utilized.
- Suggestion: Network with college participants to market the conference, separate section for "How To" (small manageable groups.), Activity between (lunch) to pull everyone.

**No:** 055

**Description of Observation:**

- Elec. Rm., comfortable.
- (Clear/Articulate) (good intone) – lecturing, writing on board, going over a quiz – common problems.
- Walks through problems on white board.
- Checks for questions, understanding.
- Has agenda on board "Mod I – exam review" "Mod II – Study Guide", "Mod III Labs".
- Good Rapport with students, students comfortable/humor.
- Clearly knowledgeable about subject.

**No:** 056

**Description of Observation:**

- Comp. Lab comfortable, organized.
- Upon entering, students are doing assignment. Instructor is at a computer "responding to student's email who are asking about the class".
- Students work independently.
- At 3:05 Instructor walks around a bit to check on students.
- At 3:15 Instructor printed out completion sheet (checking student's progress.)
- Students interact with Instructor.
- Formulas on board.

**No:** 057

**Description of Observation:**

- P.C. Lab, cool and comfortable
- Students attentive – instructor use of white board to explain material
- Encouraging students participation
- Said “try to use their imagination” (i.e. “CPO: as Sec. Obj. = # sides = 6) (suggestion: use of visuals)
- Recommendation: encourage more responses & time, use tech/overhead to save time from drawing on board, use examples & real life usage (i.e. volume, area calculation), bring in objects.

**No: 058**

**Description of Observation:**

- Comp. Lab comfortable.
- Upon entering, Instructor going through lesson with one student
- Student working independently at PC's, silently chatting with some peers.
- Lesson, formulas on board.
- Patiently works with student (3:30 – 3:44)

**No: 059**

**Description of Observation:**

- Elec. Lab comfortable.
- Students enter b/x 3:55 – 4:05 (total @ 4) & 1 @ 4:13
- On board: list of items for student to know for “quiz on Mon”
- Students working independently with their books/equip. Late student goes up to instructor to check on his work.
- Visiting with students as they go through in class assignment. Explains material to clarify.
- Good rapport with students.
- Told students time limits in order to move forward to new topic @ 5:00 pm.
- 2 students work collab. together.

**No: 060**

**Description of Observation:**

- Classroom cool, comfortable.
- Instructor use of overhead/whiteboard (PowerPoint) (Presentation on “IP”) , Asks questions, confirm answers, good modulation of voice/clear.
- Instructor pays attention to students distracted by monitors, calls on students to turn off.
- Students pay attention, rolling chairs, respond with answers, no notes being taken (?)
- Instructor use of real examples (where/how many IP address to buy kuentos). Catches student's attention.
- Sense of humor... “confused? Read on”
- Provides examples for student to answer and work thru.
- Attentive to presentation, though may not be real interested. Student calls on instructor to catch attention again.
- Recommendation: Agenda @ Beginning, Stop to check comprehension for mistakes, use of microphone(/), have them work in groups to review topics. (work thru problems).
- Good Points: overhead, good rapport with students.

**No: 061**

**Description of Observation:**

- Science Lab, cool.

- Good tone.
- Good Rapport.
- Use of Board.
- Prep for Quiz.

**No: 062**

**Description of Observation:**

- Science Lab cool, comfortable.
- Agenda on board.
- Instructor in class before 4 pm.
- Check with attendance.
- Students openly ask questions.
- Helps students clarify expectations.
- Clear in explaining. (quiz, books, syllabus).

**No: 063**

**Description of Observation:**

- Climate: controls temp.
- Everyone requested instructor on which date would work for Formal Obs.
- Instructor provides what for everyone to observe.
- Provides students time to prep. for their presentation.
- Presentation – Instructor calls for student’s attention to respect presenters. Instructor moves back of class.
- i.e.: Sea Horse (PowerPoint)
- interjects – Ask question in topic (to presenter)
- Calls Students by name.
- Students pay attention.
- Asks for students to question presenters. (Students appear clap enthusiastic).
- Ask students to relate topic to previous key term/concepts/field trip experience) (i.e.: Seahorse = vertebrate)
- Instructor goes around class to check on students’ readiness, encourages students to participate.
- Students use computers on side to review their presentation.
- Instructor in response to question Presentation. Instructor shares knowledge of key/current issues (erosion, conservation efforts students have done).
- Students present taxonomy (part of course objective) (some read/some don’t)
- Class asks questions to presenters... reflects attention to presentation.

**No: 064**

**Description of Observation:**

- Classroom loud A/C, cool.
- Presentations – (Ocean) Instructor uses Rubrics for oral presentation.
- Sits at front of class.
- Student 1 - use multimedia – video of Guam’s Ocean/Drive., Instructor asks questions to presenter i.e. “most productivity?”, Student respond directly/confidently = GabGab Beach.
- Students paid attention to presentation.
- Student 2 – use PowerPoint, reads notes (Recycling). Student answer directly to Instructor’s questions., Student pay attn. & comments back.
- Couple of students at back talk while instructor is communicating with presenter.

- Creative Students = Recycling Peanut Shells at back of class.
- Instructor pays attention, ask question, stops to comment on presentation, offer info.
- Challenges students for solution.
- Reminds students paper due next week.
- Student 3 – color board, use chalk board = short / informative, read answer.
- 10:46 am – Student received & took cell call (step outside).
- Instructor asks questions to encourage more information (i.e.: How to conserve). Recommend conservative efforts.
- Instructor provided handouts on Nutrit challenges with provocative questions.
- Good Points: Good Rapport with students, Sense of Humor by students, interest.
- Recommendations: Give Rubrics to students, speak louder to involve all students, call attn. to students speaking during presentation. Call Maintenance Re: AC's loudness, Proj. w/ Soc. Class to solve problem.

**No: 065**

**Description of Observation:**

- Climate: comfortable.
- Film to be presented – Greenhouse Effect (20 minutes).
- Collected trip report.
- Students take notes, Instructor sits in back.
- Use of multimedia – Material/Review Sections (Nice/Effective material)
- Instructor asks questions during film.
- Use of other material – supplemental (Health & Nutrition) – 3 minute break.
- Review for test.
- Good Points: use of media to cover materials.
- Recommendations: Put on board agenda, key terms to pay attention to (or films)

**No: 066**

**Description of Observation:**

- Classroom: organized computer lab.
- Climate: Hot/Humid, leaving spots. Mold on walls.
- Agenda on board: Group I / Group II Assessment Module 8
- Online activation of exam at 8:25 am
- Problem: some computers are down, so some students wait to take exam (by groups listed on white board).
- Walks around class to check on students.
- Announces test, but most students doing their thing... not hearing.
- One student said – No AC = No working Computers.
- Students loudly – gather in class, one with guitar (strums), another beating on table, silently talking around class, students interacting while few wait for their turn at PC, Obvious discomfort from heat (mold?).
- Good Points: Agenda on Board
- Recommendations: Follow up w/ serious mold A/C issues, need A/C fixed ASAP.

**No: 067**

**Description of Observation:**

- Board has directions “Read Module 2” “Do seatwork”
- Classroom: Organized

- Climate: No A/C, fans used, bit difficult, cooler than previous visit. Mold issue – minor evidence.
- Instructor checks with students on progress.
- Organized classroom to accommodate limited number of PC's. (Divides student b/x 9 operable, computers for class work and other with only games).
- One PC up front used for assessment – 2 students working.
- Posters up Monday – Friday with students names to accommodate use.
- “Shooting games” (3 PCs) used by 6 male students others wait, chat, do some assignments.

**No:** 068

**Description of Observation:**

**INSTRUCTION**

Presentation

- Agenda on whiteboard
- Overhead displaying agenda / intro overview

Techniques & Strategies

- Lecture
- Overhead
- Students conducted assignment on PCs (divided into 2 groups; assessment & lab work)
- Equipment displayed / tool usage
- Hands-on technical skills development (Cable Troubleshooting)

Instructional Materials

- Use of PC to carry out online assignments
- Materials/Tools for Cable troubleshooting

Student-Faculty Interaction

- Encourages student participation, calling students by name,
- Walks around class, monitoring student activities and meeting learning needs
- Students respectfully calls instructor for assistances

**MANAGEMENT**

Planning & Preparation

- Appears very well prepared/organized, following syllabus/agenda handed to evaluator
- Students working on lab assignment on respective PCs
- Organized lab work materials / PCs

Use of Class Time

- Checks periodically (good frequency) to see if students are on task and understands subject matter

Classroom Environment

- P.C. Lab, conducive to learning (no AC/tolerable temperature/orderly)

Student Motivation

- Students appear motivated to pay attention and participate in class
- Lab work provided students a sense of accomplishments (working quietly; disciplines)
- Praises students for good work
- Extra points for accomplishment lab tasks
- Referred to real work career opportunities

**Classroom Behavior**

- Mutual respect between faculty and students
- Manages class with firmness, reminding of classroom rules and expectations

**Feedback and Evaluation**

- Walks around, and assists students when needed (in-class assignments)
- Checks students work (on task)
- Need to stop more often for Q&A

**CONTENT EXPERTISE****Knowledge**

- Instructor displays knowledge of class topics
- Relates topics to career opportunities

**COMMENTS****RECOMMENDATIONS**

- Provide time-limit for each task assigned to students or groups (Clock in classroom?)
- Bring more 'real-world' problems/discussions (application of material)
- Provide specific career opportunity (ex: job announcements/guest speakers)
- Alright to introduce 'visiting' administrator, avoiding comments or change in class structure that would alter normal classroom interactions or activities.

**No: 069****Description of Observation:****INSTRUCTION****Presentation**

- Sequencing is apparent
- Clearly expressing ideas, use of ActivBoard

**Techniques & Strategies**

- Lecture
- ActivBoard to review concepts, problems, and prepare for quiz

**Instructional Materials**

-

**Student-Faculty Interaction**

- Encourages student participation, calling students by name, walks through problems
- Works through problems at a pace that keeps students on task
- Stops and waits for responses or prompts students to assist

**MANAGEMENT****Planning & Preparation**

- Appears very well prepared/organized, following syllabus/agenda handed to evaluator
- Effective use of class time (good balance of lecture, Q&A, etc.)

**Classroom Environment**

- P.C. Lab, conducive to learning (cool, orderly)

**Student Motivation**

- Students appear motivated to pay attention and participate in class
- Visuals (ActivBoard) kept their attention

**Classroom Behavior**

- Mutual respect and interest between students and faculty

**Feedback and Evaluation**

- Walks around, and assists students when needed (in-class assignments)
- Stops for Q&A
- Good amount of frequency to check if students are on task, checking for feedback

**CONTENT EXPERTISE****Knowledge**

- Instructor displays knowledge of class topics
- Relates topics to real life examples
- Use of anecdotal stories to explain the value of math lessons

**COMMENTS**

- Excellent demonstration of instructional skills
- Reflects respect for students and focus on student-learning outcomes

**RECOMMENDATIONS**

- Anecdotal examples of value of math skills usage motivated students... Invite similar ideas from students

**No: 070****Description of Observation:****INSTRUCTION****Presentation**

- Agenda presented on whiteboard

**Techniques & Strategies**

- Lecture
- Students conducted assignment on PCs (use of Internet)

**Instructional Materials**

- Use of PC to carry out online assignments
- Real world problems (answers to questions found on web)

**Student-Faculty Interaction**

- Encourages student participation, calling students by name,
- Walks around class, monitoring student activities and meeting learning needs
- Students respectfully calls instructor for assistances

**MANAGEMENT****Planning & Preparation**

- Appears very well prepared/organized, following syllabus/agenda handed to evaluator
- Students quietly working at respective PCs

**Use of Class Time**



- Checks periodically (good frequency) to see if students are on task and understands subject matter

#### Classroom Environment

- P.C. Lab, conducive to learning (cool, orderly)

#### Student Motivation

- Students appear motivated to pay attention and participate in class
- Real-type problems were use to work through: provided students a sense of accomplishments
- Praises students for good work

#### Classroom Behavior

- Mutual respect between faculty and students
- Manages class with firmness, reminding of classroom rules and expectations

#### Feedback and Evaluation

- Walks around, and assists students when needed (in-class assignments)
- Checks students work (on task)
- Stops for Q&A

### **CONTENT EXPERTISE**

#### Knowledge

- Instructor displays knowledge of class topics
- Relates topics to real life examples
- Expands on subject matter to clarify material

### **COMMENTS**

- Reflects respect for students and focus on student-learning outcomes

### **RECOMMENDATIONS**

**No:** 071

#### **Description of Observation:**

### **INSTRUCTION**

#### Presentation

- Handout
- Agenda on Board
- Follows lesson plan

#### Techniques & Strategies

- Referred to Book Q&A to review / lecture
- Lecture, followed by software project on PC.
- Tests returned, asked for any questions

#### Instructional Materials

- Use of PC to carry out online assignments
- Real world problems (answers to questions found on web)

#### Student-Faculty Interaction

- Encourages student participation
- Students appear hesitant to answer

**MANAGEMENT**Planning & Preparation

- Appears very well prepared/organized, following syllabus/agenda handed to evaluator
- Students quietly listen to lecture

Use of Class Time

- Checks periodically (good frequency) to see if students are on task and understands subject matter

Classroom Environment

- P.C. Lab, conducive to learning (cool, orderly)

Student Motivation

- Students appear motivated to pay attention and participate in class
- Example of distance (from work/home)

Classroom Behavior

- Mutual respect between faculty and students

Feedback and Evaluation

- Students appear to need more time to provide feedback

**CONTENT EXPERTISE**Knowledge

- Instructor displays knowledge of class topics

**COMMENTS****RECOMMENDATIONS**

- Increase frequency/time to receive student response
- Call students by their name, encouraging participation from all students
- Use of technology in classroom (use of overhead to reduce lecture time)
- Bring more 'real-world' problems/discussions (application of material)
- Alright to introduce 'visiting' administrator, avoiding comments or change in class structure that would alter normal classroom interactions or activities.

**No: 072****Description of Observation:**

Instructor requested the following to focus on during observation:

Techniques and Strategies

For this class, Instructor utilized student presentations combined with questions and answers to reinforce material being presented. Previous concepts were also covered during the dialogue between and among students. Instructor builds off the presentations to connect to previous key terms, concepts, or field trip experiences (i.e. seahorse = vertebrate). For the purpose of presenting new material and reviewing old material, this teaching technique was appropriate and effective. This was validated by the level of student attention and interest in the class activity.

Student-Faculty Interaction

Instructor called students by name, and showed a sense of respect for each of her students. She was receptive to students' way of expressing their viewpoints, such as providing students time to think through their responses. Instructor seems to have a genuine sense of concern for students' needs, particularly in the way she interacts with students and how she responds to their inquiries.

### Management

#### Planning & Preparation

- Instructor follows her syllabus and a semester calendar that describes the presentation project as a process (Topic & Abstract Due Sept 23; References Due Oct. 14; Outline Due Oct. 28; Presentation Begins Nov. 18). Based on her syllabus and the types of responses from students, it appeared that the students were following a sequential lesson plan. It appears that the evening's class activities were quite organized. Instructor provided time at the beginning of class for students to organize their presentation material (use of powerpoint). Some students utilized the computers at the side of the class to upload and prepare for their powerpoint presentations. Before student presentations begin, Instructor called for students' attention to respect presenters. She moved to the rear of the class, sitting among student tables. Students were prepared and presented their material in a very organized and systematic way. Though Instructor said that she provided students the "Rubric: Oral Presentation" for evaluation of their project, a couple students chose to read their presentation. Though, student presenters were readily able to answer questions posed by the instructor and students. Students' presentation had similar formats, such as the inclusion of taxonomic classifications of marine species that were being presented by student groups (i.e. Sea Horses, Coral, Turtles). At the end of each presentation, students raised their hand to ask questions to presenters, who responded promptly and with confidence.

#### Classroom Environment

- Room C25 was a science lab, consisting of tables, computer stations, lab equipment and course materials in files or displayed on the walls. The classroom was in order, with about ten tables for students' use. The classroom temperature was cool and comfortable. Though, Instructor adjusted the temperature when students identified the need. (note: C5, which was assigned to Instructor, was still undergoing some maintenance). The learning environment was a conducive learning site for this particular class. Based on the class topic, syllabus and students presentations, it appears that the classroom was equipped with the sufficient resources and equipment (i.e. P.C. and multimedia equipment). Instructor was able to facilitate a positive classroom environment.

### \*Student Motivation

Instructor encouraged students to participate and pose questions to presenters. She also asks presenters thought-provoking questions related to other course materials covered in the class. Students appeared truly interested in the presentations, clapped enthusiastically, and encouraged peers during and after presentations.

### Classroom Behavior

Instructor was very responsive and attentive to students, and students were mutually respectful to her and fellow students. There were no behavioral issues that needed her attention. She walked around and looked around to ensure that students were on task. If needed, Instructor would call a student by name and direct a question to him/her.

### \*Feedback and Evaluation

Instructor's described her class activity as an *Assessment Activity*, since she was evaluating students' level of understanding and synthesis of class and presentation material. She posed questions to the student presenters, as well as the whole class to check for comprehension and attention.

Instructor provided feedback to students in the form of questions, response to student questions, sharing of supplemental information, and providing synthesis of pertinent class material. In addition, Instructor walked around class to check with students who had not yet presented. She was constantly checking if students were on task and paying attention.

### **Additional Observation**

### Content Expertise

Instructor demonstrated her knowledge of marine biology by interjecting key or current issues related to the presentations (i.e. erosion; conservation efforts on Guam).

**No:** 073

**Description of Observation:**

**INSTRUCTION**

- Use of hands-on activity using lab specimens and microscopes.
- Faculty and student interaction appear very relaxed, perhaps contributing to classroom management issues

**MANAGEMENT**

Planning & Preparation

- Students appear a bit confused about fieldtrip instructions, which should probably have been covered early during the semester (?)

Use of Class Time

- Reviewing field trip instructions, test, and hands-on activity using lab-specimen and microscope. Too much time spent trying to get some students on task

Classroom Behavior

- See CONCERNS below

Feedback and Evaluation

- Faculty went around class to check on student understanding and progress (reviewing slides on microscope), providing constructive and positive feedback when applicable.

**CONTENT EXPERTISE**

Knowledge

- Faculty clearly displays her understanding of the class material

**CONCERNS**

Concern was essentially regarding

Classroom Behavior and Management:

- At 7:05pm, Instructions regarding fieldtrips and service-learning activity was being reviewed, while students appear to not be paying attention. Faculty appeared to not be able to manage student behavior -- students were speaking amongst each other, joking, not paying attention to instruction. Students were displaying disruptive behavior, and faculty was not maintaining discipline/control over class (treating them almost like high school youth).

During these times, one student (young, Caucasian man) was rocking back and forth in his seat with his hands covering his ears (?)

- Most students went outside for a break (7:20-7:30pm), but instructor had to call students to return into class to begin lecturing.

- 7:30pm Students instructed to work on specimens. Some students left class early, leaving other students commenting that their group members were all gone.

- Male students at the rear of the class were being disruptive, conducting discussions unrelated to class, joking amongst each other (or teasing the young Caucasian male student), appearing to not take class seriously – displaying childlike behavior and attitudes. (note that once hand-on activity began, students went on task and reflected learning motivation).

**RECOMMENDATIONS**

- Faculty should work on better managing students with disruptive behavior...referring to and abiding by syllabus (rules and expectations). Although the faculty was cognizant of inappropriate student behavior, the faculty should immediately address and correct student to maintain better control over the classroom (may hinder other students' progress). Faculty needs to be more firm about her expectations (verbal feedback, or pulling student aside to discuss concerns).
- Breaks should be managed better or kept at a minimum so that instructional time is better utilized

**No:** 074**Description of Observation:****INSTRUCTION**Presentation

- Introduced each section / topics.

Techniques & Strategies

- Use of white board: provided key concepts and Q&A to review readings
- Lecture for 35 minutes, followed by lab work using microscopes and specimens
- Discussed reflection of students' experience of field trips

Instructional Materials

- Use of visual overhead (ppt) to review and introduce materials

Student-Faculty Interaction

- Called student by name, which encouraged interaction and attention.
- Praised students work, encouraging their participation and motivation
- Need work on paying more attention to students responding (listening/eye-contact)
- Students need more time to respond before responding or moving on to other topics/question.

**MANAGEMENT**Planning & Preparation

- Agenda on board, students signed-in for attendance
- Provided instructions for group/in-class activity
- Helped students progress on the development of their paper by requiring an outline and model for reporting references
- Prepared students for the next class session

Classroom Environment

- Science lab, with specimens and microscope equipment ready for use
- Instructor noted slight odor due to aquariums left during spring break (windows were open, then later closed to help mitigate the odor)

Use of Class Time

- Students completed lab work by 10:30am

Student Motivation

- See student/faculty interaction above

Classroom Behavior

- Encouraged "patience as scientists" from students during lab work
- Reminded students to be responsible with classroom equipment

**Feedback and Evaluation**

- Walked around class, inspecting group work to check progress
- Helped students accomplish tasks when needed, pointing out areas for improvement
- Reviewed group activity report submitted by individual students

**CONTENT EXPERTISE****Knowledge**

- Appears knowledgeable about topics covered -- Ability to respond to student questions.

**CONCERNS**

- Defining / facilitating SL project was not corresponding institutional definition of Service-Learning. Students were suggested to attend a workshop.
- Faculty needs to practice more active listening skills, and provide more time for students to respond.
- Electrical cords of microscope used during the lab work requires more attention. Students were walking around and almost tripping over the cords – a safety hazard, as well as an issue of logistics of equipment management and protection.
- Lab Equipment – needs more maintenance

**RECOMMENDATIONS**

- Attend a training on service-learning, since encouraging students to simply participate in a conference does not constitute institutional definition of service-learning.
- Pause after posting questions, providing more time for students to respond to answers
- Practice more direct eye- contact with students to express attentiveness to student comments
- Pose follow-up questions that encourage more critical thinking and active participation
- Keep microscope cords at one end of the class tables, limiting student movement around the cords.
- Improve maintenance of aquariums (incorporate as activity for student learning experience)

**No: 075****Description of Observation:****INSTRUCTION****Presentation**

- Agenda on whiteboard
- Overhead displaying agenda / intro overview

**Techniques & Strategies**

- Explained/demonstrated in-class assignment/lab-work to the large group
- Large group/teamwork to accomplish lab work
- Overhead
- Students conducted assignment on PCs (divided into 2 groups; assessment & lab work)
- Equipment displayed / tool usage
- Hands-on technical skills development (Cable Troubleshooting)

**Instructional Materials**

- Materials/Tools for Cable troubleshooting
- Wall display for student reference

**Student-Faculty Interaction**

- Displays patience
- Encourages student participation, calling students by name,
- Walks around class, monitoring student activities and meeting learning needs

- Students respectfully calls instructor for assistances

## **MANAGEMENT**

### Planning & Preparation

- Appears very well prepared/organized, following syllabus/agenda handed to evaluator
- Students working on lab assignment or respective PCs
- Organized lab work materials / PCs

### Use of Class Time

- Checks periodically (good frequency) to see if students are on task and understands subject matter

### Classroom Environment

- P.C. Lab, conducive to learning (no AC/tolerable temperature/orderly)

### Student Motivation

- Students appear motivated to pay attention and participate in class
- Lab work provided students a sense of accomplishments (working quietly; disciplines)
- Praises students for good work
- Extra points for accomplishment lab tasks
- Referred to real work career opportunities

### Classroom Behavior

- Note that 3<sup>rd</sup> Period were more “challenging group of students” (per instructor, 3 SpEds) – managed the class as a large group, which helped manage behavior. Students maintained motivation and stayed on task
- Manages class with firmness, reminding of classroom rules and expectations (cleaning up after labwork; timeliness in arriving to class)
- Corrects inappropriate behavior promptly
- Mutual respect between faculty and students

### Feedback and Evaluation

- Walks around, and assists students when needed (in-class assignments)
- Checks students work (on task)
- Need to stop and ask questions before moving on (students were regularly calling out for assistance)

## **CONTENT EXPERTISE**

### Knowledge

- Instructor displays knowledge of class topics
- Relates topics to career opportunities

## **COMMENTS**

### **RECOMMENDATIONS**

- Provide time-limit for each task assigned to students or groups (Clock in classroom?)
- Bring more ‘real-world’ problems/discussions (application of material)
- Provide specific career opportunity (ex: job announcements/guest speakers)

**No:** 076

### **Description of Observation:**

## **INSTRUCTION**

### Presentation

- Agenda on whiteboard

**Techniques & Strategies**

- Lecture & Demonstration; gave instructions
- Handouts, Q&A
- Equipment displayed / tool usage
- Hands-on technical skills development (Cable Troubleshooting)
- 2-person team for lab work

**Instructional Materials**

- Use of PC to carry out online assignments
- Materials/Tools for Cable troubleshooting
- Colored handout

**Student-Faculty Interaction**

- Encourages student participation, calling students by name,
- Walks around class, monitoring student activities and meeting learning needs
- Students respectfully calls instructor for assistances
- Sense of comfort with instructor reflected by language (speaking in Filipino)

**MANAGEMENT****Planning & Preparation**

- Appears very well prepared/organized, following syllabus/agenda handed to evaluator
- Students working on lab assignment or respective PCs
- Organized lab work materials / PCs

**Use of Class Time**

- Checks periodically (good frequency) to see if students are on task and understands subject matter

**Classroom Environment**

- P.C. Lab, conducive to learning (no AC/tolerable temperature/orderly)
- Explains cost of “RJ45” = 50cents...good warning to care for equipment

**Student Motivation**

- Students appear motivated to pay attention and participate in class
- Lab work provided students a sense of accomplishments (working quietly; disciplines)
- Praises students for good work; encouraging them to do well (correcting errors)
- Extra points for accomplishment lab tasks
- Referred to real work career opportunities
- Good balance with sense of humor

**Classroom Behavior**

- Mutual respect between faculty and students
- Manages class with firmness, reminding of classroom rules and expectations
- Monitors inappropriate behavior (vernacular needs more correction)

**Feedback and Evaluation**

- Walks around, and assists students when needed (in-class assignments)
- Checks students work (on task)
- Need to stop more often for Q&A

**CONTENT EXPERTISE****Knowledge**

- Instructor displays knowledge of class topics



- Relates topics to career opportunities

### **COMMENTS**

### **RECOMMENDATIONS**

- Provide time-limit for each task assigned to students or groups (Clock in classroom?)
- Bring more 'real-world' problems/discussions (application of material)
- Provide specific career opportunity (ex: job announcements/guest speakers)
- Roam to other students; calling their attention
- Better control of equipment (?)
- Encourage students to maintain English in class, respecting fellow students.
- Vernacular should be monitored

**No: 077**

### **Description of Observation:**

(Note: Syllabus and Class Schedule provided)

### **INSTRUCTION**

#### Presentation

- Clear explanations, use of examples to explain material

#### Techniques & Strategies

- Use of whiteboard to explain material
- Lecture, Q&A

#### Instructional Materials

- Use of visuals seem to help students (CPU example)

#### Student-Faculty Interaction

- Encourages student participation while lecturing
- Student were attentive, but not as participatory

### **MANAGEMENT**

#### Planning & Preparation

- Syllabus reflects preparation and planning (on-line guide)

#### Classroom Environment

- PC lab, organized

#### Use of Class Time

- Lecture, Q&A

#### Student Motivation

- Students are attentive, fairly quiet

#### Classroom Behavior

- Some students following lecture, others looking at their monitors

#### Feedback and Evaluation

- May need more time to respond

**CONTENT EXPERTISE**Knowledge

- Instructor displays knowledge of class topics
- Encourages students to “use their imagination” to understand material (ex: CPU as a rectangular object with 6 sides)

**COMMENTS**

Students may benefit from more visuals (like the CPU example above)

Students may need more time to think through problems

**RECOMMENDATIONS**

Bring in samples, or get students involved in identifying realistic objects or examples to understand materials (volume/area calculations)

Encourage more responses from students – time to respond.

Use of tech/overhead to save time on explaining material

**No:** 078

**Description of Observation:****INSTRUCTION**Presentation

- Agenda presented on board
- Sequencing is apparent
- Clearly expressing ideas, use of PowerPoint

Techniques & Strategies

- Lecture
- Q&A with students
- PowerPoint used to review concepts, problems, and prepare for quiz
- Problem-based examples

Instructional Materials

- Problems placed on whiteboard; referencing PowerPoint
- Team activity to work through problem; then reviewed answers together.
- Students work in pairs/individually to solve problem
- Visuals provided

Student-Faculty Interaction

- Encourages student participation, calling students by name, walks through problems
- Works through problems at a pace that keeps students on task
- Stops and waits for responses or prompts students to assist

**MANAGEMENT**Planning & Preparation

- Appears very well prepared/organized, following syllabus/agenda handed to evaluator
- Effective use of class time (good balance of lecture, Q&A, etc.)

Use of Class Time

- Addresses group during group problems
- Checks periodically (good frequency) for understanding

**Classroom Environment**

- CISCO/P.C. Lab, conducive to learning (cool, orderly)

**Student Motivation**

- Students appear motivated to pay attention and participate in class
- Encouraged to worked in teams of 2
- Visuals kept their attention
- Real-type problems were use to work through: provided students a sense of accomplishments
- Praises students for good ideas and critical thinking

**Classroom Behavior**

- Mutual respect and interest between students and faculty

**Feedback and Evaluation**

- Walks around, and assists students when needed (in-class assignments)
- Checks students work
- Stops for Q&A
- Good amount of frequency to check if students understand or on task, checking for feedback and if questions were answered
- Collected worksheets used for in-class activity

**CONTENT EXPERTISE****Knowledge**

- Instructor displays knowledge of class topics
- Relates topics to real life examples
- Expands on subject matter to clarify material

**COMMENTS**

- Excellent demonstration of instructional skills
- Reflects respect for students and focus on student-learning outcomes

**RECOMMENDATIONS**

**No:** 079

**Description of Observation:**

(Note: Syllabus and Class Schedule provided)

**INSTRUCTION****Presentation**

- Clearly and strongly expresses her ideas to students

**Techniques & Strategies**

- Lecture
- Q&A to review key concepts
- In-class problems to work through, then testing

**Instructional Materials**

- Use of white board to explain topics / provide examples

**Student-Faculty Interaction**

- Encourages student participation, calling students by name
- Students generally quiet, but participate when students are called upon

**MANAGEMENT****Planning & Preparation**

- Appears very well prepared/organized, following syllabus/agenda handed to evaluator
- Comment to Evaluator, “because of your visit”, class was modified slightly (covering Chpt 1 and test) –
- Should not alter class activity because of Formal Observation visit

**Classroom Environment**

- P.C. Lab, conducive to learning (cool, orderly)

**Use of Class Time**

- Students work through problems, then instructor goes through rows of students for their answers
- Testing conducted after lecture/activities

**Student Motivation**

- Some students work with peers on in-class assignments.
- Students worked on solving problems, then each student called to share their answers with the class

**Classroom Behavior**

- Students were fairly quiet, responded when needed
- No issues in classroom behavior

**Feedback and Evaluation**

- Walks around, and assists students when needed (in-class assignments)
- Sequenced topics/assignments, checks on student progress

**CONTENT EXPERTISE****Knowledge**

- Instructor displays knowledge of class topics
- Relates topics to real life examples (ex: banks earn income by charging fees)

**COMMENTS**

- Introduction of Evaluator, encouraging students to be “good students” --- affects faculty/student interaction and behavior

**RECOMMENDATIONS**

- Alright to introduce ‘visiting’ administrator, avoiding comments or change in class structure that would alter normal classroom interactions or activities.

**No: 080**

**Description of Observation:** Instructor informed me on the course agenda. There was no lesson plan provided to me. Instructor adjusted seating arrangements to better capture students on a personal level, while empowering them to make decision as a group. It was more on a consumer building approach to determine the parameter on their final exam/project. That’s a great technique. There was food involved in the lesson while students presented their individual assignments. What a motivational lesson! Students were participatory and full engaged. I really appreciated the fact that students were able to know a little bit about each other and have some cultural exchange.

**No: 081**

**Description of Observation:** Instructor used multimedia presentation, lecture format. Lesson was structured,

organized and captured student's attention. The instructor used several teaching techniques and demonstrations to give some added flair to the lesson. Students were engaged and motivated. Lots of interaction going on. Multi-levels of cognitive questioning techniques were used to challenge students critical thinking skills. Good humor. Demonstrated effective strategies and preparation of today's lesson and prepared students for what's to come in the next meeting.

**No: 082**

**Description of Observation:** Arrived in class and instructor is acquainting himself with remembering student names. Instructor took care of housekeeping. Items before starting the lesson on biological basis – nutrition; exercise hormones; sleep. This process of observation indicates the instructor movement pattern. Instructor was able to capture students' attention and maintain classroom control. 19 changes tracked in 30 min. Verbal flow is evenly distributed to all students. Instructor provided student praises which solicits student participation such as comments and questions. Instructor also challenges students to think critically and respond appropriately. Instructor demonstrated effectiveness in teaching style and delivery of competencies.

**No: 083**

**Description of Observation:** Lesson on "Concert Poster". The instructor demonstrated step by step process effectively. Content was explained thoroughly and appropriately. Instructor provided some students with assistance. He was prepared and carried out student learning outcomes prescribed. He was able to maintain good control of his high school students and effectively engaged them, of course, there were some exceptions. There were several boys a little rude with the photos they were working with.

**No: 084**

**Description of Observation:** Instructor was prepared with a lesson plan. Lesson was to prepare an Ad using Photoshop, Adobe Illustrator. Instructor speaks in clear modulated voice. Lesson was demonstrated effectively in a sequential manner using the internet as part of the delivery process. Instructor is not quite aware of what other students are doing on their screens. There was minimal movement patterns on the instructor's part to ensure that students are on task. Instructor is very knowledgeable in content area and effectively engaged a handful of students with the exception of the (3) students who were not on task. Instructor did demonstrate and provide student feedback on student's work by reviewing completed tasks with engaged students. The students who were not on task left the class without instructor feedback.

**No: 085**

**Description of Observation:** Instructor communicated expectations to students prior to onset of lesson. He presented step by step process to carry students along using multi-media technology on the "red eye" topic. Instructor presented a problem project to fix using Photoshop. He effectively carried out objectives of the lesson and demonstrated expertise in the content area. Assisted students having difficulty in the lesson. He was able to provide feedback immediately to answer student performance. Instructor was flexible to adjust lesson to assist in the understanding of the layers concepts. Students were attentive and participated in topic discussion. Instructor spoke with clarity and maximized time on task. He also allowed for student-teacher interaction regarding questions and comments. He no doubt has a good rapport with his students.

**No: 086**

**Description of Observation:** Instructor went over layers techniques, uses, and manipulation. Made use of movement flow rather than staying at desk several times to ensure student understanding and provide one to one assistance. Flexible to stop for student questions and adjust lesson by reviewing previous concepts taught. Content knowledge effectively communicated and demonstrated subject matter. Students were engaged in activity

with the exception one or two students who were doing something else on their computer screens (searching the net). Instructor provided praise and routine feedback to some students. Reinforced concepts with them. Good sequence of lesson and preparing students for tomorrow's lesson. Concern: Students surfing the net should have been engaged in your lesson.
<b>No: 087</b>
<b>Description of Observation:</b> Formal observation – no lesson plan provided. Instructor indicated he will email later. Instructor laid out expectation for remaining projects due before grades are posted by Thursday. Handouts were provided for students. Instructor demonstrated the desired skills to carry through objective of the lesson. Instructor was very thorough and effectively demonstrated expertise in the content area. Students were attuned to the lesson and quite attentive to the demonstration. The lesson presented was very interesting and informative. Students were given hands-on following techniques in creating brochures using varying sizes of paper. Instructor's delivery of instruction has greatly improved. Demonstrated more enthusiasm in course delivery and interacted a little more with students.
<b>No: 088</b>
<b>Description of Observation:</b> Instructor worked on laying concepts from computer stations. Instructor effectively communicated clear objectives of the lesson. Assisted students at their stations after lesson was presented, offering reinforcement and praise. Students freely asked questions. Instructor had good student interaction. Instructor clearly demonstrated knowledge in content area. 9:30 am – 2 students walked in late and immediately took their places. Instructor maintained time on task and allowed students to catch up. Concern: 1 female student was clearly not engaged. Instructor has no interaction with her.
<b>No: 089</b>
<b>Description of Observation:</b> Instructor has such a dynamic persona. He engages his students and motivates them. Instructor makes accommodations to assist students despite the distraction of the classroom (air conditioning noise & computer stations). Students stand to read aloud based on these conditions. The instructor also makes good use of real estate – does not stay in one position within the classroom. Great way to keep momentum going and sustain attention span. Techniques/Strategies – various means of strategies were applied lecture mode; texts; use of computers (internet search). Effective use of resources were applied. Instructor used relational issues to discuss concepts being taught i.e. DOD – generated student discussion and participation. Good questioning techniques used to stimulate critical thinking. Good job!
<b>No: 090</b>
<b>Description of Observation:</b> No lesson plan provided. Instructor was punctual to class. Reviewed previous concepts taught to establish discussion among students in order to measure understanding. There was varied methodologies used such as lecture, use of text and student discussion/input. Instructor has great rapport with students. He is very knowledgeable in the content area and has demonstrated effective delivery of instruction. He is energetic, enthusiastic and exudes a positive disposition to his students. He is very receptive to his students. He listens and gives them an opportunity to express themselves.
<b>No: 091</b>
<b>Description of Observation:</b> Instructor was prompt and on task. Multi-media; TV were the instructional medium used for the lesson. Very articulate and humorous with this students. Lesson was organized and structured. Instructor was quite relational with student experiences using movies most watched by students. Instructor used questions at multiple cognitive levels of critical thinking skills. Instructor displayed much sensitivity to students needs and feelings. (Students didn't understand and retracted her question) then was given another opportunity to

ask her question. Verbal flow was concentrated at the right corner of the room. Students were attentive and interacted quite well. Instructor had student read a passage from the test. Student participation... good... Instructor demonstrated effective teaching strategies. Demonstrated expertise in content area. Good Job!
<b>No:</b> 092
<b>Description of Observation:</b> Utilized PowerPoint presentation as mode of instruction while eliciting student discussion. Is able to respect views of students and makes appropriate comments. The instructor makes good use of student experiences in a meaningful manner as they relate to lesson. Instructor has demonstrated effective communication skills to carry out objectives of the lesson. The learning environment is adequate and equipment is appropriately situated. Instructor has great rapport with students and relates very well with them. He no doubt possesses humor and relates content of the lesson to effectively engaged students. Good job!
<b>No:</b> 093
<b>Description of Observation:</b> Instructor prepared lesson plan and stated clear objectives for the course. Upon reviewing his student's exam/results, he was constructive in providing feedback to students. He did provide alternatives for students who may have not done well. Instructor provided motivational quotes appropriate for encouragement. Instructor is quite technology savvy and uses variation of teaching methodologies to clearly demonstrate effective delivery of instructions. He is also on task; provides students the opportunity to ask questions and respond appropriately (think and hypothesize). The instructor has maintained consistent teaching behavior to consistently demonstrate content knowledge and expertise. Good job!
<b>No:</b> 094
<b>Description of Observation:</b> Instructor conducted meeting - SBA (COPSA) to discuss budgetary issues as the Student Advisor. Was able to effectively run the meeting with an agenda prepared and executed. Demonstrated effective leadership and follow through on items on the table. She was very receptive to the student's views and demonstrated respect for each one. Effective communication skills and facilitation of meeting. Good Job. Was able to establish clear objectives to follow up on as outcomes for the meeting. Other areas of observation include the follow through of GFD MOA, Superior Court MOA and the scheduling of courses with operational ease at the department level.
<b>No:</b> 095
<b>Description of Observation:</b> Observed instructor as she facilitated the AAC meeting. Posed questions to faculty members to think about in terms of general education requirements necessary for assessment. She demonstrated good control of the meeting agenda items. Instructor was on task and effectively carried out the objectives of the meeting. Spoke well in a clear and modulated voice. She also was sensitive to the concern of other members by listening attentively and accepting contribution of others. Good facilitation of meeting.
<b>No:</b> 096
<b>Description of Observation:</b> Instructor conducted an Accreditation Standard IV meeting with a group of three faculty members. She was prepared with a meeting agenda and was able to effectively facilitate meaningful discussions among the group. Discussion on the mission statement was brief. She discussed some recommendations for adoption that need to be addressed in the standard. She also followed up with each faculty's assignment in terms of analysis and accuracy. She demonstrated clear knowledge of the task/standard to appropriately assess issues relative to the topic. She was on task, and provided constructive feedback to each. She's a team leader and well respected by her peers. I have great respect for her abilities and leadership skills. Good Job.
<b>No:</b> 097

<p><b>Description of Observation:</b> Semester in review. Instructor was so energized and dynamic at the onset of the class. Students are well engaged, participating, and highly motivated. She has excellent student-faculty interaction. Instructor demonstrated various techniques and strategies to keep the students attentive by having a competition among students groups. She provided incentives as a rewarding system for correct responses. Instructor effectively executed lesson plan in an organized and sequential manner. Instructor demonstrated excellence in content area of expertise. I certainly enjoyed this class!</p>
<p><b>No:</b> 098</p>
<p><b>Description of Observation:</b> Instructor was reviewing student's assignments upon arrival into her class. While reviewing, she questioned them on their perspectives of certain case studies to determine mastery of objectives. Applied good questioning techniques for information processing. Instructor is quite dynamic and demonstrated effective delivery in instruction. She effectively communicated lesson's objectives. The instructor is quite funny and much a pleasure to observe. She engages her students very effectively, they're attentive and participatory in group discussions.</p>
<p><b>No:</b> 099</p>
<p><b>Description of Observation:</b> Lesson plan was prepared. Instructor clearly stated goals and student learning outcomes. She effectively demonstrated knowledge of the subject matter. She engaged student participation through discussion and interactive activities. Her method of instruction was through use of texts and visual aids. She encouraged her students to use their critical thinking skills to hypothesize through her questioning techniques. The instructor also was very organized and delivered her instruction sequentially. She is very receptive to her student's viewpoints, which allow her students to respect and admire her as an instructor. The instructor relates current discussions to concepts previously learn. She is enthusiastic and on-task with her plans. She's funny and captures their attention and motivates them through her humorous insights and comparative comments. It's always a pleasure to observe her in action. It's clear she enjoys teaching and it's obvious through her interaction with her students.</p>
<p><b>No:</b> 100</p>
<p><b>Description of Observation:</b> Instructor was providing feedback to students, individually during assigned task. There was clear one-to-one interaction. Student came into the classroom to inquire about a missed class. She was able to assist the student while other were on task. Instructor had good control of the class. Students were very receptive to the instructor. They were motivated and having a good time in class as far as attentiveness and participation. Instructor demonstrated effective teaching strategies and actively engaged students. Effective facilitation skills used to encourage students. Instructor was overall consistent and great!</p>
<p><b>No:</b> 101</p>
<p><b>Description of Observation:</b> Instructor was prepared. Demonstrated motivational techniques to measure objectives mastered by students through competitive group games. Great way to encourage students to think and respond with accuracy. Instructor was effective in engaging student participation. Has a great rapport with them and demonstrated appropriate questioning techniques. Students were challenged yet enjoyed the activity. Instructor effectively communicated subject matter with such ease. Instructor was on-task, maintained classroom management and student attentiveness.</p>
<p><b>No:</b> 102</p>
<p><b>Description of Observation:</b> Began lesson by signing students' names to return papers. Students were on task and seemed to relate well to the lesson. Instructor communicated well in sign. I was lost of course! There was great student interaction – game presented. Everyone was attentive and participated in the activity. Students were</p>



challenged. Instructor had great sequencing and organization of the lesson. Instructor was also alert to unwanted student behavior – gum chewing. I liked the way she approached the behavior in a constructive manner. It is clear the faculty was prepared and planned well for the day's lesson. I enjoyed the lesson! Plus learned some new things.

**No:** 103

**Description of Observation:** Lesson plan was prepared. Instructor effectively communicated subject matter to students. There were varied uses of instructional techniques – multi-media presentation/text. Keeps interest high. Classroom environment: next to classroom is the office and fax phone was ringing endlessly distracting class. Instructor was able to stop the ringing. Instructor demonstrated content expertise. He related current events in a meaningful manner in relation to topics discussed. He definitely has established a good rapport with his students. They responded well to his humor and was able to interact well with them. Lesson was delivered in an organized and well-defined sequence. As far as feedback and evaluation, the instructor assessed their understanding through completion of flow-sheets.

**No:** 104

**Description of Observation:** Instructor conducted a review of materials previously covered using textbooks as means of instruction. Instructor is able to demonstrate effective delivery of instruction and engage students in discussion and group participation. Good questioning techniques and incorporate humor in lesson as a motivating factor to arouse student interests. Appropriately addressed learning environment – closed and open door from noise from another classroom. Instructor was able to utilize classroom real estate while conducting class. This keeps students alert and on task. Good job. Concern: Instructions conducted sometimes behind students.

**No:** 105

**Description of Observation:** Instructor worked with small groups to assess mastery of skills for their final examination. There were various techniques demonstrated for EKG, lumber, and other topic areas that students had to perform. Instructor provided assistance prior to each group's presentation/demonstrations. They were prepped and given supplies to ensure clear understanding of tasks. Constructive feedback was provided at the end of each group's demonstration. Checklists were used to determine mastery of objectives. Students were engaged and seemed to be quite interactive with each other and instructor.

**No:** 106

**Description of Observation:** Instructor was punctual to class. Lesson was prepared on the concept "activity vs. skill". Students were quiet, however the instructor demonstrated a lot of enthusiasm in her delivery strategies and motivated her students to engage in a more participatory mode. They were quite attentive and interactive with her. The instructor is very humorous and relational, in concepts presented to students. She varies her teaching strategies and effectively carries out objectives to achieve student learning outcomes. The instructor utilizes the whole real estate of the classroom to maintain participation and encourage students to stay on task. Excellent job!

**No:** 107

**Description of Observation:** Instructor demonstrated a dynamic presentation with much enthusiasm while delivering the concept on using PowerPoint. She is great with her students and praises their achievement which motivates them all. Students are all engaged and enjoyed the lesson. She can be humorous and yet professional. Demonstrates effective communication skills in a clear modulated voice. Excellent job! You are definitely energizing!

<b>No: 108</b>
<b>Description of Observation:</b> Departmental Activities: Re: Immunization Program Grant – Instructor was well prepared for a meeting called upon by Public Health. There were six people in attendance to discuss a submitted proposal regarding CPR/First Aid and Early Childhood Development courses. The instructor demonstrated content knowledge in her ability to respond to questions from the close-out report and proposal; she continues to network with organizations that are directly impacted by her dept. She continues to follow through on tasks and clearly presents herself in a professional and articulate manner.
<b>No: 109</b>
<b>Description of Observation:</b> Instructor called to inform students that she will be late 20 minutes. Arrived 12:15 pm. Prepared multi-media equipment for student presentation. Students asked questions regarding the CJ Academy and Supplemental course offerings. Instructor provided clarification on what students needed to do. Glitch on student's presentation – instructor was able to adjust lesson to continue with activity. Reviewed lesson; structured various levels of questioning relating to presentation. Demonstrated relational techniques. Instructor captured student's attention; they were engaged and very attuned. Great student interaction. Instructor is dynamic and very knowledgeable. Demonstrated effective communication skills. Provides student feedback that was positive and encouraging.
<b>No: 110</b>
<b>Description of Observation:</b> Instructor made accommodations for a student who didn't take exam to return its integrity by having her exit the room. Good judgment call. Instructor provided encouragement and praise as positive feedback for performances of students work. Instructor demonstrated great rapport with students. Maintain appropriate behavior of students. Power went off (6:30 pm).
<b>No: 111</b>
<b>Description of Observation:</b> Instructor was prepared, punctual and very professional. Lesson plan was provided and had guest presenter from UOG present. Collaborative efforts to provide varied methodologies and strategies were applied to lay ground work for future projects relating to grants that will potentially lead to opportunities for her students.
<b>No: 112</b>
<b>Description of Observation:</b> Informal observations have included the instructor's ability to effectively conduct department meetings. Based on the minutes provided by the instructor effective communication and dissemination of information were demonstrated with efficiency. Instructor has clearly provided her department with creative means of communication through the use of newsletter (great!) Based on conversations throughout the semester. The instructor has continuously provided her instructors with resources needed to provide effective instruction; contributed to improving recruiting techniques and strategies for instructional progress by producing multi-media technology related materials for instructors.

**Guam Community College  
Management Team**

The meeting May 3, 2005 was held in the President's Conference Room, Student Services and Administration Building at 10:00 a.m.

1. Minutes of previous meeting
2. Reports
  - a. Business & Finance
    - i. Comptroller
    - ii. HRO
    - iii. VP Business & Finance
  - b. PIO
  - c. Administrative Services
    - i. Planning and Development
    - ii. MIS
    - iii. VP Administrative Services
  - d. Academic Affairs Division
    - i. Dean, TSS
    - ii. Dean, TPS
    - iii. VP Academic Affairs
  - e. President
3. Review of Actions Taken
  - a. White board be installed in the President's Conference room – President's Office-open
  - b. Prepare policy on paying individual professional memberships – Dr. Taylor – open (Meet on May 11 at 10am)
  - c. Part-time Student Employee Policy – Dr. Taylor & HR – open (Meet on May 11 at 10am)
  - d. Prepare tuition and fee increase proposal and explore use of NAF for more faculty – Dr. Taylor & Dr. Rider – open (Meet on May 11 at 10am)
  - e. Pay benefits of employees on military leave – Dr. Taylor & Joann Muna – open (Meet on May 11 at 10am)
  - f. Xerox document imaging system – Xerox next week – Frank Camacho – open
  - g. Contact with Governor's Office to request one more Board members. – President – open
  - h. Management Team to refine Tech Audit RFP – 5/10/05 to TAC – May 17 to MGMT.
  - i. Computer Lab utilization relative to new tech building, to include room scheduling software – John Camacho & Dean Mason – open – refer to Technology Advisory Committee.

- j. Review of Staff Development Funding policy changes – John Camacho – open
  - k. Controller Bob Epstein & Ken Bautista from MIS-Working with direct Deposit Committee to identify a bank and integrate payroll processing. To hold Direct Deposit Committee Meeting on 4/28/05– ongoing. Recommend going to Direct Deposit system and only support deductions that are legally, or contractually required. Direct Deposit will be mandatory. Being user-friendly is important as we train employees for this transition. Information should contain list of banks that support electronic banking services.
  - l. Work with Student Development to have permanent signs made to discourage abusive use of Pugua. President to meet with Dean Mason and Gary Hartz to discuss signage and MSA involvement in solutions to the Pugua problem. – Dean Mason – ongoing. 3P 5/2 meeting with Dean & Hartz.
  - m. Prepare for Fixed Asset Inventories at GCC & DOE sites (GCC equipment) preferable before June (when teachers are gone), but at the latest during early summer 2005. – Dr. Taylor – on going
  - n. Rider will ask Rick Mendiola for list of vehicles needing repair and will begin process to turn over to ASD the Back hoe & forklift. Also need estimate for all repairs. May 10.
  - o. Taylor will prepare a report to Senator Calvo regarding available Tobacco Funds and to address other issues raised at the budget hearing.
  - p. Submit names to Governor for BOT – Randrathy Limtiaco, Rae Cochran.
  - q. List of colleges requiring laptop – Frank Camacho (MIS).
- 4. Decisions pending further discussion
    - a. Review of titles for Asst. Directors - open
  - 5. Adjournment

**Guam Community College  
Management Team**

The meeting May 10, 2005 was held in the President's Conference Room, Student Services and Administration Building at 10:00 a.m.

1. Minutes of previous meeting
2. Reports
  - a. Business & Finance
    - i. Comptroller
    - ii. HRO
    - iii. VP Business & Finance
  - b. PIO
  - c. Administrative Services
    - i. Planning and Development
    - ii. MIS
    - iii. VP Administrative Services
  - d. Academic Affairs Division
    - i. Dean, TSS
    - ii. Dean, TPS
    - iii. VP Academic Affairs
  - e. President
3. Review of Actions Taken
  - a. White board be installed in the President's Conference room – President's Office-open
  - b. Prepare policy on paying individual professional memberships – Dr. Taylor – open (Meet on May 11 at 10am)
  - c. Part-time Student Employee Policy – Dr. Taylor & HR – open (Meet on May 11 at 10am)
  - d. Prepare tuition and fee increase proposal and explore use of NAF for more faculty – Dr. Taylor & Dr. Rider – open (Meet on May 11 at 10am)
  - e. Pay benefits of employees on military leave – Dr. Taylor & Joann Muna – open (Meet on May 11 at 10am)
  - f. Xerox document imaging system – Xerox next week – Frank Camacho – open
  - g. Contact with Governor's Office to request one more Board members. – President – open
  - h. Management Team to refine Tech Audit RFP – 5/10/05 to TAC – May 17 to MGMT.
  - i. Review of Staff Development Funding policy changes – John Camacho – open
  - j. Controller Bob Epstein & Ken Bautista from MIS-Working with direct Deposit Committee to identify a bank and integrate payroll processing. To hold Direct

Deposit Committee Meeting on 4/28/05– ongoing. Recommend going to Direct Deposit system and only support deductions that are legally, or contractually required. Direct Deposit will be mandatory. Being user-friendly is important as we train employees for this transition. Information should contain list of banks that support electronic banking services.

- k. Work with Student Development to have permanent signs made to discourage abusive use of Pugua. President to meet with Dean Mason and Gary Hartz to discuss signage and MSA involvement in solutions to the Pugua problem. – Dean Mason – ongoing. 3P 5/2 meeting with Dean & Hartz.
  - l. Prepare for Fixed Asset Inventories at GCC & DOE sites (GCC equipment) preferable before June (when teachers are gone), but at the latest during early summer 2005. – Dr. Taylor – on going
  - m. Taylor will prepare a report to Senator Calvo regarding available Tobacco Funds and to address other issues raised at the budget hearing.
  - n. President's memo regarding use of SSN.
  - o. JT – Review Retirement request for contributions for DC accounts for Part Time.
4. Decisions pending further discussion
- a. Review of titles for Asst. Directors – open
  - b. Hold off on filling Admin Aide position until we hear more from Exec. Branch about GTA employees and until new dean is on board.
5. Adjournment

**Guam Community College  
Management Team**

The meeting May 17, 2005 was held in the President's Conference Room, Student Services and Administration Building at 10:00 a.m.

1. Minutes of previous meeting
2. Reports
  - a. Business & Finance
    - i. Comptroller
    - ii. HRO
    - iii. VP Business & Finance
  - b. PIO
  - c. Administrative Services
    - i. Planning and Development
    - ii. MIS
    - iii. VP Administrative Services
  - d. Academic Affairs Division
    - i. Dean, TSS
    - ii. Dean, TPS
    - iii. VP Academic Affairs
  - e. President
3. Review of Actions Taken
  - a. White board be installed in the President's Conference room – President's Office-open
  - b. Prepare policy on paying individual professional memberships – Dr. Taylor – open (Meet on May 11 at 10am)
  - c. Part-time Student Employee Policy – Dr. Taylor & HR – open (Meet on May 11 at 10am)
  - d. Prepare tuition and fee increase proposal and explore use of NAF for more faculty – Dr. Taylor & Dr. Rider – open (Meet on May 11 at 10am)
  - e. Pay benefits of employees on military leave – Dr. Taylor & Joann Muna – open (Meet on May 11 at 10am)
  - f. Xerox document imaging system – Xerox next week – Frank Camacho – open
  - g. Contact with Governor's Office to request one more Board members. – President – open
  - h. Review of Staff Development Funding policy changes – John Camacho – open
  - i. Controller Bob Epstein & Ken Bautista from MIS-Working with direct Deposit Committee to identify a bank and integrate payroll processing. To hold Direct Deposit Committee Meeting on 4/28/05– ongoing. Recommend going to Direct

Deposit system and only support deductions that are legally, or contractually required. Direct Deposit will be mandatory. Being user-friendly is important as we train employees for this transition. Information should contain list of banks that support electronic banking services.

- j. Work with Student Development to have permanent signs made to discourage abusive use of Pugua. President to meet with Dean Mason and Gary Hartz to discuss signage and MSA involvement in solutions to the Pugua problem. – Dean Mason – ongoing. 3P 5/2 meeting with Dean & Hartz.
  - k. Prepare for Fixed Asset Inventories at GCC & DOE sites (GCC equipment) preferable before June (when teachers are gone), but at the latest during early summer 2005. – Dr. Taylor – on going
  - l. Taylor will prepare a report to Senator Calvo regarding available Tobacco Funds and to address other issues raised at the budget hearing.
  - m. President's memo regarding use of SSN. (Cathy – due 5/24/05)
  - n. JT – Review Retirement request for contributions for DC accounts for Part Time.
4. Decisions pending further discussion
- a. Review of titles for Asst. Directors – open
  - b. Hold off on filling Admin Aide position until we hear more from Exec. Branch about GTA employees and until new dean is on board.
5. Adjournment



**Guam Community College  
Management Team**

The meeting May 24, 2005 was held in the President's Conference Room, Student Services and Administration Building at 10:00 a.m.

1. Minutes of previous meeting
2. Reports
  - a. Business & Finance
    - i. Comptroller
    - ii. HRO
    - iii. VP Business & Finance
  - b. PIO
  - c. Administrative Services
    - i. Planning and Development
    - ii. MIS
    - iii. VP Administrative Services
  - d. Academic Affairs Division
    - i. Dean, TSS
    - ii. Dean, TPS
    - iii. VP Academic Affairs
  - e. President
3. Review of Actions Taken
  - a. White board be installed in the President's Conference room – President's Office- open
  - b. Prepare policy on paying individual professional memberships – Dr. Taylor – open (Meet on May 11 at 10am)
  - c. Part-time Student Employee Policy – Dr. Taylor & HR – open (Meet on May 11 at 10am)
  - d. Prepare tuition and fee increase proposal and explore use of NAF for more faculty – Dr. Taylor & Dr. Rider – open (Meet on May 11 at 10am)
  - e. Pay benefits of employees on military leave – Dr. Taylor & Joann Muna – open (Meet on May 11 at 10am)
  - f. Xerox document imaging system – Xerox next week – Frank Camacho – open
  - g. Contact with Governor's Office to request one more Board members. – President – open
  - h. Review of Staff Development Funding policy changes – John Camacho – open
  - i. Controller Bob Epstein & Ken Bautista from MIS-Working with direct Deposit Committee to identify a bank and integrate payroll processing. To hold Direct Deposit Committee Meeting on 4/28/05– ongoing. Recommend going to Direct Deposit system and only support deductions that are legally, or contractually

required. Direct Deposit will be mandatory. Being user-friendly is important as we train employees for this transition. Information should contain list of banks that support electronic banking services.

- j. Work with Student Development to have permanent signs made to discourage abusive use of Pugua. President to meet with Dean Mason and Gary Hartz to discuss signage and MSA involvement in solutions to the Pugua problem. –
  - k. Prepare for Fixed Asset Inventories at GCC & DOE sites (GCC equipment) preferable before June (when teachers are gone), but at the latest during early summer 2005. – Dr. Taylor – on going
  - l. JT – Review Retirement request for contributions for DC accounts for Part Time.
4. Decisions pending further discussion
- a. Review of titles for Asst. Directors – open
  - b. Hold off on filling Admin Aide position until we hear more from Exec. Branch about GTA employees and until new dean is on board.
5. Adjournment

**Report Template for AAD Management Team**

AAD Management Team

From: Division: AAD

Meeting Date:

**Pride – what are your successes**

- 1.
- 2.
- 3.

**Planning – what are you working on**

- 1.
- 2.
- 3.

**Problems – what problems are you solving**

- 1.
- 2.
- 3.
- 4.

**STUDENT ORIENTATION  
JANUARY 12, 2004, C-22  
AIE PRESENTATION**

Good afternoon, my name is Priscilla Johns, Program Specialist from the AIE office. If you are wondering what AIE represents, it is Assessment and Institutional Effectiveness. Our office is solely responsible for guiding and monitoring the College's comprehensive assessment initiative. Two reasons dictate why we do assessment: accountability and program improvement.

One area which the college is most concerned about is the assessment of student learning outcomes. It is extremely important that we are accountable for student learning outcomes and therefore, SLOs must be the cornerstone of all assessment activities of the college. Your concerns and recommendations about the courses and programs you are studying are important to us. We are also concerned with the type of services you receive from the departments that you may be visiting throughout your educational career here at GCC.

We are committed to providing you with the quality education you need to expand your learning inside and outside the classroom. And from time to time you may be asked to complete surveys. Just know that it is one of the instruments we use to assess your concerns. So as you continue your studies here at GCC, you might want to reflect and ask yourselves questions such as:

- Did my instructor get my test results back on time with helpful comments for improvement?
- Did the Bookstore have all the books I needed?
- Did I have to wait long to pay for my books?
- Is GCC offering the courses I expected to take to complete my certificate or degree program?
- How long did I have to wait at the Cashier to pay for my courses?
- Does the Library provide enough resource materials for my studies?

These are examples of questions you may be asked in the survey instruments. We therefore, strongly ask that you participate and complete such surveys if so requested. We will work closely with COPSA to get input from the student body about student wants and needs and to relay information about the Colleges assessment results to you.

Our office encourages all of you to participate in student organizations and committees for a more productive stay at GCC.

# New Student Orientation Evaluation Survey SUMMARY

*Office of Student Development*

**SPRING 2005 Wednesday, January 12, 2005**

*113 Students signed-in / 100 Evaluation Surveys submitted*

**1. Gender:** (32) Male (65) Female (3) Blank

**2. Age:** (47) 16-21 (17) 22-25 (11) 26-30 (09) 31-35 (06) 36-40  
(05) 41-45 (03) 46-50 (01) 51-55 (01) 56 or older

**3. Ethnic background:** (\*\*Students selected the CATEGORIES that best described their ethnicity\*\*)

(71) PACIFIC ISLANDER (which island)

(40) Guam (02) Guam/Hawaii (01) Guam/Philippines (01) Philippines/White  
(16) Chuuk (01) Guam/Mexico (01) Marshallese (03) Palau  
(01) Pohnpei (01) Philippines (04) Blank

(10) ASIAN

(00) BLACK, AFRICAN AMERICAN

(01) HISPANIC, LATINO

(08) WHITE, CAUCASIAN

(02) BLANK

(08) OTHER

(04) Filipino (01) Guam/German (01) Filipino/Guam (01) Guam (01) Hungarian

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>I don't know</i>	<i>BLANK</i>
	<i>Based on each section Presentation, I now have the knowledge of where and how to get the support I need to succeed here at GCC.</i>						
4.	Office of Student Development	39	48			5	8
5.	Admissions and Registration	48	47		2	1	2
6.	Financial Aid	61	35		1	1	2
7.	Student Support Services	47	47		2	1	3
8.	Assessment and Counseling	54	40	1		1	4
9.	Enrollment Services	38	54	1	1	2	4
10.	TRIO Programs	31	53	3		8	5
11.	Career Placement	48	45	1		4	2

12.	Learning Resources Center / Library	53	40		1	5	1
13.	Accommodative Services	39	48	2		9	2
14.	Center for Civic Engagement	41	46	1	1	9	2
15.	Campus Life	39	47	2		9	3
16.	Assessment and Institutional Effectiveness	39	44	1	1	13	2
17.	COPSA and Student Organizations	43	45	1		8	3

*(All comments are typed exactly as written on the Evaluation Surveys)*

### 18. What aspects of this Orientation did you find MOST helpful?

- Teachers or advisors; I also find some information with my classes.
- A Career Placement Program is great for me, being stationed on a new command.
- Learning the functions of all the different departments / organizations.
- All of it, everything.
- Admissions and Registration and Career Placement.
- Introduction of Administration and Deans; Financial Aid; Do's and Don't for Registering and updating records; Campus Tour; Student Services and Organizations.
- Campus Life; Financial Aid and Counseling.
- Each speakers were very accurate and each were precise.
- Today's orientation is a big help for me because I get to touch bases on everything I need to complete and pursue my education and goals in life. Thank you.
- Student Support Services.
- I found most helpful in the orientation is the Career Placement and Financial Aid.
- Specialist Career Placement; Financial Aid; Program Specialist, Center for Civic Engagement.
- Everything.
- Well, the aspects is that the people from the GCC office or even all the staff really help me find out or know the way of life during year at Guam Community College. Actually all the presenters are really helpful to me.
- Center for Civic Engagement. Well it's a volunteer job right? Working for the poor and needy, mostly. I think it's more of a godly thing. I would really love to join this particular program.
- Everything helps me.
- Everything.
- Everything was helpful.
- The Financial Aid and programs. Enrollment that is provided.
- All the Student Organization members speaking.
- Financial Aid.
- The information given.
- Lunch was served.
- The last part, Questions and Answers.
- Individual presentations.
- Admissions and Registration.
- Pretty much everything. This is my first time here and I'm enjoying everything about today with all the speakers they are very helpful. Thanks.
- All the places where we could get help.
- It covered everything I wanted to know.
- All aspects agreed.
- Financial Aid.
- The staff and students are really open to answer any question and they are really easy to talk to.
- Admissions and Registration.
- Knowing that everybody on campus is helpful but also friendly.
- Everything that were said was actually helpful.

- All.
- Student Support Services.
- Financial Aid, Admissions and Registration, Enrollment Services.
- I got all the information was helpful.
- All presentations were really helpful. I enjoyed all presentations.
- The Career Placement Center and what it provided.
- Registration, Financial Aid, Student Support.
- All of the aspects are the most helpful for me.
- To all the supportive.
- Everything! I understood everything that was said in the presentation.
- Everything! I just like the way it went and how fast it was! I understood everything and heard everything. It was good.
- Financial Aid.
- Financial Aid.
- All the information was well done.
- Everything.
- Financial Aid; Student Support Administrator; and Counseling.
- All of the Orientation.
- Everything about Student Services and Financial Aid. Everything that they had said and explained about it was clear and understanding.
- Assessment and Counseling: helpful the most due to the fact the counselor are the most help on courses, classes, and Career Placement as well as Development. I also enjoyed the subject on the Library. It was much helpful to my needs.
- FAF/Counseling part.
- All.
- Every part of the presentation is most helpful.
- Financial Aid and that their would be advisors to help us plan out our schooling.
- Orientation itself and lunch and contest.
- All aspects were helpful.
- Student Services; Assessment and Counseling; Financial Aid; Accommodative Services.
- All the presentations where clear and helpful very open to everyone.
- The game! Because I read the psychology book and it said people react quicker towards rewards.
- Types of programs available here.
- The program how its really helpful and help us to the next level in the future. Help us with more skills, better life.

#### **19. What aspects of this Orientation did you find LEAST helpful?**

- Nothing, I think.
- Accommodative Services due to not being disabled.
- The Q&A.
- Registration & Admissions.
- Was not loud enough.
- None, they are all helpful.
- Actually, I didn't find anything that wasn't helpful.
- Too long of a presentation and very dry on the materials.
- I find none to be least. I believe they are all helpful to me.
- Nothing.
- TRIO Program.
- Sometimes boring.
- All of them.
- Everything was good.
- The least helpful is the student organization to me.
- Nothing, everything was helpful.
- TRIO Programs.
- The Navigate My Course through GCC and beyond.
- To know the students.
- None! I understood everything.
- Nothing wasn't helpful. Everyone explained their part clearly and understandable.
- Office of Student Development: wasn't feeling much on the subject. Not much interest towards the topic.

- Registration and Admissions.
- No break for restrooms between Agenda.
- Could not hear some speakers.
- It was hard to hear some of the speakers.

**20. To better serve our GCC students, what suggestions do you have for improving the Orientation program for future semesters?**

- I suggest that speakers speak slower and louder on the microphone making sure that the students hear them. In addition, the speakers need to speak clearly.
- My future goal.
- Better P.A. System.
- Just the sound. Make sure the sound is good or the microphone volume make more loud so they can hear and understand more.
- If it can be held on a weekend for there are some students whom are full time employees. Thank you.
- Registration/Admissions speaker material: materials not in Orientation packet; speaker too fast, slow down, multicultural audience whose English is 2<sup>nd</sup> language.
- No need, great orientation today.
- More vocal equipment (clearer).
- I don't have any suggestions.
- To be more lively, more into the power points presentation. Sense of humor.
- None! It was good!
- Play hip-hop music in the background. It'll make it more exciting and fun. More up to date.
- Better PA system (too stuffy or can't hear).
- Add more visuals.
- Same but add more.
- Since this is my first time, I say I like it all.
- It was very well organized.
- My suggestion is to improved or encourage us that you provide all the support that are helpful for new student.
- Don't know, new student.
- Should be shorter.
- I think it should have a better speaker and mic equipment to be the sounds, not all people can hear.
- Good job! Thank you!
- As watching and listening to all speakers improving isn't necessary only because all speakers were helpful.
- Have each speaker speak into a clip-on microphone so whichever way the speaker turns their head, students sitting far back will be able to hear them well.
- A break.
- Right now it went really well.
- None. I'm glad to be a part of GCC.
- None! It's great to be a part of GCC.
- To bring the different Office of Student Development organizations like DEX, HOSA, etc. to talk about what they stand for to help people decide on there majors, etc.
- I say that it went pretty well. I wouldn't want to change anything. Everything went well.
- Not to make each section to long or an explanation. Ask question halfway through presentation.
- None. Orientation went good.
- Keep up the good service that is outstanding in all areas. Have breaks between speeches.
- I have not suggestions.
- None, orientation was excellent.
- Keep it the same.
- I thought it was good!
- Better speakers.

**21. Overall, I thought the Orientation session was:**

(59) Excellent  
(31) Good



(03) Fair  
(00) Poor  
(07) Blank

**CONSOLIDATED FEEDBACK SHEET**

Group D      A.A.

Program Name: **General Education**

Assessment Plan-Fall 2004

**Overall Comments:** A = Approved

The committee reviewed the hard copy submission of your Assessment Plan at its March 30, 2005 meeting. The committee rated it APPROVED so that you can move forward with data collection and subsequent data analysis and interpretation. Remember, you are running on a special schedule you've worked out with AIE, and so certain tasks (e.g., data collection, data analysis) need to be compressed in order to fast track the GE assessment process. Suggestions on concrete improvement of the plan (prior to its input into TracDat) follow.

**Action To Be Taken (include deadline):**

It is imperative that the assessment plan be inputted into TracDat immediately so that you can begin to explore and discover how the software can be utilized to best serve your needs for data collection and storage. There will be significant variations between the information required in the hard copy template and TracDat itself so several adjustments will be necessary. (CCA Chair R. Somera will work one-on-one with committee member Pat Watson to guide him through the navigational features of TracDat.) Steps to be taken include the following:

1. Administer the essay project to SI110 students immediately.
2. Do the "Second Day" assessment as planned.
3. Administer the faculty survey (we suggest the name, GE Audit Faculty Survey) immediately before the semester ends.

As assessment data is collected, regular input into TracDat is strongly recommended. Your assessment report (inputted into TracDat) is due on October 3, 2005, which is also Fall 2005's assessment deadline. A hard copy submission will not be accepted, since you are encouraged to be familiar with TracDat, and experience tell us that regular TracDat use is crucial to learning its navigational features. The committee chair, particularly, needs to be familiar with it, as well as the other members of the committee so that in future meetings, you can do your work in TracDat itself as projected onscreen.

Moreover, you will need to accomplish both a Data Collection Progress Memo (download from QuickLinks at AIE site) to inform AIE the status or progress of your data collection, as well as a TracDat Data Input form (also download from QuickLinks) when your report input is near completion. Deadline for the former is early Fall 2005 and deadline for the latter is on or before October 3, 2005.

Specific kinds of data to be inputted into TracDat include the following: For the Plan: GE Faculty Audit Survey (blank form), Essay Writing Task Instructions, Essay Scoring Rubric, Guide Questions for Quantitative Reasoning Assessment; For Assessment Report: GE

Audit Faculty Survey results (in narrative or table, graph, etc.), Essay scoring results, Student artifacts (sample essays), Quantitative competencies results, etc.

### **Suggested Areas For Improvement Or Revision:**

Most of the committee's concerns revolve around informational/methodological issues as contained in Column 3, as follows:

1. The essay project assignment needs to have clear directions for students. Write a concise and clear Essay Writing Instructions that would accompany your prompt. This is important so that students have a clear conception about the purpose of the exercise. It is necessary that the instructions (to include directions, purpose, time limit, how the results will be used, etc.) are simplified so that they can be easily understood by students.
2. For the GE Audit Faculty Survey, clarify: Purpose? All faculty? or just GE faculty? A clear set of directions is necessary. Your purpose as written is misleading: "to assess the general education program." Is it not that you are trying to audit current practices of faculty in their individual classrooms the goals of the GE program? If this is so, make this a bit clearer in your directions. Your survey instructions should include information about survey distribution, collection, submission to whom, use of survey results, etc. This will give faculty a clearer understanding of the survey's importance to GCC's assessment processes.
3. The "Second Day" assignment was not too clearly described. Will it be a focus group discussion? It is not described as such in your plan. How will the students be picked? Will this be a separate class other than SS110? Your statement, "Students' responses will be evaluated to determine the levels of competence" is anchored on what instrument? Will this be a separate scoring rubric?
4. An explicit statement about your essay readers and scorers (you still need to construct your essay scoring rubric for each of the 4 areas you have identified) is missing in your plan. Who will be your readers? scorers? scoring rubric? Will you be incorporating "outside voices" in this process? A concrete plan for data analysis and interpretation is therefore necessary to make this tool useful for assessment purposes.
5. The table on Success Rates by Semester Credits Earned needs further explanation. When you say "levels of achievement," does this table apply to all your 3 means of assessment (essay, survey, tool on quantitative discussion)? Will this table cover aggregate performance? Or individual performance? Or both? The committee was unable to understand how the table was set up, and what it was trying to specifically measure. As such, it needs to be described fully and integrated into the information contained in Column 3.
6. Another issue raised by the committee was the relationship between Gen Ed and Liberal Arts. What's the tie between these 2? There needs to be a connectivity between these two programs so that data collection can be coordinated, but the plan does not make this clear. The committee needs to have some discussion on this issue, along with one or two faculty from the Liberal Arts program.

Reviewed by dyad # 189

Date of Review: 3/30/05

Thank you for your valuable support of the campus-wide assessment effort. We at the CCA value your input and contributions.

**CONSOLIDATED FEEDBACK SHEET**

Group D      A.A.

Program Name: **Marketing (Secondary)**

Assessment Report-Spring 2005

**Overall Comments:** RS = Resubmit

Your TracDat data entries for the Marketing secondary program was discussed by the CCA at its April 13, 2005 meeting. It was rated RESUBMIT. As a general comment, you need to fill in all the required information in TracDat in order to make your program assessment data meaningful. The committee's suggestions for improvement of your report follow.

**Action To Be Taken (include deadline):**

CCA strongly recommends that you (or a dept. representative) attend the next TracDat training (April 15 (9-12am) or April 22 (3-5pm) for a detailed guidance on how to enrich your TracDat data.

If you are unable to do so, log on to TracDat and complete the suggested areas for revision or improvement specified in this feedback sheet. Make sure that you complete all your entries before the end of the semester. Once this process is completed, a TracDat Data Input form (download from the AIE website) should be emailed to [assessment@guamcc.edu](mailto:assessment@guamcc.edu) (Attn: Priscilla Johns) on or before the last day of classes on May 10, 2005.

**Suggested Areas For Improvement Or Revision:**

Under PROGRAM SET-UP:

(1) Mission Statement should reflect the Marketing secondary program's mission, not the college's Mission statement itself. Keep the statement to one sentence and it should reflect what the program wishes to accomplish for its completers. This is an example: The mission of the Accounting program is to develop an accounting workforce reflecting the needs arising from the continual changing economic business environment in the Guam community and the region.

(2) Vision Statement should be that of the program as well, not a GCC goal. This is an example: The Accounting program envisions to produce accounting graduates who are knowledgeable and skillful in generally accepted accounting principles so that they will meaningfully contribute to the financial record keeping and management of their respective organizations. Keep your mission and vision statement to one-sentence only. (For distinction between mission and vision, refer to Glossary in Quick Guides.)

(3) Your program goals are the same as the SLOs, only worded a little differently. This should not be the case. As a general rule, goals are broader, SLOs are a bit more specific. Your Program Goals in fact are listed in the Assessment Plan document, item #6 (when we

had the hard copies); go back to the hard copy and input the goals as they appear. See Accounting Associate program as a model. All three of your goals need to be rewritten.

(4) Related Goals: You need to relate each program goal with AAD goals (division level). The upcoming TracDat training will be helpful in this regard.

(5) Faculty: The role you've given to each faculty towards the assessment initiative is not clearly defined. Likewise, the same role is listed for each faculty member. Here are some sample roles from the Accounting Associate program:

**\*\*Leads overall assessment effort for the program. \*\*Collects student assessment data in the following courses: AC232 (Accounting on the Computer Using PeachTree), AC225 (Hospitality Industry Accounting), AC102 (Accounting Principles II), .AC110 (Payroll & Related Taxes). \*\*Formulates plans and reports; implements action plans from use of assessment results. \*\*Solicits outside voices from industry to evaluate student artifacts; guides advisory committee members in assessment tasks. \*\*Prepares scoring rubrics and rating sheets for evaluating student artifacts. \*\*Monitors the integrity of the assessment data and process for the department. \*\*Archives program assessment data for at least three years so that accreditation evidence is systematically compiled and organized. \*\*Participates in GCC Institutional training workshops on Assessment and TracDat. \*\*Collects student assessment data in the following courses: AC232 (Accounting on the Computer Using PeachTree), AC225 (Hospitality Industry Accounting), AC102 (Accounting Principles II). \*\*Reviews internal program documents before submission to AIE. \*\*Participates in GCC Institutional training workshops on Assessment and TracDat. \*\*Collaborates and consults with program faculty regarding assessment recommendations and their subsequent implementation. \*\*Contributes to the improvement of all assessment documents for AIE submission. \*\*Follows through with the tasks from the action plan as generated from the use of assessment results in Column 5**

Please provide assessment roles for each member of your department, including your adjunct faculty.

(6) Courses: You failed to enter the course descriptions for your courses. Each must be from the current catalog of the most recent approved course guide. Include the last date of curriculum revision at the end of each course description. See the Accounting Associate program as a model.

(7) Courses: There are no course guides under document links. Please use this as an e-filing cabinet for all your important program documents. It is strongly suggested that all approved course guides must be uploaded into TracDat.

### Under ASSESSMENT PLAN

(1) SLOs are written as titles, not the sentence format approved by the Committee. Please re-enter the statements both in the SLO name window and the SLO box. The Start and End date must be entered. Your Start Date is the date you submitted your assessment plan to the committee and the End Date is the date you submitted the report. This period should be for a two-year period (4-semesters) and this should cover the assessment cycle in which your plan and report was submitted to CCA.

Also, indicate AY at the beginning of each of your SLO statements so that they are clearly marked for a specific assessment cycle. Use the Accounting Associate program as an example for format. Follow this example carefully.

(2) Your need to fill in 'Timeline & Assessment Tool to be used; in Means of Assessment Tab: means of assessment (no percentage necessary); enter criteria of success in Criterion (percentage is necessary here). See Accounting Program for model.

(3) COURSE ASSESSMENT: Follow Accounting Associate program in this regard. A CCA member (Barbara Bouchard-Miller) will discuss this in detail with you. She will also point out the rest of the missing information that may not have been covered under this CFS.

(4) Use of Results: You missed filling in the most important part of the report. You did not indicate any use of your assessment results. You should fill in how each of your assessment findings will be used to improve the Marketing secondary program. This is the reason why --when you print out the Institution (GCC) Assessment Report, which is equivalent to our 5-Column model ---your Column 5 is completely blank. Please re-study your findings and then reflect on how you can use these to initiate changes or improvements in the program or in the department.

(5) Remember, our goal is to make the database rich and meaningful. Because you are the expert in your field, the CCA needs your cooperation in having all these missing information entered into TracDat.

(6) Other observations: Some SLOs have no mention of the rubric tool that will be used to measure student success. Also, no document (e.g. rubric) loaded in Document Link.

(7) Your efforts (and the rest of the program faculty's efforts) are well appreciated by the CCA.

**Reviewed by dyad # 17**

**Date of Review:** 4/13/05

**Thank you for your valuable support of the campus-wide assessment effort. We at the CCA value your input and contributions.**

**CONSOLIDATED FEEDBACK SHEET**

Group B

Program Name: **Certificate Early Childhood Education**

Assessment Plan – Spring 2005

**Overall Comments: Approve with Minor Revision**

The plan was well written. You seem to address cognitive, behavioral, and affective outcomes in your Student Learning Outcomes. Some refinement needs to take place on TracDat to ensure richer data collection and comprehensive information. Some suggestions follow.

**Action to be Taken:**

Please make the minor changes recommended by the committee and input into TracDat as soon as possible but before the start of Fall Term as this plan will guide your data collection.

**Suggested Areas for Improvement:**

1. Just like in the recommendation for your associates in ECE - in your first student learning outcome, you say “Students will be able to plan and implement appropriate lesson plans and activities.” However, your method of assessment and criterion indicate the submission of the lesson is the key component. If we are reading that correctly, it is recommended that you change that particular SLO to read “Students will be able to plan and develop a comprehensive and appropriate lesson plan.” (This, it is assumed, is addressing their cognitive ability, while the positive professional relationships will be affective and the safe and healthy environment is behavioral – is that a correct evaluation?)
2. The following comments are based on a thorough evaluation of information inputted into the TracDat system. The comments made will seem numerous, but they are to essentially just clean up what is in the system. You may use the Accounting Associates as a model for thoroughness and richness of data and information.
  - a. ECE Program Set-Up
    - i. Good mission and vision
  - b. Program Goals are not SLOs but are supposed to be more general and broad covering the scope of your program. These goals were listed on the first or second page of your original plan submitted in hard copy.
  - c. Related goals – GCC – not entered; AAD – not entered; WASC/ACCJC – not entered.
  - d. Faculty – the role of the faculty is not the professional title, rather it is the role or responsibility that the faculty member plays in terms of assessment.
  - e. Courses – why is MA108 there? And the title listed is just mathematics, is that correct? Are the titles correct for the rest of the courses listed? Don’t



forget the course description. Also include the last date of curriculum revision at the end of each course description. Lastly, please use TracDat as an e-filing cabinet for all your important program documents. It is strongly suggested that all approved course guides be uploaded into TracDat.

3. In reviewing the Assessment Plan itself the following recommendations relate to the tabs associated with the ECE Plan.
  - a. On the Outcome name – cut and paste the whole SLO into the title and **add the Academic Year.**
  - b. See recommendation #1 above.
  - c. The assessment cycle is defined with a start date and an end date. The start date is the plan date and the end date is when the report is due. Please enter the start and end dates. This is a two year period (4 semesters).
  - d. On the Means of Assessment, all of the means of assessment should have “anticipated use of results” completed. The “anticipated use of results” answers the question “What do you expect to do with the information gathered?”
  - e. Most of the means of assessment are okay except for the positive disposition SLO. It is weak on both the means and on the criterion primarily with the student survey – the rating sheet is almost complete
  - f. On the activity schedule – ask yourself if you are collecting summative or formative information. It should be a detailed explanation of when you are collecting data.
  - g. Related goals would have appeared in this section if they had been entered in the set-up.
  - h. Under Assessment Process – add more detail – particularly when and who is collecting data.
  - i. Under Course Assessment – you have SLOs on some but again there are no related goals. The courses that appear here are the courses that were related to your SLOs. These courses then have goals that link back to the overall program goals.
4. Although this may look like a lot of information. You are right on track. You have a lot of very rich data and it is obvious that you continue to update the information regularly. Keep up the good work!

**Reviewed by dyad #26**

**Date of Review: April 6, 2005**

**Thank you for your valuable support of the campus-wide assessment effort. We at the CCA value your input and contributions.**

## **CONSOLIDATED FEEDBACK SHEET**

Group C      Administrative Unit

Program Name: **Materials Management/Procurement**

Assessment Report-Spring 2005

### **Overall Comments: A = Approved**

Your TracDat assessment report for MATERIALS MANAGEMENT/PROCUREMENT was discussed by the CCA on its May 4, 2005 meeting. It was rated APPROVED, with some minor work needed in TracDat. The committee commends you for the work that has been done, and encourages continued data collection for future analysis and reporting.

You are likewise encouraged to work on the next requirement (Implementation Memo) that follows the submission of an assessment report. Some suggestions for strengthening your TracDat report follows.

### **Action To Be Taken (include deadline):**

Log on to TracDat and complete the suggested areas for revision or improvement specified in this feedback sheet. Make sure that you complete all your entries ON OR BEFORE MAY 31 for inclusion in the 5<sup>th</sup> Annual Institutional Assessment Report. Once this process is completed, a TracDat Data Input form (download from the AIE website, under Quick Links) should be emailed to [assessment@guamcc.edu](mailto:assessment@guamcc.edu) (Attn: Priscilla Johns) on or before the indicated deadline.

IMPORTANT: Please review the attached 2-year assessment cycle and work out an arrangement with Priscilla so that you will eventually be synchronized with the GCC assessment cycle schedule.

### **Suggested Areas For Improvement Or Revision:**

Under PROGRAM SET-UP:

(1) Mission & Vision Statement: Though very well articulated, the mission and vision do not seem to differ at all. The vision should refer to an expected "ideal." Use the following vision statement as a guide: "We will build a healthier community and be the Western Pacific's best health care system." Or, this one: OBMCC will be the leading educational and training institution in eastern Oregon.

(2) For the Unit Goals: Very well stated. However, please precede your verbs with "To..." as in "To assist...", "To serve..." in order to be consistent with the rest of the unit goals in other divisions.

(3) For Related To Goals: Very good job in relating program/unit goals to division, institution, and ACCJC/WASC goals!

(4) Staff Role. The role attributed to each staff member in the unit must be clearly defined and written down. Although you have listed staff "responsibilities", they are either position titles or place of detail. ROLE must refer to an assessment role, rather than a title or job description. Here are some sample roles from the Accounting Associate program. You can utilize or modify these very same roles by changing the references to course numbers, descriptions, etc:

\*\*Leads overall assessment effort for the program. \*\*Collects student assessment data in the following courses: AC232 (Accounting on the Computer Using PeachTree), AC225 (Hospitality Industry Accounting), AC102 (Accounting Principles II), AC110 (Payroll & Related Taxes). \*\*Formulates plans and reports; implements action plans from use of assessment results. \*\*Solicits outside voices from industry to evaluate student artifacts; guides advisory committee members in assessment tasks. \*\*Prepares scoring rubrics and rating sheets for evaluating student artifacts. \*\*Monitors the integrity of the assessment data and process for the department. \*\*Archives program assessment data for at least three years so that accreditation evidence is systematically compiled and organized. \*\*Participates in GCC Institutional training workshops on Assessment and TracDat. \*\*Collects student assessment data in the following courses: AC232 (Accounting on the Computer Using PeachTree), AC225 (Hospitality Industry Accounting), AC102 (Accounting Principles II). \*\*Reviews internal program documents before submission to AIE. \*\*Participates in GCC Institutional training workshops on Assessment and TracDat. \*\*Collaborates and consults with program faculty regarding assessment recommendations and their subsequent implementation. \*\*Contributes to the improvement of all assessment documents for AIE submission. \*\*Follows through with the tasks from the action plan as generated from the use of assessment results in Column 5

Do cut-and-paste of your position titles and include them under Column 1, Name. Please go back to Set up, and under STAFF, provide assessment roles for each member of your department.

This will really document the various things that everyone does at your department.

(5) ACTIVITIES: Good work here.

UNDER PLAN & DOCUMENT:

(6) Assessment Plan: Everything seems complete here, congratulations!

(7) Assessment Process: This is incomplete; provide more detailed tasks as related to the tools you have identified in Means of Assessment. Your take-off point here should be the ACTIVITIES you identified in Program Setup.

(8) Activity Assessment: This section is also based on the Activities you identified in Setup. Please complete the rest of the tabs: Means of Assessment, Related Admin Outcomes, and Related Goals.

REVIEW OF 5-COLUMN MODEL:

(9) The AY info before the Admin Objectives should be the academic year when the plan was approved by the committee, not when the report was submitted. This information is important since the marker will determine the assessment cycles completed so far. One assessment cycle is four (4 semesters), with the following goals:

- \* Formulate or revisit assessment plan
- \* Gather data continuously
- \* Prepare an assessment report
- \* Implement use of assessment results (Col. 5)

Anyhow, since you are out of sync with the college assessment cycle schedule, you can work out an arrangement with Priscilla regarding the next steps to be taken. Decide too with her if you just have to retain the AY info and only need to explain (somewhere in the report's text) why there are various semester gaps in between.

(10) Since Columns 2 & 3 consist of the assessment plan, and this has been approved by the committee several semesters ago, this review will focus on two columns -- Col. 4 and 5-- and then provide suggestions for strengthening your report.

(11) Your use of the letter/number markers 6a, 6b, 6c, will be accepted in this report, but since the whole assessment process has completed its transition from the hard copy to the online environment, you are strongly encouraged to go directly to TracDat the next time you revisit your plan. Drop the use of these letter/number markers by that time.

(12) Under Column 4, when you refer to "See sections of ...", you need to upload supporting documents so that related data appear in this column. The data must also be RICH in this column, and so a complete narrative of results (in percentages, number frequency, etc.) should be included here. Phrases or incomplete sentences are not as meaningful. You can not simply indicate "Monthly Summary Report" in the box, for instance. You need to summarize the highlights of the data being discussed. Additional supporting data --if too lengthy to be included--may be uploaded as related data. You can do this by clicking on RELATED DATA and simply upload the document/s. Any kind of document format--Word, Excel, etc.-- may be uploaded. Remember though that this Column is SUMMARY OF RESULTS and so raw data must be processed and analyzed in some form before it is uploaded in Related Data. A table, matrix, percentage analysis, are examples of data that can be uploaded.

(13) Columns 4 and 5 must make sense when you read it horizontally (that is, these 2 columns must relate meaningfully). In Column 5, this question must guide you in reporting: What change or improvement will be undertaken as a result of assessment? In this light, under Column 5, there must have to be concrete and specific details of what needs to be done, as a result of an assessment finding. For example, "MM will list action items based on summary of results" does not concretely identify what those "action items" are. For a meaningful report, this must be indicated and reported in this column. Another example is your "Print and review PO Summary Report on a monthly basis" How is this considered a use of assessment result? Explain in more descriptive detail by describing what needs to be changed or improved, in terms of procedure. You are commended for concrete action items listed in this column, as in 6A5.

(14) Review Col. 5 carefully and apply the question mentioned above to all the entries you have entered. Because your IMPLEMENTATION MEMO (next CCA requirement) will be based completely on Col. 5, it is important that the suggestions given above are completed.

**Reviewed by dyad # 16**

**Date of Review:** May 3, 2005

**Thank you for your valuable support of the campus-wide assessment effort. We at the CCA value your input and contributions.**

**CONSOLIDATED FEEDBACK SHEET**

Program Name: **Planning & Development**  
 Assessment Report 2005

**Overall Comments:** **A = Approved** with modifications

When the committee reviewed your report the first time, the flow between the outcomes and use of results was not clear. The modifications to the Use of results and supporting documents have cleared this up. The dyad member reviewed your entries in TracDat, your plan has been greatly improved. There are a few minor issues that need to be modified to bring the units data in line with the TRACDAT system. To be listed in Action to be taken.

**Action To Be Taken (include deadline):**

In the Summary of Results sections the following updates are requested. Currently, You Outcomes include the older hard copy numbering system. Example: 6A1. It has been decided to use the AY XX-YY to link the Outcomes to the TracDat Cycle, so historical Data can be easily seen between the various cycles as it builds thru the system. Your first two options listed a Means of Assessment, but the others don't list it. The following comments involve the Project Setup, and effect what appears in the report.

1. The Mission Statement and Vision Statements are those of the College. This need to be updated to reflect the Units Mission and Vision.
2. The Related Goals have a check at the GCC level, but other ones don't have selections.
3. The Roles of the individuals needs to be more than just the job title. It needs to include additional information about the role the person(s) does in regards to assessment.

**Suggested Areas For Improvement Or Revision:**

Please make the necessary correction in the AY to better reflect the TracDat system, and add the missing means of assessment. The Setup information will need to be updated to provide better support for this report, and will be required and reviewed on the next plan cycle. Thanks for your time and efforts involved in making the Assessment process as effective as possible.

**Reviewed by dyad # 26**

**Date of Review:** 4/27/05

**Thank you for your valuable support of the campus-wide assessment effort. We at theCCA value your input and contributions.**

## COM-FSM &amp; GCC Email Exchange on Assessment Visit

**From:** [jessicastam@comfsm.fm](mailto:jessicastam@comfsm.fm)  
**To:** [rsomera@guamcc.edu](mailto:rsomera@guamcc.edu)  
**Subject:** Re: visit to Guam  
**At 11:05 AM 7/27/04, you wrote:**

Dear Dr. Somera,  
We have not met, but I am the (still fairly new) Director of Institutional Research and Planning at the College of Micronesia-FSM National campus on Pohnpei. Last February, Mr. Spensin James, who is currently our Interim President, arranged for our staff to enjoy a presentation by a member of your office, Mr. Dan Guerrero. We have also been browsing your excellent website.

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. Would it be possible for a group of us to visit on August 25<sup>th</sup> and 26<sup>th</sup>? There are four of us who would like to meet with your staff members. We are particularly interested in your data management arrangements, your student services assessment and your committee functions.

Thank you very much in advance. We are looking forward to hearing from you.

Sincerely, Jessica  
Jessica Stam  
COM-FSM, Research & Planning  
691-320-2480x119, fax 2479

**From:** [rsomera@guamcc.edu](mailto:rsomera@guamcc.edu)  
**To:** [jessicastam@comfsm.fm](mailto:jessicastam@comfsm.fm)  
**Sent:** Monday, July 26, 2004 12:29 PM  
**Subject:** Re: visit to Guam

Hi Jessica,  
No problem. You're welcome to visit on Aug. 25 and 26, of course. However, can you give me the names of your team members and their respective titles? I look forward to meeting you and the other members of your team. (Also, please call me Ray).

By the way, just so you know, Dan Guerrero resigned from GCC recently.

Ray

**From:** [jessicastam@comfsm.fm](mailto:jessicastam@comfsm.fm)

**To:** [rsomera@guamcc.edu](mailto:rsomera@guamcc.edu)

**Subject:** Re: visit to guam

**Date:** Tue, 27 July 2004 13:27:55

Ray,

Thanks very much. The members of the team will be active in launching our assessment efforts.

Team members and their primary interests are:

- 1) Ringlen Ringlen, Vice President for Support and Student Affairs effective assessment of student services
- 2) Norleen Oliver, Manager of Information Systems – data management systems (including student data)
- 3) David Megaw, Faculty member – student and institutional assessment (including admission testing)
- 4) Jessica Stam, Research and Planning – committee responsibilities and reporting & intuitional effectiveness issues

As you can see, some of the team members, especially Ms. Oliver, have interests that probably overlap other departments. Are there other individuals that we should be contacting to be sure they will be available to meet with us?

We are planning to arrive on Tuesday and will be leaving Guam on Friday. Thanks so much for your quick response.

Jessica

**From:** [jessicastam@comfsm.fm](mailto:jessicastam@comfsm.fm)

**To:** [Priscilla C. Johns](#)

**Sent:** Wednesday, August 11, 2004 10:51 AM

**Subject:** August 25-26 visit objectives

Priscilla,

Thanks for the note; I had sent you a brief message. The content wasn't really different from what we talked about on the phone. I think this more or less sums up our interests: Ringlen and I are interested in both the process and the specifics of assessing student support services. I am interested in how the assessment process fits into the governance of the college and avoids duplication of efforts. Norleen and I are interested in data management systems, and schedules of data collection, reliability issues. David is interested in the overall assessment office management and also has some interest in admissions testing and we are all interested seeing good examples of how they operate. We are looking forward to meeting with you. Thanks in advance for all your help, Jessica

----- Original Message -----

**From:** [Priscilla C. Johns](#)

**To:** [jessicastam@comfsm.fm](mailto:jessicastam@comfsm.fm)

**Cc:** [Ray Somera](#)

**Sent:** Wednesday, August 11, 2004 10:51 AM

**Subject:** August 25-26 visit objectives

Good morning Jessica,

We were having problems with our system. If you sent an email about the objectives/conversation of your teams visit to GCC on August 25 & 26, please resend such.

Thank you and we look forward to your visit.

Priscilla Johns  
671-735-5523



**From:** [rsomera@guamcc.edu](mailto:rsomera@guamcc.edu)

**Date:** Tuesday, August 17, 2004 9:42 AM

**To:** vcharfauros@guamcc.edu <vcharfauros@guamcc.edu>lioness@guamcc.edu <lioness@guamcc.edu>;  
drhero@guamcc.edu <drhero@guamcc.edu>; fcamacho@guamcc.edu <fcamacho@guamcc.edu>;  
kenb@guamcc.edu <kenb@guamcc.edu>; b-miller@guamcc.edu <b-miller@guamcc.edu>;  
aroberto@guamcc.edu <aroberto@guamcc.edu>; iclymer@guamcc.edu <iclymer@guamcc.edu>

**CC:** pcjohns@guamcc.edu <pcjohns@guamcc.edu>; [rtaitingfong@guamcc.edu](mailto:rtaitingfong@guamcc.edu) <rtaitingfong@guamcc.edu>;

**Subject:** GCC visit by COM-FSM team, Aug 25-26

Greetings everyone,

As we continue to lead the region in assessment-related initiatives, I have attached the structured program (agenda and schedule) that Priscilla and I put together in anticipation of the visit of a team of 4 people from COM-FSM next week. Thank you for your assistance in making this a fruitful sharing and learning about assessment between our two institutions.

Please spend the time allotted for your presentation to discuss about assessment results in your respective program or unit, and how these results have been used to improve instructional programs or student services. You may use your 5-column model (Form B) as a hand-out for this specific objective (please inform Rose Taitingfong if you decide to do this). You may need to emphasize however that your assessment is an ongoing process, and hence, more work needs to be done in this respect. Remember to leave some time for Q and A towards the end of your presentation. Reading the full text of the 4th Annual Institutional Assessment Report will undoubtedly be useful. To access the electronic version of the report, log on to our site, <http://www.guamcc.edu/assessment>, click on Core Documents, then Institutional Reports.

Thanks,

Ray

Dr. Ray D. Somera

Asst Director, Office of Assessment & Institutional Effectiveness

Guam Community College

P.O. Box 23609 GMF

Barrigada, Guam 96929

**From:** [jessicastam@comfsm.fm](mailto:jessicastam@comfsm.fm)  
**To:** [Priscilla C. Johns](#)  
**Sent:** Saturday, August 28, 2004 2:06 PM  
**Subject:** Re: Clip board with calculator left behind

Priscilla,

Thanks so very much, meeting with all of your group, and especially with you, was really our pleasure. We arrived home safely and exhausted. The amount of material that you were able to organize for us is such a big help and we cannot thank you enough! Ringlen and I will be sharing the information with our interim President, the cabinet and the campus directors this coming week. We have much to do here, but having a partnership with your office will make it easier and really so much more pleasant.

Please hold onto Norleen's clipboard as there is quite a lot of traffic back and forth to Guam and we will ask someone to pick it up. I will forward your email and she will let you know about the notes. We will be in touch soon, and you will get a full report from Jamie too. Thanks again, Jessica

----- Original Message -----

**From:** [Priscilla C. Johns](#)  
**To:** [Jessica Stam](#)  
**Sent:** Friday, August 27, 2004 4:00 PM  
**Subject:** Clip board with calculator left behind

Hi Jessica,

It was a pleasure meeting with you and your team. I hope you all arrived home safe, rested and ready to steer COM-FSM group on a great journey!

I think Norleen left her clip board (it has a calculator) with a note pad behind. Please ask her what she would like us to do with it. If she needs her notes, we would be happy to fax them to her. All we ask is your fax number.

Talk to you soon.

Priscilla

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Results from the Self-Study for  
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## Executive Summary

### Prologue

The Self-Study for Academic Years 2001-2002, 2001-2002, and 2002-2003 was conducted between August 2004 and January 31, 2005. Although an important goal for GCC's Self-Study is to be as thorough as possible, the emphasis for the initial round was on the development and implementation of the actual Self-Study process. The Steering Committee members were aware that first round would be a productive learning experience, eventually evolving into an integrated and coherent Self-Study process that is practical and functional for GCC.

GCC's Self-Study 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 ACCJC-required Self-Study as a major task once every five or six years, a more productive and meaningful approach is to ask existing groups to annually look at the effectiveness of the college in yearly increments of time and report their findings in ways that are useful for planning purposes. These yearly reports can then be collected as the basis for the Self-Study that is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) prior to their periodic inspection visits. This allows the College to identify and respond to problems and opportunities quickly by incorporating findings into our planning model, and reporting results in a timely manner.

### Self-Study Process

Four committees assist the College in conducting its *Continuous Self-Study for Strategic Planning*, one for each standard. The Steering Committee, consisting of committee chairpersons, oversee the process and writes the Executive Report for ACCJC on the Institutional Self-Study. Each Self-Study Committee utilized a template or worksheet that addressed the standards, while using the six themes as the over-arching structure. This provided a holistic approach in assessing the degree that institutional evidence demonstrates compliance to the four standards. Committee members expressed their satisfaction in using a thematic approach to reviewing the standards, citing how this approach seemed to ease the process and foster productive dialogue.

The establishment and planned meetings of the four Standard Committees and the Steering Committee fostered a continuous and inclusive institutional dialogue. Committee members met almost weekly to meet report submittal deadlines, working on drafts and using email and electronic files to document their work. Drafts of the Self-Study worksheets were submitted to the Steering Committee Chairpersons, and shared electronically and in hard copies among Steering Committee members. The Steering

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Committee members were committed to meet weekly to discuss each Committee's progress, as well as to provide and plan for joint support among Committee Chairs. An outcome during the first Self-Study was the inclusion of college staff members for technical and clerical support. Staff participation in subcommittees also provided valuable insights to the Self-Study. Another outcome was the development of a more functional and consistent (uniform) Self-Study matrix for each Standard Committee. The process of reaching conclusions from the first Self-Study for AY2000-2003 included the consolidation of data from all four Self-Study templates, based on the six themes. The summary and recommendations will be addressed in the second Self-Study Report, AY 2003-2004. Eventually, Self-Study recommendations contribute to the development of GCC's Institutional Strategic Plan.

### **Epilogue**

Based on lessons learned from the first Self-Study process, the following conditions will be taken into consideration for the subsequent Self-Studies

- Provide enough latitude to make changes in the Self-Study process
- Place back into the matrices each Standard definition, including the definition of each Theme to ensure consistency
- Place back details to the matrices to ensure richer data for Self-Study analysis
- Plan for training of the succeeding Self-Study team to ensure continuity. They will be transitioning to new posts in the Self-Study Committees.

### **Users Guide**

- How to (steps to get back to information)
- *Provide Cross Index (referencing Standards/Themes)*

Guam Community College  
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Themes

1. Dialogue
2. SLO
3. Institutional Commitments
4. Evaluation, Planning, and Improvement
5. Organization
6. Institutional Integrity

**Dialogue**

Criteria

- Dialogue that is inclusive, informed, and intentional -- focus on institutional quality and improvement
- Purposefully guide institutional change
- Inclusive and participatory nature of reflection and exchange (SL, Effectiveness, Processes, Policies, and Organization)
- Based on reliable information and evidence of success of meeting student needs
- Quantitative and qualitative analysis of information that's broadly communicated
- Result in ongoing self-reflection and purposeful improvement

Committee Recommendations

**Standard I: Institutional Mission and Effectiveness**

- *Develop a clearer and concise mission statement, to include college feedback that is regularized across the college*
- *Plan for Faculty Governance improvements, through contract negotiations and the possibility of a Faculty Senate*
- *Continue having CAC as an arena for dialogue, but needs updated policies*
- *Distribute CAC minutes on the web and before meetings*
- *Utilize a website for dialogue and dissemination of reports (publication of important reports)*
- *Share report findings electronically (email/web access) and during meetings*
- *Communicate the assessment process to the college (evolution, implementation, current status)*
- *Encourage dialogue at all levels of the college*

**Standard II: Student Learning Programs and Services**

- *Provide written evidence on Advisory Committees (dialogues, decision making)*
- *Increase involvement and expand opportunities for more students in the process*

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**Standard III: Resources**

- *Conduct dialogue with Guam Civil Service Commission and Legislators regarding needed job specification revisions*
- *Utilize CAC to link dialogue between management and faculty*
- *Create a technology plan that include stakeholders in dialogue*
- *Continue planning for unpredictability of funding sources to carry out institutional priorities*

**Standard IV: Leadership and Governance**

- *Create an office that addresses assessment and institutional effectiveness.*
- *Create an assessment website*
- *Update the General Education requirement*
- *Improve linkage between the Council on Postsecondary Student Affairs and the student body*
- *Improve overall postsecondary governance*
- *Communicate assessment work to the community*
- *Increase awareness of the student governance processes*
- *Conduct continuous review of the 10-Year Master Plan to adjust to real conditions*

**Summary**

- *Encourage dialogue through a more inclusive mission statement that supports the governance process*
- *Provide more evidence of dialogue needs through various written formats*
- *Foster dialogue by accessibility of data and informational reports*
- *Foster a more transparent assessment process*
- *Improve dialogue between administration and faculty*
- *Increase student involvement in the governance process*
- *Improve the process and the visibility of the governance process for both faculty and students*

**Student Learning Outcomes****Criteria**

- Key theme in standards
- Conscious and robust demonstration of the effectiveness of efforts to produce and support student learning
- Develop SLO at the course, program, and degree level
- Measure and assess SLO to determine how well learning is occurring, and make changes to improve learning and teaching
-

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- Faculty engage in discussions of ways to deliver instruction to maximize student learning
- Student support services develop SLO and evaluate the quality of their policies, processes, and procedures for providing students access and movement through the institution
- SLO be at the center of the institution's key processes and allocation of resources
- Engage in self-analysis leading to improvement of all that it does regarding learning and teaching

Committee Recommendations

**Standard I: Institutional Mission and Effectiveness**

- *Continue CAC work on stressing improvement of curriculum*
- *Include SLO in the college mission statement*
- *Create an office that addresses assessment and institutional effectiveness.*
- *Create an assessment website*
- *Update the General Education requirement*
- *Improve linkage between the Council on Postsecondary Student Affairs and the student body*
- *Improve overall postsecondary governance*
- *Communicate assessment work to the community*
- *Increase awareness of the student governance processes*
- *Include Advisory committees input to validate changes in course guides and programs*
- *Establish a continuous policy and process review*
- *Continue assessment training and workshops*
- *Include assessment work in a website for public access*
- *Continue utilizing the institutional assessment process to track SLO (review/processes)*

**Standard II: Student Learning Programs and Services**

- *Provide more SLO training to faculty*
- *Integrate "informational literacy" into the curriculum as a SLO for General Education/Liberal Arts.*

**Standard III: Resources**

- *Improve the appraisal of faculty effectiveness in achieving SLO*
- *Assess the process that links SLO to measurements*
- *Include SLO in the technology plan*
- *Review how the 10-Year Master Plan incorporates the technology plan*
-

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- *Assess how SLO and the technology plan is linked to programs, services, and departments*
- *Task MIS to assess the linkages between their mission and SLO goals*

#### **Standard IV: Leadership and Governance**

- *Review the mission statements*
- *Financially support the work of assessment and institutional effectiveness*
- *Enforce the academic probation policy*

#### **Summary**

- *Develop and fund an office that facilitates assessment and institutional effectiveness*
- *Assessment should track student learning outcomes*
- *Conduct training on assessment and student learning outcome, including faculty*
- *Create accessibility of the assessment information to the community*
- *Improve the student governance process*
- *Improve curriculum that involves advisory committees*
- *Student learning outcome should include information literacy as a general education*
- *SLO should be considered in faculty appraisals, the technology plan, and the linkages to programs, services and departments*

### **Institutional Commitments**

#### Criteria

- Proactive commitment to providing high quality education congruent with institutional mission
- Insure the consistency between mission and institution goals and plans, insuring that the mission is more than a statement of intention — that it guides institutional action (see Standard I)
- Commit to supporting student learning as its primary mission.
- Include participation of the entire institution in reviewing institutional performance and developing plans for improvement of student learning outcomes
- Regularly review institutional mission statement – reflecting on the mission statement, adapt it as needed, and renew commitment to achieving the mission.

#### Committee Recommendations

#### **Standard I: Institutional Mission and Effectiveness**

- *Follow the commission timeframe for review of mission statement*



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- *Create an office that addresses assessment and institutional effectiveness.*
- *Create an assessment website*
- *Review the General Education requirement*
- *Provide GCC's stakeholders web accessibility*
- *Publish assessment process and reports on the web*
- *Conduct dialogue at all levels using a website, providing accessibility to information*
- *Establish and conduct a periodic review process of institutional effectiveness*

**Standard II: Student Learning Programs and Services**

- *Create an office that addresses assessment and institutional effectiveness.*
- *Create an assessment website*
- *Review the General Education requirement*
- *Update the college mission statement*
- *Establish a library that complies with standards*
- *Provide the library with adequate staff and budget*

**Standard III: Resources**

- *Link professional/staff development to institutional needs and SLO*
- *Review and update the 10-Year Master Plan, validating its usefulness*
- *Establish a technology plan*
- *Continue planning for unpredictability of funding sources to carry out institutional priorities*

**Standard IV: Leadership and Governance**

- *Conduct SLO training for faculty*
- *Develop a faculty appraisal process for full-time and adjunct faculty*
- *Review the Promotional Committee's guidelines (membership/process)*
- *Improve satellite faculty participation in the governance process*

**Summary**

- *Develop an office that facilitates assessment and institutional effectiveness*
- *Provide web accessibility of assessment information to all stakeholder, promoting dialogue*
- *Establish strict timeline and review process of institution mission and effectiveness*
- *Review the General Education requirement*
- *Establish a library that is compliant with standards*
- *Establish a technology plan*

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- *Continue financial readiness plan*
- *Develop appraisal process for all faculty, including review of promotional processes*
- *Link professional development to institutional goals, including faculty training in SLO*
- *Include all faculty in the governance process*

## **Evaluation, Planning, and Improvements**

### **Criteria**

- Conduct ongoing institutional evaluation and improvement to help serve students better.
- Focus on student achievement, student learning, and the effectiveness of processes, policies, and organization (evaluation)
- Conduct ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation (improvement).
- Begin a planning cycle with evaluation of student needs and college programs and services.
- Establish an evaluation that informs college decisions about where it needs to improve, identifying improvement goals campus-wide
- Distribute resources in order to implement identified goals, and adjust resources when insufficient to support improvement goals
- Adjust resource decisions to reflect institutional priorities or seek other means of supplying resources to meet its goals.
- Implement improvement plans and evaluate how well the goals have been met
- Develop a planning cycle comprised of evaluation, goal setting, resource distribution, implementation, and reevaluation.

### **Committee Recommendations**

#### **Standard I: Institutional Mission and Effectiveness**

- *Review the 10-Year Master Plan, the Comprehensive Institutional Assessment Plan for programs, services and BOT*
- *Revise institutional surveys as needed*
- *Review of mission statements at all levels, to include the BOT, CAC, AAC, Adult Education, and Apprenticeship Programs*
- *Conduct a period review of the assessment policy and process, accessible via a website*
- *Utilize the electronic assessment program to guide institutional assessment and curriculum planning*
- *Provide timely training on the electronic assessment program (TracDat)*

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- *Provide reports on website that accommodates feedback*
- *Use evidence (3 Annual Reports) to reflect development and improvements of institutional assessment*

**Standard II: Student Learning Programs and Services**

- *Review the college mission statement*
- *Financially support the work of assessment and institutional effectiveness*
- *Strengthen the electronic assessment process*
- *Integrate student services and student learning goals*
- *Formalize the participation between the library and General Education and Liberal Arts*

**Standard III: Resources**

- *Finalize the HRO rules and regulations for academic personnel*
- *Develop a faculty and staff appraisal system*
- *Fund SLO training for faculty*
- *Support and systematic assessment process*
- *Establish a security process to protect institutional assets*
- *Develop a technology plan*
- *Integrate the assessment process and technology planning*
- *Review and update the 10-Year Master Plan (more conceptual master plan)*
- *Utilize the assessment process into the development of a 5-Year Financial Plan*

**Standard IV: Leadership and Governance**

- *Update the administrative officers job title and description*
- *Update the Vice President's evaluation system to mirror the President's goal-oriented system*
- *Establish a BOT self-appraisal process, regularly checking its policies and practices for necessary revisions*
- *Establishment by the BOT – broader institutional policies and delegating roles to carry out policies*

**Summary**

- *Review mission statements and plans at all levels (including 10-year Master Plan, Institutional Assessment, BOT, CAC, AAC, Adult Ed, Apprenticeship)*
- *Strengthen electronic/web accessibility of institutional assessment and curriculum planning process*
- *Fund an office that facilitates assessment and institutional effectiveness*
- *Review periodically the assessment policy and processes, using evidence to reflect development and improvement*

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- *Provide timely technical training on assessment processes, including SLO training for faculty*
- *Develop a technology plan that integrates with the assessment process*
- *Integrate student services and student learning goals, including the library, liberal arts, and general education program*
- *Upgrade HRO processes – including the development of an appraisal process for personnel at all levels, finalizing HRO rules and regulations for academic personnel, and updating job titles and description for key administrators*
- *Develop a balanced evaluation system, to include the Vice Presidents and BOT (mirroring goal-oriented and self-study processes)*
- *Improve the BOT's administration of policy*
- *Establish plans for securing institutional assets*
- *Develop a 5-Year Financial Plan, based on assessment processes*

## Organization

### Criteria

- Provide inclusive, informed and intentional efforts to define student learning
- Provide programs to support defined student learning
- Evaluate how well student learning is occurring
- Have the organizational means to identify and make public the learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements.
- Provide adequate staff, resources and organizational structure (communication and decision making structures) to support student learning.

### Committee Recommendations

#### **Standard I: Institutional Mission and Effectiveness**

- *Plan for continuous and biennial review of the institutional mission*
- *Develop a more concise mission statement*
- *Publish the mission statement on a website for accessibility*
- *Provide a broader institutional definition of the “governance, to include support staff*
- *Revise the structure and purpose of the faculty standing committees*
- *Ensure the continued support for campus assessment activities*
- *Promote industry representation and experts in advisory committees*
- *Review, update, and implement mandates on institutional effectiveness*
- *Develop recommendation for the effective use of resources (Finance Exigency Group)*
- *Continue being the model for institutional assessment*

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**Standard II: Student Learning Programs and Services**

- *Include SLO in curriculum manual development*
- *Provide electronic format of the assessment process*
- *Review the organizational structure of the Student Support Services*
- *Create and fund an office that addresses assessment and institutional effectiveness.*
- *Include library in general education and liberal arts through formal measures (contract and institutional structure)*

**Standard III: Resources**

- *Assess impact of early retirement and voluntary separation during FY2000*
- *Plan to increase funding to support facility maintenance and improvements*
- *Increase support of IT through more personnel and hiring a Web Master*
- *Assess how business and finance processes link with student learning*

**Standard IV: Leadership and Governance**

- *Provide a broader institutional definition of the “governance, to include support staff*
- *Revise the structure and purpose of the faculty standing committees*

**Summary**

- *Develop a concise mission statement that undergoes periodic review and is accessible via a website*
- *Continuously review, update, and enforce mandates on institutional effectiveness*
- *Develop a broader definition and role of governance, to include all personnel*
- *Continue supporting institutional assessment activities*
- *Promote advisory committees that are represented by industry*
- *Develop process for recommendation for the effective use of resources*
- *Develop and fund an office that facilitates assessment and institutional effectiveness*
- *Continue the existing institutional assessment process (electronic), a model for other institutions*
- *Include student learning outcomes in the development of curriculum manuals*
- *Review Student Support Services structure, to include assessing the library’s role in general education and liberal arts*
- *Assess impact of early retirement and voluntary separation (FY2000)*
- *Plan to support facility and IT upgrades*
- *Assess the integration of business and finance with student learning*

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## **Institutional Integrity**

### Criteria

- Demonstrate honesty, truthfulness, and the manner in which the institution represents itself to all stakeholders, internal and external (reflected in intentions and processes)
- Institutional assessment of the integrity of its policies, practices, and procedures and to how it treats students, employees, and its publics
- Promote clarity, understandability, accessibility, and appropriateness of its publications
- Open inquiry provided by faculty in their classes, including student grades that reflect an honest appraisal of student performance against faculty standards
- Uphold academic honesty on the part of students
- Demonstrate regard for issues of equity and diversity
- Review the hiring and employment practices, as well as its relationship with the Commission and other external agencies.
- Practice reflective and honest appraisal in all its operations.

### Committee Recommendations

#### **Standard I: Institutional Mission and Effectiveness**

- *Continue assessment initiatives that include period review of the college mission statement*
- *Improve the college's general and assessment website*
- *Create a more meaningful governance process for faculty that produces results*
- *Provide support to ensure a well-coordinated assessment process*
- *Ensure the continued support for campus assessment activities*
- *Review, update, and implement mandates on institutional effectiveness*
- *Provide reports on institutional mission and effectiveness on college website*
- *Continue being the model for institutional assessment*

#### **Standard II: Student Learning Programs and Services**

- *Update faculty job specifications and evaluation process*
- *Improve the college's general and assessment website, and related links*
- *Provide necessary resources to improve the college website*
- *Create a committee on professional ethics*

#### **Standard III: Resources**

- *Review and implement the Code of Ethics (dev. In Spring 2000) that include campus community and constituents*

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- *Review and implement the Affirmative Action Plan to promote and ensure equity and diversity in the college, to include the campus community and constituents*
- *Develop a Code of Ethics for Technology and its application*

**Standard IV: Leadership and Governance**

- *Adopt a BOT Academic Honesty policy and Code of Ethics*
- *Include a Code of Ethics that include academic freedom and professional conduct for all faculty*
- *Designate responsibility for electronic publications to a specific department or position*
- *Provide new employees with handbook and agreements upon being hired*
- *Review the rules and regulations for academic personnel*
- *Review the Affirmative Action Plan and compile comprehensive reports as required*
- *Ensure that BOT Student Trustee communicate BOT activities with COPSA*
- *Review and implement the Affirmative Action Plan to promote and ensure equity and diversity in the college community*

**Summary**

- *Conduct period review of the institutional mission statement*
- *Continue to support a streamlined assessment process*
- *Improve and fund institutional websites (general & assessment)*
- *Designate the responsibility of electronic publications to a specific position/department*
- *Develop a more meaningful and outcome oriented governance process*
- *Ensure communication between BOT and COPSA (via Student Trustee)*
- *Continuously review, update, and enforce mandates on institutional effectiveness*
- *Continue the existing institutional assessment process,, a model for other institutions*
- *Upgrade HRO processes – including updating job specs and appraisal processes, rules and regulations for academic personnel, providing handbooks and agreements to new employees*
- *Develop a committee on professional/code of ethics that integrates academic freedom, to include all personnel, BOT, other constituents, and technology users*
- *Review and implement an Affirmative Action Plan*

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NOTES FOR ALO: Format and Content for the Comprehensive Self Study Report

1. Cover Sheet

The cover sheet should include the name and address of the institution, a notation that the self study is in support of an application for candidacy, accreditation, or reaffirmation, and date submitted ( see Appendix B).

2. Table of Contents

3. An Introduction

a. A history of the institution, including a concise and factual description of the institution since the last comprehensive visit should be included.

b. Demographic information, including summary data on the area served, enrollment figures, and student and staff diversity, including trends and available projections should be provided.

c. Information regarding the college's off-campus sites and centers as well as distance learning efforts should be included. Teams will evaluate all of the institution's programs and are expected to insure the Commission that quality and student access to services are evident.

d. A discussion of the results of the last comprehensive visit, including evidence of what the institution has done regarding the previous team's recommendations, should address each recommendation separately.

e. Longitudinal student achievement data, including information on course completion transfer rates, number of degrees and certificates awarded, job placement, licensure, persistence rates, retention rates, graduation rates, basic skills completion, success after transfer, etc., should be included.

f. The Commission recognizes that institutions are in varying stages of creating and assessing student learning outcomes at the course, program and degree level. The institutions should provide a summary description of the data it has collected, describe how it is being used, and note what plans exist for continued expansion of this effort.

4. Abstract of the Report

The Abstract should be a summative assessment of how well the institution is meeting the standards as a whole. It should be based on the themes that pervade the standards: institutional commitments; evaluation, planning, and improvement; student learning outcomes; organization; dialogue; and institutional integrity.

5. Organization for the Self Study

In narrative or chart form, show the organization established to conduct the selfstudy. Committees, their chairs and members, timetable, and the person(s) responsible for the overall direction of the self study should be included.

6. Organization of the Institution

Organization charts for the institution and for each major function should be included. Names of individuals holding each position should be provided.



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Institutions in multi-college district systems must specify whether primary responsibility for all or parts of a specific function is at the college or district level. This organizational “map” is important in evaluating the quality of performance of that function and establishing accountability for doing so. Those who are responsible should be involved in reporting about the function and be held accountable for its improvement. As a result, close cooperation between and among the institutions and the district/system office is expected as a part of the institutional self study. Moreover, the Commission recognizes that institutions in a multi-college system may have lateral relationships with other institutions in the district/system which must be addressed, and these too are part of the plan for developing the self study.

#### 7. Certification of continued compliance with Eligibility Requirements

The institution should summarize the review conducted to verify that it continues to meet eligibility requirements. Specific guidance for this requirement can be found in Appendix C. These pages include the requirements themselves as well as what documents are needed to verify continued eligibility. The college should develop a statement for each of the 20 elements. The President and the Chair of the Governing Board must sign a statement certifying compliance.

#### 8. Institutional Self Evaluation Using Commission Standards

The primary portion of a self study report reviews institutional performance using the accreditation standards. Each standard is addressed in turn, using the following three elements:

##### Descriptive Summary

This narrative should spring from institutional dialogue and should be focused on evidence the college has amassed in support of assertions about what it does to meet Commission standards. The underlying question regards what the institution has learned/knows about what it does.

##### Self Evaluation

The institution is expected to analyze and systematically evaluate what it has learned/knows about itself in terms of the standards. The basic questions have to do with whether or not and to what degree institutional evidence demonstrates that the institution meets the standards and how the institution has reached this conclusion. This analysis should result in actionable conclusions about institutional effectiveness and capacity, informing decisions for what needs to be done to improve.

##### Planning Agenda

As an institution describes and evaluates its programs and services with reference to each standard, it identifies areas in need of change. This activity yields a planning agenda — a vehicle for institutional improvement. For each subsection of the standard, the institutions should forecast progress it plans to make. The planning agenda should include the following elements:

- a. Statements of the plans, activities, and processes (as opposed to tasks) the institution expects to implement as a statement of what the institution thinks it will do.
- b. Discussion of the ways the areas identified in need of improvement will be or have been incorporated into the ongoing, systematic evaluation and planning processes of the institution.
- c. Discussion of how the outcomes of these plans, activities and processes are expected to improve student learning and foster institutional improvement in general.

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Note: The standards reference specific Commission policies. The self study report should address how the college is in compliance with these policies. A list of these policies will be found in Appendix D. Text of the policies can be found in the ACCJC's Accreditation Reference Handbook.

#### 9. A List of the Evidence Available in the Team Room

Evidence available to the visiting team should include primary sources and reports on which the Self Study Report is based. When evidence is cited in the Report, it should be indexed by standard for easy reference by team members. The Guide to Evaluating Institutions Using the ACCJC 2004 Standards contains many suggestions regarding evidence.

#### Tips for Preparation of the Self Study Report

Following are suggestions for conducting the self study and preparing the self study report.

#### About Participation

The Commission's emphasis on inclusive institutional dialogue as a continuous process sets the tone for participation in self study and the development of a self study report. Basically, the college is expected to provide evidence of broad participation and a commitment to making a concerted effort to providing the opportunity for all voices to be heard in the self study effort.

#### The Steering Committee

This committee should assume responsibility for overall planning and supervision of the self study report. The membership of the committee can be drawn from existing committee structures of the college currently being used as a means for conducting institutional dialogue. The committee should be given time to assume this responsibility and the clerical support needed to complete its work. The committee should have easy access to evidence and research.

#### Writing and Editing the Self Study Report

Given the structure and integrated nature of the Commission Standards and the themes, there are several ways that institutions could configure the work of their committees. One way would be to organize committees utilizing the themes. The six committees would write to the sub-standards that fit an assigned theme. Membership should include individuals from all constituencies of the college. This arrangement would make holistic weaving of themes and standards part of the process of writing the Self Study Report and would yield a product that addresses both the structure of the standards and the manner in which they are integrated.

Another way to organize would be to create four committees, one for each standard. In this model, subcommittees would address the standards, using the themes as the over-arching structure. Once again, the weaving of standards and themes would provide a holistic approach to think and writing about the institution, producing a Self Study Report that uses the integrated standards and themes as its underpinnings.

#### Submission of the Self Study Report

Whatever model the institution chooses to employ, sharing information across committees is very important and serves to diminish the likelihood of a Self Study Report that is lacking integration and coherency. Circulating drafts among all constituencies of the college through use of technology is a way to encourage

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multiple voices as well as greater integration of information and evidence. It is advantageous to select an editor for the Self Study Report early so that he/she can participate throughout process.

Submission of the Self Study Report

After certification of accuracy by college constituencies and approval by the president and the governing board, four copies of the Self Study Report, four catalogs, and four class schedules should be sent to the Accrediting Commission office. The Commission also requires one electronic version of the Self Study Report. A copy of the report, a catalog, and a schedule should be sent to each member of the evaluation team. Distribution of the report should occur at least six weeks prior to the scheduled evaluation visit. Copies of the report should be made available to members of the college community and to the governing board.

**SELF STUDY REPORT FOR AY 2003 – 2004: Standards 1-4**Themes

1. Dialogue
2. SLO
3. Institutional Commitments
4. Evaluation, Planning, and Improvement
5. Organization
6. Institutional Integrity

**Dialogue**

## Criteria

- *Dialogue that is inclusive, informed, and intentional -- focus on institutional quality and improvement*
- *Purposefully guide institutional change*
- *Inclusive and participatory nature of reflection and exchange (SL, Effectiveness, Processes, Policies, and Organization)*
- *Based on reliable information and evidence of success of meeting student needs*
- *Quantitative and qualitative analysis of information that's broadly communicated*
- *Result in ongoing self-reflection and purposeful improvement*

## Committee Recommendations

**Standard I: Institutional Mission and Effectiveness**

- *Receive feedback before formal approval of the revised mission statement*
- *Develop a concise mission statement for clarity*
- *Review the mission statement as scheduled by staff, faculty and administration*
- *Evaluate and improve the effectiveness of the Faculty Governance and format, working to improve the process. Suggestion includes utilizing the BOT/GFT contract negotiations*
- *Update the BOT Policy 700 and GCC Apprenticeship Council*
- *Continue having CAC as an arena for dialogue and disseminating information*
- *Provide electronic means to share assessment reports and other similar reports*
- *Provide electronic publication of assessment work that improves institutional effectiveness*
- *Continue dialogue at all levels regarding efforts for institutional effectiveness*
- *Provide copy of the minutes of previous Governance meetings to attendees, as well as posting on a website and distributed electronically*
- *Provide assessment findings electronically, on the website, and at all pertinent meetings*

- *Continue via CAC the documentation and sharing of the on-going and improvements of the assessment process*

### **Standard II: Student Learning Programs and Services**

- *Formalize college governance structures that support meaningful dialog within the next board union contract*
- *Discuss among all major college committees and organizations the need for student involvement and student input, and make necessary decisions*
- *Expand opportunities for more student participation*

### **Standard III: Resources**

- *Work with Guam Civil Service Commission and Legislature to create, upgrade, update, and reclassify civil service job specifications*
- *Utilize the CAC to link dialogue between management and faculty regarding physical resources needs*
- *Convene a committee that will assist the college in identifying and prioritizing facilities requirements.*
- *Implement policies and procedures to govern the Technology Users Group*
- *Complete a Master Technology Plan to incorporate recommendations from the campus committee and the Technology Users Group Subcommittees.*
- *Continue planning for unpredictability of funding sources to carry out institutional priorities*
- *Conduct intra-departmental discussions to insure their goals and objectives are connected to departmental budget requests.*

### **Standard IV: Leadership and Governance**

- *Promote a broader definition of “governance”, and expand the concept of a shared institutional governance throughout the campus community*
- *Convene a support staff/administration committee to provide recommendations for support staff governance activities*
- *Include on all COPSA meeting agenda the contribution of the BOT student representative*
- *Include as BOT responsibility the facilitation of discussion of ideas and promotion of effective communication among the institution’s constituents for the good of the institution*

### **Summary**

- *Develop a concise mission statement. that includes feedback and regular review by staff, faculty, and administrators*
- *Evaluate, improve, and formalize the faculty governance process that supports meaningful dialogue and reflects a shared campus-wide approach – perhaps through*

*the BOT/GFT contract negotiations. This includes promoting a broader definition of “governance” and utilizing the college website to disseminate information.*

- *Convene a support staff/administration committee to provide recommendations for support staff governance activities*
- *Include in COPSA meetings the participation of the BOT student representative*
- *Update BOT policy 700 and GCC Apprenticeship Council, including having the BOT responsible for facilitating dialogue on ideas and fostering effective communication across the institution*
- *Utilize CAC as mode for dialogue and source of information, to also link management and faculty regarding physical resource needs*
- *Provide electronic means to share assessment progress and institutional effectiveness, as well as CAC activities*
- *Continue dialogue at all levels to include discussion and plan/expansion for student involvement and student input*
- *Work with Guam Civic Service Commission and Legislators to create, upgrade, update, and reclassify civil service job specifications*
- *Convene a committee to assist in identifying and prioritizing facility needs*
- *Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group subcommittees*
- *Implement policies and procedures to govern the Technology Users Group*
- *Conduct intra-departmental dialogue that ensures that goals and objectives are linked to the budget request process*
- *Continue planning for unpredictability of funding sources to carry out institutional priorities*

*To Address Minimum / None Compliance Issues*

- *Improve the governance and decision-making process (CAC concept)*
- *Improve ways to ensure the college mission is central in planning and decision-making processes*
- *Encourage ongoing dialogue at all levels of the college for institutional continuous improvements*
- *Formalize the development of a committee that will assist the college in identifying and prioritizing facilities requirements.*
- *Implement policies and procedures to govern the Technology Users Group*
- *Complete a Master Technology Plan to incorporate recommendations from the campus committee and the Technology Users Group Subcommittees.*

**NOTE: AY2000-2003 RECOMMENDATIONS**

- *Encourage dialogue through a more inclusive mission statement that supports the governance process*
- *Provide more evidence of dialogue needs through various written formats*
- *Foster dialogue by accessibility of data and informational reports*

- *Foster a more transparent assessment process*
- *Improve dialogue between administration and faculty*
- *Increase student involvement in the governance process*
- *Improve the process and the visibility of the governance process for both faculty and students*

## **Student Learning Outcomes**

### Criteria

- *Key theme in standards*
- *Conscious and robust demonstration of the effectiveness of efforts to produce and support student learning*
- *Develop SLO at the course, program, and degree level*
- *Measure and assess SLO to determine how well learning is occurring, and make changes to improve learning and teaching*
- *Faculty engage in discussions of ways to deliver instruction to maximize student learning*
- *Student support services develop SLO and evaluate the quality of their policies, processes, and procedures for providing students access and movement through the institution*
- *SLO be at the center of the institution's key processes and allocation of resources*
- *Engage in self-analysis leading to improvement of all that it does regarding learning and teaching*

### Committee Recommendations

#### **Standard I: Institutional Mission and Effectiveness**

- *Follow CAC's direction for departments to continually conduct programs reviews to update curricular offerings*
- *Enforce having all faculty see their assigned students, perhaps having ten-month Department Chairs assist in the advisement*
- *Utilize program revisions to adopt course guides*
- *Meet with Advisory committees to ensure outcomes are current and relevant*
- *Continue to review policy and processes regarding SLO*
- *Sustain training on classroom based outcomes to ensure applied use of assessment*
- *Publish on the website the discipline specific SLO (per assessment template)*
- *Publish on the website the 2003 Consolidated Annual Performance Accountability and Financial Status Report for Guam*
- *Continue utilizing the TRACDAT as an efficient means to collect and catalog student, program assessment data*

**Standard II: Student Learning Programs and Services**

- *Continue the college's commitment to support achievement of SLO*
- *Fund a permanent position for Student Development Administrator*
- *Improve professionalism of technology and student services within the Office of Student Development*
- *Integrate formally into the curriculum the literacy SLOs for General Education and Liberal Arts*

**Standard III: Resources**

- *Implement an institutional process that begin developing stronger links between the appraisal system and SLO*
- *Apply appraisal process to measure adjunct faculty effectiveness in ensuring SLO achievement*
- *Establish in the Assessment process links to SLO with measurement criteria*
- *Establish links to SLO with measurement criteria*
- *Update the master and facilities plan through the Administrative Services Division*
- *Institutionalize assessment of the correlation between technology and SLO to incorporate into the Ten Year Master Plan and Technology Master Plan*
- *Develop and provide mini-courses for students needing training for the use of computers and applications*
- *Assess the appropriateness of the methodology and strategies used by the departments to gather data and the resulting link to the budget process*

**Standard IV: Leadership and Governance**

- *Distribute the Student Handbook during the school year, or including the handbook in the college catalog*
- *Establish separate marketing lab bank accounts for each high school to ensure accountability of the funds*

**Summary**

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**To Address Minimum / None Compliance Issues**

- *Establish in the Assessment process links to SLO with measurement criteria*
- *Follow CAC's direction for departments to continually conduct programs reviews to update curricular offerings*
- *Utilize program revisions to adopt course guides*
- *Establish links to SLO with measurement criteria*
- *Update the master and facilities plan through the Administrative Services Division*



- *Institutionalize assessment of the correlation between technology and SLO to incorporate into the Ten Year Master Plan and Technology Master Plan*
- *Develop and provide mini-courses for students needing training for the use of computers and applications*
- *Assess the appropriateness of the methodology and strategies used by the departments to gather data and the resulting link to the budget process*

**NOTE: AY2000-2003 RECOMMENDATIONS**

- *Develop and fund an office that facilitates assessment and institutional effectiveness*
- *Assessment should track student learning outcomes*
- *Conduct training on assessment and student learning outcome, including faculty*
- *Create accessibility of the assessment information to the community*
- *Improve the student governance process*
- *Improve curriculum that involves advisory committees*
- *Student learning outcome should include information literacy as a general education*
- *SLO should be considered in faculty appraisals, the technology plan, and the linkages to programs, services and departments*

## **Institutional Commitments**

### **Criteria**

- *Proactive commitment to providing high quality education congruent with institutional mission*
- *Insure the consistency between mission and institution goals and plans, insuring that the mission is more than a statement of intention — that it guides institutional action (see Standard I)*
- *Commit to supporting student learning as its primary mission.*
- *Include participation of the entire institution in reviewing institutional performance and developing plans for improvement of student learning outcomes*
- *Regularly review institutional mission statement – reflecting on the mission statement, adapt it as needed, and renew commitment to achieving the mission.*

### **Committee Recommendations**

#### **Standard I: Institutional Mission and Effectiveness**

- *Review the ACCJC recommendations for time frame to review the mission statement, the Evaluation Report from ACCJC, and Team Millennium recommendations*
- *Restore off-island travel funded by faculty and staff development funds.*
- *Review mission statement every January*
- *Develop a Student Judiciary Council, from the Office of Student Development*
- *Conduct periodic reviews of the mission statement and goals and objectives within various areas of the college*

- *Publish all CCA assessments electronically for better access to all GCC clients*
- *Publish on the website and discuss at all levels CCA minutes on assessment*
- *Implement, update and review institutional mandates for effectiveness*
- *Establish a Financial Exigency to develop recommendations for the most effective use of resources*

## **Standard II: Student Learning Programs and Services**

- *Review the mission statement*
- *Review the mission statement on a biannual basis*
- *Better organize a formal review of the mission by all standing committees in order to ensure broader participation and ownership*
- *Expand the commitment to student development, to include the tutoring program, increasing the number of computer labs, providing GCC email accounts to students*
- *Further integrate student services into the curriculum*
- *Build a new library that complies with all applicable standards and budget for adequate staff and resources.*
- *Hire additional library support staff, filling all vacant library faculty positions*
- *Increase the number of student computers in the library*
- *Upgrade the computers in the library*
- *Increase the number of computers on campus, increasing monitoring in the labs*
- *Provide a viewing room in the library for faculty and students as stated in the Board-Union Contract*
- *Provide a student-group study room in the library*

## **Standard III: Resources**

- *Strengthen the link between SLO and faculty and staff development*
- *Review and updated Ten Year Master Plan*
- *Review and validate the usefulness of the Conceptual Master Plan*
- *Align capital improvement projects with a master plan and facilities plan*
- *Finalize and implement the Master Technology Plan, which needs to include governing policies that define how technology resource needs are prioritized and allotted*
- *Continue to take appropriate steps to plan for the unpredictability of funding sources to address institutional priorities*

## **Standard IV: Leadership and Governance**

- *Review and revise as needed the philosophy and rationale for general education requirements*
- *Remind that the governing board has ultimate responsibility for educational quality, legal matters, and financial integrity (Std. IV B.1.c)*

## Summary

- *Demonstrate institutional commitment to the centrality of Student Learning Outcome, measurable SLO goals and links to technology and college assessment (to include course, program and degree level, and Student Support Services)*
- *Provide faculty training to ensure applied assessment of SLO*
- *Facilitate faculty dialogue on maximizing student learning*
- *Engage in intentional reflection of improvements in teaching and learning*
- *Enforce faculty advisement roles*
- *Continually conduct program and course reviews (per CAC), with a focus on SLOs (including literacy SLO in General Education and Liberal Arts)*
- *Utilize the college website to provide SLO within each discipline, including other reports (i.e. performance accountability and financial status)*
- *Utilize TracDat for collection of assessment data (students & programs)*
- *Support and improve student development objectives, including securing an administrator position*
- *Update masters and facilities plan*
- 

## To Address Minimum / None Compliance Issues

- *Review the mission statement*
- *Review the mission statement on a biannual basis*
- *Better organize a formal review of the mission by all standing committees in order to ensure broader participation and ownership*
- *Expand the commitment to student development, to include the tutoring program, increasing the number of computer labs, providing GCC email accounts to students*
- *Further integrate student services into the curriculum*
- *Build a new library that complies with all applicable standards and budget for adequate staff and resources.*
- *Hire additional library support staff, filling all vacant library faculty positions*
- *Increase the number of student computers in the library*
- *Upgrade the computers in the library*
- *Increase the number of computers on campus, increasing monitoring in the labs*
- *Provide a viewing room in the library for faculty and students as stated in the Board-Union Contract*
- *Provide a student-group study room in the library*
- *Align capital improvement projects with a master plan and facilities plan*
- *Finalize and implement the Master Technology Plan, which needs to include governing policies that define how technology resource needs are prioritized and allotted.*

*NOTE: AY2000-2003 RECOMMENDATIONS*

- *Develop an office that facilitates assessment and institutional effectiveness*
- *Provide web accessibility of assessment information to all stakeholder, promoting dialogue*
- *Establish strict timeline and review process of institution mission and effectiveness*
- *Review the General Education requirement*
- *Establish a library that is compliant with standards*
- *Establish a technology plan*
- *Continue financial readiness plan*
- *Develop appraisal process for all faculty, including review of promotional processes*
- *Link professional development to institutional goals, including faculty training in SLO*
- *Include all faculty in the governance process*

**Evaluation, Planning, and Improvements****Criteria**

- *Conduct ongoing institutional evaluation and improvement to help serve students better.*
- *Focus on student achievement, student learning, and the effectiveness of processes, policies, and organization (evaluation)*
- *Conduct ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation (improvement).*
- *Begin a planning cycle with evaluation of student needs and college programs and services.*
- *Establish an evaluation that informs college decisions about where it needs to improve, identifying improvement goals campus-wide*
- *Distribute resources in order to implement identified goals, and adjust resources when insufficient to support improvement goals*
- *Adjust resource decisions to reflect institutional priorities or seek other means of supplying resources to meet its goals.*
- *Implement improvement plans and evaluate how well the goals have been met*
- *Develop a planning cycle comprised of evaluation, goal setting, resource distribution, implementation, and reevaluation.*

**Committee Recommendations****Standard I: Institutional Mission and Effectiveness**

- *Include administration or Board representation in the Self-Study process*
- *Conduct training such as TracDat user training, COMPASS (by Fall04)*
- *Identify funding for water related campus projects*

- *Review the mission statement at all levels of the college (BOT, AAC, Adult Education and Apprenticeship Programs)*
- *Review and update the BOT Policy 325 Guam System of Performance Measures and Standards for Vocational Education*
- *Initiate planned TracDat system to systemize institutional assessments and curriculum planning*
- *Conduct campus-wide training workshops in a timely manner*
- *Review periodically the CCA review process diagram and the website (monitoring and feedback process)*
- *Include all reports into the institution's website and provide a venue for all constituents for input and recommendations*
- *Develop and implement an institution-wide assessment program that promotes institutional improvements across the board*

### **Standard II: Student Learning Programs and Services**

- *Continue faculty training in the assessment process and software.*
- *Provide evening, night and weekend access to online assessment software*
- *Compensate faculty for the time spent on the assessment process (exceed if the TracDat requires more hours)*
- *Provide a clearer and more consistent assessment guideline and methodology*
- *Plan for the assessment results to be the basis for institutional planning (master plan)*
- *Formalize library participation with General Education and Liberal Arts through the contract and institutional structures*

### **Standard III: Resources**

- *Finalize the draft Personnel Rules and Regulations for academic personnel*
- *Link institutional assessments to the development of human resources*
- *Establish a systematic assessment process*
- *Update a conceptual Master Plan*
- *Evaluate physical resources and safety needs through departments and programs*
- *Conduct long-term planning for physical resources, based on period evaluations and assessment*
- *Conduct systematic evaluation of the master plan and facilities plan to meet changing needs*
- *Incorporate institutional assessment of department and program facilities and equipment.*
- *Develop and implement a systematic institutional evaluation method to determine the need and frequency for upgrades / replacements*
- *Develop and implement a Technology Master Plan to include evaluation of student learning outcomes*

- *Utilize assessment results to develop and implement a 5-Year Financial Plan, and to review/revise the 10-Year Master Plan*

#### **Standard IV: Leadership and Governance**

- *Develop and implement strategies to raise the level of funding for campus maintenance and renovation projects to predictably meet maintenance needs*
- *Develop an evaluation model that could be used for adjunct faculty evaluation, and modified to evaluate the performance of administrators and staff*
- *Provide staff development for the college community to clarify the importance of regular review as a process for continued improvement*
- *Establish a formal process for the BOT to evaluate its performance, to include the establishment of broad institution policies and delegation of responsibilities to implement and revised policies as needed*

#### **Summary**

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#### To Address Minimum / None Compliance Issues

- *Include administration or Board representation in the Self-Study process*
- *Review the mission statement at all levels of the college (BOT, AAC, Adult Education and Apprenticeship Programs)*
- *Provide a clearer and more consistent assessment guideline and methodology*
- *Plan for the assessment results to be the basis for institutional planning (master plan)*
- *Evaluate physical resources and safety needs through departments and programs*
- *Conduct long-term planning for physical resources, based on period evaluations and assessment*
- *Conduct systematic evaluation of the master plan and facilities plan to meet changing needs*
- *Incorporate institutional assessment of department and program facilities and equipment.*
- *Develop and implement a Technology Master Plan to include evaluation of student learning outcomes*

#### **NOTE: AY2000-2003 RECOMMENDATIONS**

- *Review mission statements and plans at all levels (including 10-year Master Plan, Institutional Assessment, BOT, CAC, AAC, Adult Ed, Apprenticeship)*
- *Strengthen electronic/web accessibility of institutional assessment and curriculum planning process*
- *Fund an office that facilitates assessment and institutional effectiveness*

- *Review periodically the assessment policy and processes, using evidence to reflect development and improvement*
- *Provide timely technical training on assessment processes, including SLO training for faculty*
- *Develop a technology plan that integrates with the assessment process*
- *Integrate student services and student learning goals, including the library, liberal arts, and general education program*
- *Upgrade HRO processes – including the development of an appraisal process for personnel at all levels, finalizing HRO rules and regulations for academic personnel, and updating job titles and description for key administrators*
- *Develop a balanced evaluation system, to include the Vice Presidents and BOT (mirroring goal-oriented and self-study processes)*
- *Improve the BOT's administration of policy*
- *Establish plans for securing institutional assets*
- *Develop a 5-Year Financial Plan, based on assessment processes*

## **Organization**

### **Criteria**

- *Provide inclusive, informed and intentional efforts to define student learning*
- *Provide programs to support defined student learning*
- *Evaluate how well student learning is occurring*
- *Have the organizational means to identify and make public the learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements.*
- *Provide adequate staff, resources and organizational structure (communication and decision making structures) to support student learning.*

### **Committee Recommendations**

#### **Standard I: Institutional Mission and Effectiveness**

- *Conduct every two years departmental evaluations of the effectiveness of their programs, to include industry input*
- *Reconvene the financial exigency committee to address impending budget reduction*
- *Promote a broader definition of “governance” and expand the concept of shared institutional governance throughout the campus community*
- *Review and revise the structure and purpose of faculty standing committees during the next GFT/BOT Faculty Contract negotiations*
- *Continue CAC process, meeting regularly and providing feedback on all program assessment plans*

- *Periodically review BOT Policy 306, Comprehensive Assessment of Instructional programs, Student Services, and Administrative units, to ensure mandated campus assessment activities*
- *Encourage industry and expert(s) involvement and participation for role as advisory committee members and/or mentors*
- *Publish in a website the measures of student learning outcomes, downloadable by constituents*
- *Implement, update and review institutional mandates for effectiveness*
- *Develop by the Financial Exigency committee recommendations for most effective use of resources*

### **Standard II: Student Learning Programs and Services**

- *Continue institutional commitment to measuring student learning*
- *Revisit organizational approach to Student Services, creating a permanent position for the administrator of the Student Development Office*
- *Formalize library participation with General Education and Liberal Arts through the contract and institutional structures*
- *Provide the necessary number of library support staff and librarians*

### **Standard III: Resources**

- *Develop and implement strategies to raise the level of funding to meet maintenance and improvement needs of the college*
- *Systematically conduct an evaluation involving faculty, staff, and student on the effectiveness of the services outsourced (security, grounds & custodial maintenance, and food services)*
- *Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration*
- *Perform a technology audit*
- *Assess financial and business processes for a more direct alignment to institutional planning (continuing links to student learning outcomes)*

### **Standard IV: Leadership and Governance**

- *The PDRC application and evaluation process should include assessment goals to coincide with department training and professional development needs*
- *The BOT student representative should be a standing item on COPSA's meeting agenda*
- *Support the recommendation from the accreditation team for the development and implementation of a full/part-time faculty evaluation system that covers teaching effectiveness, scholarship, service, and other respective institutional responsibilities.*



## Summary

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### To Address Minimum / None Compliance Issues

- *Promote a broader definition of “governance” and expand the concept of shared institutional governance throughout the campus community*
- *Review and revise the structure and purpose of faculty standing committees during the next GFT/BOT Faculty Contract negotiations*
- *Formalize library participation with General Education and Liberal Arts through the contract and institutional structures*
- *Provide the necessary number of library support staff and librarians*
- *Systematically conduct an evaluation involving faculty, staff, and student on the effectiveness of the services outsourced (security, grounds & custodial maintenance, and food services)*
- *Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration*
- *Perform a technology audit*

### *NOTE: AY2000-2003 RECOMMENDATIONS*

- *Develop a concise mission statement that undergoes periodic review and is accessible via a website*
- *Continuously review, update, and enforce mandates on institutional effectiveness*
- *Develop a broader definition and role of governance, to include all personnel*
- *Continue supporting institutional assessment activities*
- *Promote advisory committees that are represented by industry*
- *Develop process for recommendation for the effective use of resources*
- *Develop and fund an office that facilitates assessment and institutional effectiveness*
- *Continue the existing institutional assessment process (electronic), a model for other institutions*
- *Include student learning outcomes in the development of curriculum manuals*
- *Review Student Support Services structure, to include assessing the library’s role in general education and liberal arts*
- *Assess impact of early retirement and voluntary separation (FY2000)*
- *Plan to support facility and IT upgrades*
- *Assess the integration of business and finance with student learning*

## **Institutional Integrity**

Criteria

- *Demonstrate honesty, truthfulness, and the manner in which the institution represents itself to all stakeholders, internal and external (reflected in intentions and processes)*
- *Institutional assessment of the integrity of its policies, practices, and procedures and to how it treats students, employees, and its publics*
- *Promote clarity, understandability, accessibility, and appropriateness of its publications*
- *Open inquiry provided by faculty in their classes, including student grades that reflect an honest appraisal of student performance against faculty standards*
- *Uphold academic honesty on the part of students*
- *Demonstrate regard for issues of equity and diversity*
- *Review the hiring and employment practices, as well as its relationship with the Commission and other external agencies.*
- *Practice reflective and honest appraisal in all its operations.*

### Committee Recommendations

#### **Standard I: Institutional Mission and Effectiveness**

- *Conduct NIAS training, adopting strategies to increase participation*
- *Develop and implement a more meaningful method of governance that provides the faculty with the ability to provide true and meaningful input*
- *Allow for all areas of the college to provide input for planning, as well as goal and objective setting*
- *Provide adequate support to ensure well coordinated assessment activities*
- *Review periodically of BOT Policy 306 (Comprehensive Assessment of Instructional Programs, Student Services, Administrative units) to ensure mandated campus assessment activities are continuously pursued*
- *Implement, update, and review institutional mandates for effectiveness*
- *Provide assessment information on the college website*
- *Recognize how other institutions request information concerning the whole assessment experience from planning to implementation*

#### **Standard II: Student Learning Programs and Services**

- *Form a committee on professional ethics and create/adopt a college-wide code of ethics for administrators, faculty and staff*
- *Fund for the redesign and regularly update the college website*
- *Place the library link in a prominent place on the college home page, so that students will be able to find the library website quickly and easily*

**Standard III: Resources**

- *Review and finalize the code of ethics developed by an Ad Hoc faculty committee in Spring 2000. Ethical standards should encompass the entire college community and its constituents*
- *Coordinate the review and implementation of the Affirmative Action Plan, through the EEO Coordinator, to promote and ensure equity and diversity in the college recruitment and hiring practices*
- *Perform long-range planning and evaluation of its physical resources through its mater plan, facilities plan, and assessment process*
- *Increase IT support personnel to include a Web Master*
- *Develop ethical standards as it relates to technology and its applications.*
- *Provide accountability for updating information on the website (e.g., contract)*
- *Provide open access to information such as expenditures of technology resources*
- *Develop a team to assess/evaluate the current GCC website to implement strategies to improve the access of various institutional information and content*

**Standard IV: Leadership and Governance**

- *Settle any disputes between the original land owners and the college regarding the 314 acre land in Pagat, Mangilao*
- *Enforce BOT's strict compliance to institutional processes, including constituencies in dialogue (ref: issue regarding an MOU with UOG)*

**Summary**

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*To Address Minimum / None Compliance Issues*

- *Develop and implement a more meaningful method of governance that provides the faculty with the ability to provide true and meaningful input*
- *Form a committee on professional ethics and create/adopt a college-wide code of ethics for administrators, faculty and staff*
- *Fund for the redesign and regularly update the college website*
- *Place the library link in a prominent place on the college home page, so that students will be able to find the library website quickly and easily*
- *Perform long-range planning and evaluation of its physical resources through its mater plan, facilities plan, and assessment process*
- *Perform long-range planning and evaluation of its physical resources through its mater plan, facilities plan, and assessment process*
- *Increase IT support personnel to include a Web Master*
- *Develop ethical standards as it relates to technology and its applications.*

- *Provide accountability for updating information on the website (e.g., contract)*
- *Provide open access to information such as expenditures of technology resources*
- *Develop a team to assess/evaluate the current GCC website to implement strategies to improve the access of various institutional information and content*

*NOTE: AY2000-2003 RECOMMENDATIONS*

- *Conduct period review of the institutional mission statement*
- *Continue to support a streamlined assessment process*
- *Improve and fund institutional websites (general & assessment)*
- *Designate the responsibility of electronic publications to a specific position/department*
- *Develop a more meaningful and outcome oriented governance process*
- *Ensure communication between BOT and COPSA (via Student Trustee)*
- *Continuously review, update, and enforce mandates on institutional effectiveness*
- *Continue the existing institutional assessment process,, a model for other institutions*
- *Upgrade HRO processes – including updating job specs and appraisal processes, rules and regulations for academic personnel, providing handbooks and agreements to new employees*
- *Develop a committee on professional/code of ethics that integrates academic freedom, to include all personnel, BOT, other constituents, and technology users*
- *Review and implement an Affirmative Action Plan*