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ASSESSMENT REPORT

AIE

GCC

GCC student wins gold in job-skills competition
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Pacific Daily News
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Abby Farmer, a post-secondary student at Guam Community College, is bringing home the gold after winning in the national Skills-USA Championships in Missouri-a first for Guam.

Farmer won the gold medal in the medical assisting competition at the Skills-USA 2007 National Skills and Leadership Conference in Kansas City on June 28.

"No student from Guam has ever won a medal before at the annual event organized by SkillsUSA, formerly Vocational Industrial Clubs of America," said GCC spokesman Cathy Gogue yesterday.

The SkillsUSA Championships is a multi-million dollar event that brings together more than 5,000 contestants, from all 50 states and three U.S. territories in more than 80 separate events.

According to organizers: "the philosophy of the championships is to reward students for excellence, to involve industry in directly evaluating student performance and to keep training relevant to employers' needs."

Competitors in the medical assisting competition are tested on their skills in the clinical and administrative setting of a medical office. They are judged on speed, the use of correct safety measures and their ability to interact personally with a patient.

"Farmer competed in the grueling daylong event last Thursday and beat out all other competitors in the post-secondary division," Gogue said.

"In addition to a gold medal, Farmer also received medical assisting equipment from various sponsors that will help further her career opportunities as a medial assistant."

Also competing in the national championships for GCC last week were:

- James Avery, GCC post secondary student; and
- John Sablan, GCC secondary student from George Washington High School, who both entered the automotive service technology competition.

*This article appeared on the front page of the Pacific Daily News on July 2, 2007.

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Seventh Annual Institutional Assessment Report
Committee on College Assessment
Guam Community College
August 2007

Executive Summary

Set against the backdrop of a smooth college presidential transition, this year's report documents the ongoing institutional efforts to address the four major recommendations contained in the 2006 ACCJC Evaluation Report that deal with General Education assessment, governance processes, integration of SLOs in program and course documents, and the Board of Trustees' leadership in the development of the college. How the college has mobilized its limited resources within the past year to meaningfully respond to the team's observations is a theme that pervades in the various sections of this report.

One of the major initiatives undertaken by the college this year is its significant investment in technology and training through SunGard Higher Education's Banner/Luminis integrated database system. Called the unified digital campus, this environment in which people, processes and technology interact seamlessly to strengthen institutional performance will likewise ensure better quality data that will be critical for assessment and accreditation needs.

Because of its stringent data requirements, the new template of the 2007 ACCJC annual report for SLOs will further strengthen the practice of assessment at the college. It demands a careful rethinking of the program level focus that the college has adopted, to include SLOs at every level (particularly at the course level), as well as a comprehensive general education assessment. Its rigid emphasis on curricular mapping, methods, and use of assessment results will require certain shifts in reporting and monitoring designs at the institutional level that will demand wide-ranging dialogue and collaboration.

The concrete recommendations at the end of the report identify responsible individuals or committees, as well as a suggested timeline of activities, in order to ensure that the college will be sufficiently prepared for the midterm progress report, which is due on March 15, 2009 and for the comprehensive site visit in Spring 2012.

Introduction

The week leading to mid-June 2007 marked great achievements for the Guam Community College, for it was the culmination of almost a year of preparation for the launching of an integrated database system that would provide robust connectivity between and among the various stakeholders at the college. It was also the week when a symbolic exchange of keys occurred between **Dr. Herominiano delos Santos**, the college's outgoing president, and **Mary A.Y. Okada**, the incoming president. It was a week filled with frenzy while a team of dedicated faculty, staff and administrators huddled together to do a final run of the software before its unveiling to students and the community-at-large. Simultaneously, a group of staff volunteers quietly began to organize a potluck retirement party for the outgoing president.

The morning of June 11, 2007 signaled the formal rollout of MyGCC, the official name of the college portal which appears as the access point on GCC's revitalized web home page[1]. Several political dignitaries were invited to the campus to witness the launching ceremonies at the GCC Multipurpose Auditorium. Earlier in the day, a ribbon cutting ceremony for the newly-refurbished Trades & Industry Park was also staged. Members of the Board of Trustees, as well as legislators, gave speeches and resolutions. A SunGard Higher Education representative also provided the audience an overview of the unified digital campus concept. Before the MyGCC demonstration, the incoming president spoke of the importance of this project in the following message:

> Today marks a new milestone for the Guam Community College.
> This milestone represents the hard work and dedication of all of our
> employees: staff, faculty, and administrators.
>
> Over a year ago, the Guam Community College sought for a solution
> for the many services and functions that we perform. In seeking for
> this solution, a couple of representatives from integrated solutions for
> higher education responded to our call. After several months of review
> and deliberation, the college chose to go with the company that provided
> a solution and the flexibility that we need in accomplishing our goal. That
> company is SunGard Higher Education.
>
> During the past several months, team members from the Guam
> Community College have worked relentlessly and tirelessly to
> complete this arduous task. With a current financial investment
> of $1.7 million and an expected total investment of over $5 million
> within the next 5 years, this team has proven the commitment of

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[1] Whether it was coincidental or not, a news item announcing a $400,000 award to GCC from the US Department of Education (Title 3) also appeared on <u>Pacific Daily News</u> on this same day. President Okada made this announcement to the public during the ceremonies.

accountability of our most precious resources.

A project of this magnitude doesn't come without its fair share of
challenges. Nevertheless, with those challenges, this team has prevailed.
One of the most important of those challenges lie in the knowledge
that employees have of the responsibilities they perform. This
knowledge laid the foundation of what we have been able to
accomplish today.

Please join me in extending our utmost appreciation for the job well
done and the motivation for the continued momentum to see the next
milestones of our path.[2]

The retirement party that followed soon thereafter was filled with the spirit of celebration, for it also marked the departure of a well-liked president, under whose term the Banner/Luminis project was initially discussed. For the record, it was this president who gave serious attention to the institutionalization of the assessment initiative begun in Fall 2000. Under his term, six annual assessment reports were produced and written --in academic years 2001, 2002, 2003, 2004, 2005, 2006-- to document the ongoing process and substance of assessment activities on campus. The successful 2006 ACJCC site visit, and the commendation given to the college's assessment process in the team's report, testifies to the leadership of the outgoing president in mobilizing all the resources necessary to make a campus-wide assessment process work. Insofar as institutional commitment to assessment is concerned, he led by example.[3] Most important of all, the selection of the incoming new president, who previously occupied the position of the Vice President for Business and Finance, ensures that the grounding of the already-institutionalized assessment process will remain stable and strong in the years to come.

This document, the **Seventh GCC Annual Institutional Assessment Report,** continues the tradition of assessment leadership on island and in the region. Because all the processes and protocols have been established in prior years, the harvesting of assessment data via TracDat continues from year to year. The release of TracDat version 4 in August 2007 will provide campus users even greater ease of navigation and better interactivity. It is hoped that richer assessment data will be achieved when TracDat users have been trained to use the new features of the software. Through this online assessment data management tool (implemented fully at the college beginning

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[2]Project briefing of MyGCC, a speech delivered by incoming president, Mary A.Y. Okada, on June 11, 2007 during the MyGCC rollout ceremonies at the GCC Multipurpose Auditorium.

Fall 2004), the uninterrupted building of incremental assessment evidence to guide improvements at the course, program and institutional levels remains the most important reason for the college's systematic efforts in implementing the seven-year old assessment initiative, which was begun in Fall 2000.

Organization of the report

For reasons of clarity and organization, six major sections provide structure and format to this year's report. Part I, "Achieving a Unified Digital Campus: The MyGCC Project," provides an overview of the processes that led to the management decision to implement this integrated database system, as well as its implications to the whole assessment process. How will this integrated data solution impact the way business is done at the college from the perspective of our primary client, the student? From the administrative point of view, what changes will take place that will impact on employee productivity, as well as efficiency? What data collection tools will be utilized to generate valid, reliable data from across the institution? In terms of preparing for these changes, what priorities did the college set in order to maximize human effort and resources? These and other similar questions will form the core of the discussion in this largely descriptive section.

Part II, "Follow-ups and Follow-Throughs: Implementing Recommendations from Last Year's Report," explores the issues that result from the college's decision to focus on priority areas of implementation. Relative to each recommendation's expected task duration (short, medium, or long term) as indicated in last year's report, which recommendations received priority implementation, and why? Which ones were not given sufficient attention? How did the responsible office or committee proceed with the implementation of these recommendations, and what results have been consequently achieved? How did the coding implemented in last year's report facilitate or hinder the action expected from individuals or offices identified in the report? This section will explore all these questions through a careful review of the "Matrix of Recommendations and Responsibilities" on page 85 of last year's report. A discussion of how assessment results are used by various sectors of the college community will be explored by linking observations made in the recommendation review of last year's report.

Part III, "The Role of Institutional Research in Addressing Accreditors' Concerns on Institutional Data" presents faculty and student data in an effort to provide a broader, more

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[3] See APPENDIX A, Dr. R. Ray D. Somera's article, "The College President's Critical Role in Modeling Assessment: A Lesson in Leadership by Example," Assessment Update, Volume 19, Number 1, January-February 2007.

comprehensive institutional information, despite its limitations. In the process of compiling these statistics, what emerged was a confirmation of the data quality issues that were discussed in the 3rd annual institutional assessment report (2003). A caveat on the general lack of reliability for the statistics presented in this section is therefore necessary. Though this section reveals that the college suffers from unreliable/inconsistent/incomplete data, effective management of data, and user friendly management reporting of data, the presentation of available statistics generated from existing data sets and tools will drive home the point that the Banner/Luminis solution was not an accidental decision by the college management team.

Part IV of the report, "Rethinking the Program Level Approach to Assessment: The New ACCJC Template," discusses the college's current program level focus on doing assessment, in light of the new SLO reporting template of the commission. This 4-part template called the *Institutional Annual Report on Student Learning Outcomes* "describes a framework for the process of implementing student learning outcomes requirements" as the report is also expected to "provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards."[4] What changes in General Education assessment needs to be taken in order to adopt an institutional approach as called for in the template? How will student learning outcomes for instructional support and student support services be reported, given the new template expectations? In general, how does the college plan to systematically address this new SLO reporting requirement so that a plan is in place to address these issues prior to the 2009 midterm visit and the next comprehensive site visit in 2012? These and other similar questions will form the core of discussion in this section of the report.

Part V, "TracDat Data Patterns: Various Measures of Assessment and Institutional Effectiveness" culls assessment information from TracDat and updates data harvested in previous years. Similar to prior years' reporting formats, current data on compliance rates, program SLOs, tools utilized, and use of assessment results provide the reader a good overview of the continuing cycle of assessment activities on campus as established under the two-year assessment cycle schedule. As this section reveals, the cycle as implemented serves as a constant reminder of a scheduled assessment deadline every semester. Also included in this section is a discussion of other assessment measures (other than TracDat data) that present the variety of data sources that can further enrich the college's already-robust assessment process.

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[4] Preface, Dear Colleague, from the Annual Report Update on Student Learning Outcomes, Dr. Deborah G. Blue, Vice President for Policy and Research, ACCJC.

The last section of the report, Part VI, "Looking Ahead to 2009: Governance Processes and the Governing Board," highlights the establishment of the first ever GCC Faculty Senate as a direct response to the evaluation team's recommendation "to provide clear lines of communication and contribute to timely decision making oriented toward the positive development of the institution." Along this same vein, this section also presents the key points of the AY 2006-2007 Institutional Strategic Master Plan (ISMP) document which are articulated by key departments and units at the college. The synthesis in this section reveals a cohesive and unified plan that addresses the ACCJC identified themes, as well as situate them in the context of the 2002 Standards, so that when the 2009 midterm progress report is due, the college would have built incremental evidence to support ongoing assessment and planning efforts. Furthermore, a discussion of the governing board's responsibility towards assessment is re-emphasized in this section.

Throughout this report, an attempt will also be made to document ongoing institutional and programmatic efforts to address the four major recommendations contained in the Evaluation Report by the team of accreditors who visited the campus in early 2006. These recommendations are:

1. The college has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The college should assess the effect of these new requirements on student access and success. Based on an assessment of the student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standards II.A.3)

   A standardized general education pattern has likewise been established. To further opportunities for students to meet general education requirements at transfer institutions and to provide an opportunity for greater breadth of understanding of the major areas of knowledge including humanities and fine arts, a dialogue should occur to consider adding classes to the general education curriculum. (Standard II.A.3.a)

2. The college is considering a more formal organization for faculty participation in shared governance such as the initiation of a faculty senate. The college should finish its work on developing a formal system for faculty, staff, and student participation in the governance processes at the college. Such systems should provide clear lines of communication and contribute to timely decision making oriented toward the positive development of the institution. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3)

3. Working on the strength of its assessment structure, the college should now fully undertake the process of developing student learning outcomes for courses, programs and the institution. As these student learning outcomes are developed, they should be communicated to students, the college community and the public. (Standards II.A, II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.f)

4. The Board of Trustees is now fully empanelled and evidences a commitment to further the development of the college. Provision should be made to provide training for the Board to assist them in fulfilling this commitment. After the Board adopts its recently revised manual, it should engage in a review of Board policies. (Standards IV.B.1.e, IV.B.1.f, IV.B.1.g)

Part I: Achieving a Unified Digital Campus: The MyGCC Project

With the GCC management's decision to engage the services of SunGard Higher Education for the Banner/Luminis project in early 2006, a core project team immediately began to work hard to achieve a Unified Digital Campus (hereinafter referred to as UDC), an "environment in which systems, individuals, and communities interact seamlessly for learning, teaching, administration and achievement"[5]. As the company defines it, UDC is not a product – it is instead a shared vision between SunGard and GCC. It is also an environment "in which people, processes and technology interact integratively to strengthen institutional performance". Through the company's technologies and services, it was made clear to the college's stakeholders that UDC would better equip the campus community to address critical challenges facing GCC, such as the following:

- Planning Issues -- UDC would streamline processes, enhance efficiency and productivity, cost-effectively broaden services and reach, and extend the value of existing investments;

- Constituent Service – UDC would meet constituents' increasing expectations for service and access: Anytime-anywhere access, real-time convenience and service, increased value and effectiveness for all stakeholders, delivery of personalized education experiences and lifelong institutional relationships;

- Accountability – UDC would improve performance: Cross-organization data access, reporting and decision support, improved outcomes in learning, teaching, administration, and research; and

- Unity – UDC would transform the systems environment: reduce chaos and lack of connectivity, create a seamless, manageable, usable environment that connects all systems of choice on campus and beyond[6].

With all the aforementioned benefits that UDC would bring to GCC, the path towards an integrated solution was intended to achieve the following objectives:

- Maximize value and functionality of existing technology investments (e.g., TracDat);

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[5] SunGard Higher Education's Proposal to Guam Community College (June 2, 2006), p. 1.
[6] This whole narrative is excerpted from the SunGard proposal (June 2, 2006), p. 2.

- Keep up with or exceed evolving service expectations of its technologically savvy campus constituents;

- Integrate multiple disparate systems to improve efficiencies;

- Provide convenient self-service access to information, teaching and learning resources and campus services;

- Make it easier to perform college administrative tasks; and

- Promote redesigned business processes while also generating cost savings for the enterprise.[7]

The end result of this vision, as SunGard's proposal explicitly states, is an array of benefits: New Possibilities. New Bodies of Knowledge. New Synergies within the organization and the campus community. In order to make all these happen, SunGard assured the college that it will "bring together functionality, technology, and architecture in ways that will yield maximum utility and value" for GCC's various stakeholders.

In the November 2006 issue of *Chachalani*, the college's online newsletter, a brief article entitled "GCC Entering A New Era with MyGCC," informed the college community regarding the project, as follows:

In June 2006, GCC began the implementation of a new system that will eventually replace our current NIAS and Dynalogic systems. The new system, purchased from SunGard Higher Education, provides GCC with a software suite package that will include:
- Banner – an integrated database system that will handle Student Registration, Finance, Human Resources, and Financial Aid.
- Luminis – a web portal system – will provide us with intranet services through its Banner interface for students, faculty, staff and administrators.

Some of the services we can look forward to are on-line registration and self advising for students; class and course management for faculty; and access to relevant HR information for all employees. We can also look forward to an automated P.O. system and a new e-mail system for employees as well as students. "By GCC entering a new era with 'MyGCC,' this means that we can expect greater efficiency of student and employee information," said President delos Santos.

Intense training by all departments will be ongoing until full implementation of the Banner system is in place. Training will then be provided on a regular basis for new students and employees to take advantage of what this new system will bring to GCC.

MyGCC is the official name of our portal and will be appearing as an access point on our web page. In June 2007, MyGCC will be making its debut for on-line registration. Other modules will follow soon after. A timeline of implementation has also been developed (see Figure 1 on page 9) for the college.

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[7] These objectives parallel that of North Shore Community College's UDC objectives, as published on SunGard's website (www.SunGard.com).

If you would like more information about the MyGCC implementation, please feel free to contact the Project Director, Wes Gima at 735-0325 or <u>wgima@guamcc.edu</u>.

In a follow up article in the following month's issue of *Chachalani*, a section on Frequently Asked Questions (FAQ) provided a question and answer format to provide current information to the various stakeholders of the college community regarding the benefits of the system.   It began in the following manner:

Wanting to keep our students, staff, and faculty informed of our MyGCC Project, we have designed this page to answer some questions that may arise during the implementation of the Banner and Luminis system at the College.

Frequently Asked Questions:

What is the MyGCC Project?   GCC has entered into a partnership with SunGard-Higher Education, to implement a software solution that encompasses Banner and Luminis. Together, Banner and Luminis form the foundation of the solution we call MyGCC.

What is Banner? Banner is an integrated, internet accessible solution consisting of the following modules: Student, Finance, Financial Aid, and Human Resources. This is such a large project that modules will be introduced on-line in phases.

What will Banner do for us? The first thing it will do is allow us to eventually retire Dynalogic and NIAS. It will give us a system in which our Finance, Student, and Financial Aid data will be able to seamlessly interact with each other. Forms and information will be accessed easily. Purchase orders will be done on-line. Reports will be generated without tedious programming. Overall, it will provide us with greater flexibility to access and process the huge amounts of information that GCC generates each year. It will allow us to be more efficient.

You mentioned internet access, is this important? Very important. It will allow us to access data using any computer in the world with an internet connection. Faculty will be able to access data from home. Students will be able to register and pay on-line. All employees will be able to access HR information from anywhere.

So how will Banner be accessed? This is where Luminis comes in. Luminis is a web portal software solution that will be implemented along with Banner. Luminis provides a rich suite of functional capabilities, including single sign-on, email, information links, collaborative activities, and others. Luminis will serve as the web entry point not only for Banner, but also for other GCC systems such as Moodle. In order to develop an identity as well as to create an easier name to refer to the Banner/Luminis solution, we have named it MyGCC.

Is GCC creating a new website and will this take its place? No. Our website will be our public or external face. MyGCC will be for internal purposes. In other words, only people with passwords will be able to go beyond the opening of the MyGCC screen. MyGCC will be accessed through a link on the GCC website.

Figure 1. SunGard Higher Education: Guam CC Timeline
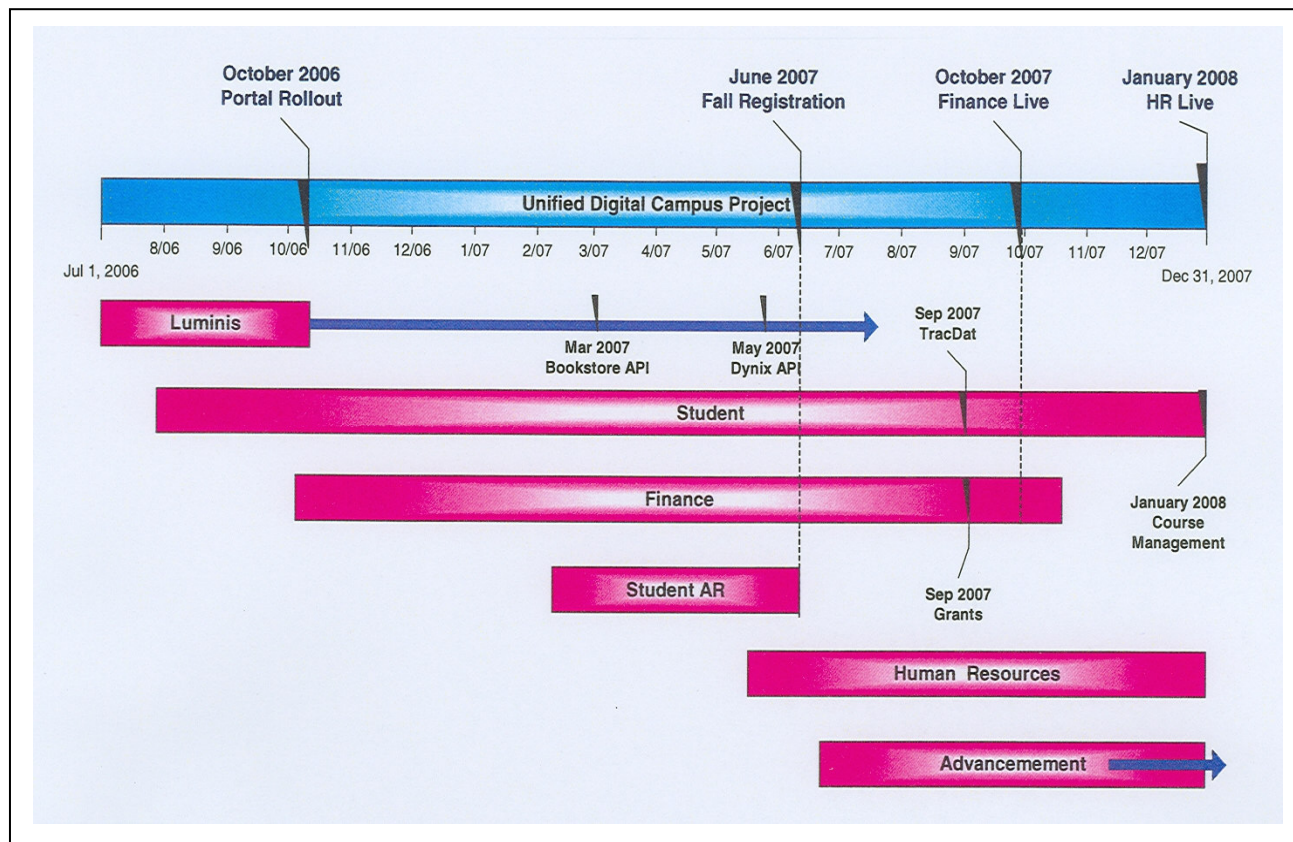
So when are we going to be trained on this? Training is already underway. Departments creating the foundation such as Admissions & Registration, Business Office, and Financial Aid have all been attending sessions over the last two months. The development of the Luminis portion has also been ongoing. Human Resources will start in January. In Spring 2007, training for students, faculty, and all other employees will begin.

When will students be able to register on-line? Our target date is June 1st for students to enroll on-line for the Fall '07 semester.

Will everything be on-line by then? No. As previously mentioned, modules will be phased in at different times. We expect all modules to be on-line by February 2008. As modules go on-line, we will be making announcements to the campus community.

Who is SunGard-Higher Education? SunGard-Higher Education offers a broad selection of software specifically designed for colleges and universities. For over three decades, SunGard-Higher Education has developed and refined its software and service based on highly collaborative relationships with partner institutions. More than 1600 higher education institutions world-wide have partnered with SunGard-Higher Education for software and services.

For more information about the implementation of MyGCC, please feel free to contact the Project Director, Wes Gima at 735-0325 or wgima@guamcc.edu.

How did the college come to this decision of unifying the campus through an integrated data solution such as Banner?   The short answer is simple: to fulfill ACCJC accreditation requirements through an integrated data system that will, in the long run, facilitate student learning processes. Essentially, this is realized through multiple levels: (1) at the *individual* level, since the system serves students as they achieve their educational goals -- at the same time that administrators and staff also excel at their individual responsibilities; (2) at the *institutional* level, since the system provides a wide array of tools that help faculty, staff, and administrators improve their productivity; and (3) at the *community* level, since the system supports communication, collaboration, and other community needs that have a direct bearing on the life of the institution. Although the ACCJC team report released to the college *did not* specifically suggest to transform the college into a unified digital campus to gain accreditation points, the report's implications, insofar as data collection and reporting were concerned, made it clear that an efficient, integrated data management tool would help sustain the college's aim of maintaining its forward momentum in assessment and other equally-important learning-related processes.   Below is a matrix that appeared in last year's assessment report, and is now updated to include implications of the UDC to the issues and challenges identified by the accreditors.   The verbatim text from the report appears in *italicized format* below:

Table 1. Debriefing of the Accreditation Report's Evaluation of the 2005-2006 College's Self-Study

ACCJC Theme in Self-Study Report	Issues and/or Challenges Identified by ACCJC Team
Dialogue	• No issues or challenges identified in the report
Student Learning Outcomes	• More work is needed in "linking student learning outcomes (SLOs) to resources" *Serious efforts have been put forward in an attempt to establish student learning outcomes at the course, program, and institutional level; however, more work is needed. Linking student learning outcomes to resources is a goal for the college, but the college needs to continue work in this area.* (p. 17) **UDC implication**: With the vast amount of college information about courses and programs entered into the Banner system, generating reports from various compatible platforms (e.g. TracDat to Banner and vice versa) would yield more valuable data that would in turn, inform

	decision-making insofar as resource allocation is concerned.
Institutional Commitment	• No issues or challenges identified in the report
Evaluation, Planning and Improvement	• Clarify the linkage between evaluation, planning and improvement vis-à-vis student needs *Whereas evaluation is in place in some aspects, ties to planning and improvement are not clearly evident with respect to identifying and addressing student needs.* (p. 18) **UDC implication**: The institutional research component of assessment will be strengthened considerably by the data reporting tools available in the Banner system (e.g. ODS, EDW) which in turn will enrich the annual institutional assessment reports produced by AIE each year. Research on student needs will be facilitated greatly by these available tools. More meaningful linkages will be made between evaluation, planning and improvement as more comprehensive data will be gathered across the institution.
Organization	• Ensure that SLOs are articulated consistently across the three tiers of assessment (i.e., course, program and institutional levels) • Define student learning *GCC has begun the work to develop process for inclusive, informed, and intentional efforts to define student learning. While they have made some headway in this area through their assessment plans and TracDat, they have not yet clearly defined student learning. The college will need to first define student learning and then create a process to measure and validate SLOs.* (p. 18) **UDC implication**: The functionality, technology and architecture that UDC brings to the college community will provide the greatest degree of connectivity between and among campus stakeholders. Moreover, the seamless environment between TracDat and Banner will allow the harvesting of SLO data between the two systems that will lead toward a more organized reporting of learning outcomes assessment.
Institutional Integrity	• No challenges or issues identified in the report

In the final analysis, the goal of the UDC towards seamless integration of information systems across campus, when fully achieved, will meaningfully guide the college in systematizing data analysis and collection associated with the *first* (on Gen Ed) and *third* (on SLOs) recommendations in the 2006 Evaluation Report. This bold institutional decision to adopt the Banner/Luminis integrated system will go a long way in documenting student data success patterns, as well as promoting more improved productivity for administrative functions and student support services at the college in many years to come.

Part II. Follow-Ups and Follow-Throughs: Implementing Recommendations from Last Year's Report

The decision to implement the MyGCC project at the college in June 2006 signified the college's willingness to take a bold step toward achieving a unified digital campus that will, in the long run, impact assessment and other administrative processes on campus. The huge amount of financial investment poured into the project also showed the college's priorities in a clear direction. Even more so, the faculty, staff, and administrators involved in the project represented the entire campus to a great extent, thereby undercutting some of their functions in some instances. Yet, the college decided that this project was of utmost importance to the campus and despite these challenges, the project proceeded as planned.

The huge chunks of time eaten up by the project is perhaps best reflected in the number of people involved in setting up this project –over 30 of them-- from start to finish. The various Banner training modules, scheduled on a staggered basis over the course of more than a year, essentially required huge investments of time and effort. As led by a Banner project director, the core group –made up of faculty, staff and administrators --worked tirelessly and relentlessly to steer the project into achieving its milestones, according to a timeline developed by SunGard for the college.

Given the large amount of financial and human resources invested in the project, how did this impact college assessment processes due to the focused attention given to it?   In other words, how has the college followed up or followed through with the recommendations given in last year's annual institutional assessment report vis-à-vis implementation?   What assessment results were given a "follow-through", defined as *taking further action as a consequence or extension of a previous action, especially to continue something through to completion?* Despite the challenges posed by time and personnel constraints due to Banner, what strategies for action were used as a follow up to recommendations found in the accreditors' team report in the previous year?   Were they followed up or not? Why or why not? These and other related questions cover the important areas that need further exploration in this current year's report.

Because monitoring is an important part of assessment implementation, the matrix on the next page helps the reader understand how the college engages in self-critique in order to mobilize certain sectors of the campus community to respond to assessment results in a swift and decisive way, as is practicable. Its intent is also to serve as a gentle reminder to administrators that good leadership does not only entail initiating meaningful processes; it also encompasses follow ups and

follow throughs that need constant, sustained monitoring, as necessary and appropriate. Yet, because of the multiple, sometimes overlapping, responsibilities of most administrators, it is not always easy to focus on issues that deal with follow-ups or follow throughs.

Though personal initiative may work best in certain situations, a matrix like the one below, can also serve as an effective tool for actual implementation of specific tasks. It is imperative therefore that administrators and faculty committee leaders are mindful of the time element involved in these tasks. Most importantly, it is also meant to convey the idea that the college's annual institutional assessment reports are not static reports meant to possess shelf lives only; rather, they are dynamic reports that are intended to be practical guides for decisive action.

Table 2. Matrix of Recommendations and Responsibilities Extracted
from the 6th AIAR (*with an Updated 4th Column*)

Planned Action	Expected Task Duration	Responsible Office/Committee for ISMP Monitoring	Action Taken or To Be Taken
1. ASSESSMENT PRACTICE			
On accreditors' concerns:			
Collaborate with relevant committees of the newly-formed Faculty Senate to initiate a campus-wide conversation on student learning outcomes at the course level. This may be built around the question, "What is student learning?" Plan and implement this campus dialogue to coincide with the Faculty Development Day. This forum may also include a dialogue about the appropriate levels of English and math to require for various programs as a guide toward resolving the GE issue	Short term	AAD, AAD-TSS, AAD-TPS, AAD-AIE	This recommendation needs to be reiterated in this year's report, as the two Faculty Development Day sessions organized by the Professional Development Review Committee (PDRC) in the past academic year skirted this issue. It must be recalled that this recommendation stemmed from the observations of the accreditation team that visited GCC in Feb. – March 2006.

In collaboration with the Curriculum Committee, the PDRC should appropriately lead this effort, as directed and guided by the Faculty Senate President. |

Planned Action	Expected Task Duration	Responsible Office/Committee for ISMP Monitoring	Action Taken or To Be Taken
Ensure the participation of adjunct faculty in the above campus dialogue	Short term	AAD, AAD-TSS, AAD-TPS	Same as above
Devise a staggered schedule that systematizes a PROGRAM/ COURSE GUIDE and SYLLABUS REVIEW process over a two or three-year period. The deans of the respective schools may form a task force or committee to address this longitudinal project. This should address accreditors' concerns on the relationship between SLOs and competencies, among other issues. The Program and Course Review Audit Matrix on page 39 should serve as a guide to this school-wide effort. All syllabi and course guides on file in the AAD office must be "cleaned out" and updated within this 3-year period. Collaborate with relevant committees of the Faculty Senate to spearhead this campus-wide effort.	Long term	AAD, AAD-TSS, AAD-TPS	Because the Banner project took a huge toll on administrators' schedules last year due to numerous training modules they had to attend, this should be a good year to begin a project to systematize a **Program/Course Guide and Syllabus Review**, as led by the TSS and TPS Deans, with oversight by the Vice President for Academic Affairs. They must also seek collaboration with the relevant committees of the Faculty Senate in order to get this project going. The Curriculum Committee of the Faculty Senate must actively support this effort, with endorsement from the Faculty Senate President. A timeline must also be developed in order to achieve this goal on a staggered basis. The goal should be to see the project partially completed by the time the ACCJC progress report is due on March 15, 2009.
At the conclusion of the campus-wide dialogue on student learning, organize and publish an institutional booklet that defines SLOs; also ensures they are articulated	Medium term	AAD, AAD-AIE, PRES-COM	A GCC Fact Book is being published this year by AIE. When all SLOs have been finalized by all programs, this can be published as well in the next year or so.

Planned Action	Expected Task Duration	Responsible Office/Committee for ISMP Monitoring	Action Taken or To Be Taken
consistently across the three tiers			
Plan to include program SLOs in the student catalog and in other relevant campus publications	Medium term	AAD, PRES-COM	No hard copy of the Student Catalog was published this year due to the Banner project. An online publication of SLOs is planned in the near future.
Promote the mission statement consistently, both online and in print, as well as internally and externally, through the implementation of a long-planned college newsletter	Short term	PRES-COM	Two issues (Nov. and Dec. 2006) appeared this year. This is still short of the college's expectations of **regular** communication flow between the administration and its constituency.
Focus professional development dollars on a specific issue, such as how to write good SLOs. Members of the Curriculum Committee should participate in this important training, either through conference attendance or a hired off-island consultant	Medium term	AAD, BFD, AAD-TSS, AAD-TPS	A workshop on the writing of SLOs was conducted by the AVP and the AIE Asst. Director this year. Members of the Curriculum Committee and other interested faculty and staff participated in this workshop.
Expand the general education curriculum to include humanities and fine arts, as suggested by the team report	Medium term	AAD, GE Committee or relevant Faculty Senate committee	Starting next school year, the conversation on this issue should be led by the Gen Ed Committee, in collaboration with Faculty Senate committees.
Strengthen communication about college budgetary needs across campus	Short term	BFD	The campus community is well aware of the budgetary challenges of the college.
Devise a strategy to link hiring to	Medium term	HRO	The HR administrator should include this in the department's

Planned Action	Expected Task Duration	Responsible Office/Committee for ISMP Monitoring	Action Taken or To Be Taken
assessment and communicate this plan to individuals responsible for hiring			assessment plan this year.
Include faculty input in Facility Master Plan which must be continuously reviewed vis-à-vis its link to learning outcomes assessment	Medium term	ASD, ASD-FAC	Recommendations made by the self-study committees already comprise the faculty input on said plan.
Study the ACCJC accrediting team's recommendations, as well as implications of their report in Table 18 (p. 48) and formulate a plan of action that would address these concerns systematically.	Short term	AAD, BOT, PRES, AAD-TSS, AAD-TPS, AAD-AIE, AAD-REG, BFD, BFD-HRO, ASD	The new ACCJC template on SLO reporting should be used as a basis for documenting the college's progress on student learning outcomes, because of new expectations set by the commission.
Ensure 90% to 100% department compliance with twice-a-year Advisory committee meetings to serve as helpful guide in curriculum revision	Short term	AAD-TSS, AAD-TPS	Very significant progress was made this year regarding advisory committee meetings arranged by individual departments. Whether their inputs were considered in curriculum revision is an issue that deserves closer scrutiny. (See email memo from TPS dean in the Appendix of this report).
On core indicators of institutional effectiveness			
Collect data on Student Progress (Core Indicators 1, 2, 3) for Fall and spring, AY2006-2007, so that student data will be integrated in next year's annual institutional assessment report.	Medium term	AAD-REG	Student data, though not on the level of core indicators, were collected and analyzed by the newly-hired Institutional Researcher for publication in the GCC Fact Book produced by AIE this year.
Collect data on Core Indicator 1 to monitor completion rates on	Medium term	AAD-CE	Same as above

Planned Action	Expected Task Duration	Responsible Office/Committee for ISMP Monitoring	Action Taken or To Be Taken
continuing education programs			
Collect data on Workforce Development (Core Indicators 4, 5, 6, 7) for AY2006-2007, so that data will be integrated in next year's annual assessment report	Medium term	ASD- P&D	No action taken by P & D.
Systematize record-keeping of trip reports and devise a system that will provide PDRC (or relevant committee) access to such reports.	Short term	BFD	No action taken. PDRC and BFD must engage in a conversation regarding the practical utility of the trip report form this year.
Rethink trip report template so that it answers the question, "how will the data be used?;" PDRC will report quantitative and qualitative patterns of improvement strategies gained from professional development activities as reported by faculty for inclusion in 7th Annual Institutional Assessment Report.	Short term	AAD, PDRC or relevant Faculty Senate committee	No action taken by PDRC. The Faculty Senate president must help set PDRC's agenda this year by including this issue in the committee's activities. No PDRC end-of-the-year report posted in the Faculty Senate site either.
Refine or revamp template for Record of Classroom Observation to allow for *quantitative* monitoring of improvements at the classroom level; it should answer the question, "what pedagogical strategies are being employed to improve student learning?" This should complement the qualitative nature of the present template.	Medium term	AAD-TSS, AAD-TPS	No action taken by the TSS and TPS deans/ associate deans. Time constraints due to the Banner project was probably the greatest challenge in starting this initiative. Hence, the old form is still being used; this year should be a good time to begin refining or revamping the template. The deans and associate deans must meet together at the start of the Fall semester in order to set a plan of action, as well as a timeline for completion. Because the document

Planned Action	Expected Task Duration	Responsible Office/Committee for ISMP Monitoring	Action Taken or To Be Taken
			itself is a component of the Board-Faculty Union contract, it is imperative that a dialogue between the parties involved be started.
2. **ALIGNMENT ISSUES**			
Study the alignment issues discussed above and plan to implement any one or all of the following: (1) The AVP must convene a college-level committee tasked to explore alignment issues as suggested above. This committee must represent various sectors of the college, including student representatives.; (2) The AVP may designate the Self-Study committees to work as a group to tackle this task; (3) The AVP may designate the AAD Management Group to lead this project; (4) The AVP may implement a combination of the suggestions indicated above.	Short term	AAD	No action taken by AAD due to the demands of time and effort exacted by the Banner project this year. When the mission statement is up for review in January 2008, it will probably be the best time to bring up these alignment issues anew.
Once these alignment issues are ironed out, ensure that the college mission, vision and values, as well as the goals attached to the mission, become an integral part of the ISMP document	Short term	AAD	The new ISMP template was revised this year to include the college mission statement, along with the six (6) thematic divisions demanded by the four (4) ACCJC standards. The new format was implemented immediately.
Formulate school-level goals that align with institutional goals, and disseminate these goals campus-wide once they are finalized.	Short term	AAD-TSS, AAD-TPS	No action taken by the deans of the two schools (TSS, TPS) regarding school-level goals. Seek input from TSS faculty this year and initiate a dialogue on this important issue.

Planned Action	Expected Task Duration	Responsible Office/Committee for ISMP Monitoring	Action Taken or To Be Taken
Communicate the ISMP document widely and consistently so that all employees become familiar with the document and its expectations	Short term	AAD, AAD-TSS, AAD-TPS, PRES	The ISMP document reached the Faculty Senate this year, because there is a plan to include this governance unit as one integral component of the process.
3. **INSTITUTIONAL RESEARCH**			
Plan to hire an **Institutional Researcher** who will be tasked to expand the college's assessment approach through a systematic and regularized collection, analysis and interpretation of data on student needs and demands vis-à-vis learning	Medium term	AAD, AAD-AIE, BFD, BFD-HRO	An institutional researcher was hired in November 2006 and was tasked to prepare a GCC Fact Book immediately.
Seek input, develop, and implement a research agenda for the college based on areas of importance as identified by the accreditors' report	Medium term	AAD, PRES, AAD-AIE	No action taken this year because the Institutional Researcher also participated in the Banner module training sessions on data collection and report generation.
To address the accreditation issues pointed out by the team report, recognize the importance of research in the college's priority areas for funding	Medium term	AAD, BFD	Various pieces of student data on enrolment, completion, retention, etc. were gathered and included in the GCC Fact Book this year.
Initiate a dialogue within Student Services seeking input on how best to do student services assessment holistically, as recommended by the accreditors' report	Medium term	AAD-TSS, AAD	No action taken this year. It is suggested that the dean of TSS should immediately convene a general meeting of Student Services practitioners and initiate discussion on how best to conduct a holistic assessment of student services (that is, work out the details and mechanics, as recommended by the

Planned Action	Expected Task Duration	Responsible Office/Committee for ISMP Monitoring	Action Taken or To Be Taken
			team's report.
As part of a research effort in the student services area, the Center for Student Involvement (CSI) needs to address issues of diversity. This might best be done using the "Equity Scorecard" which is available through the Center for Urban Education at the University of Southern California, Rossier School of Education.	Medium term	AAD-TSS, AAD	No action taken this year because of time and personnel constraints due to the Banner project. The TSS dean, in consultation with the program specialist of CSI, needs to initiate this effort immediately in order to respond to the issues raised in the 2006 accreditors' report.
4. LEADERSHIP AND GOVERNANCE PROCESSES			
Include student representatives in the Self-Study committees for them to have a voice in the college's decision-making processes	Short term	AAD, AAD-TSS	No action taken on this issue yet.
Follow through with specific recommendations made in assessment reports (e.g., Consolidated Administrators' Assessment Report) and communicate to the campus how improvements were made and implemented via GCC newsletter	Medium term	PRES-COM, PRES, BOT	No action taken on this issue. The GCC online newsletter has not been regularly produced by the Communications and Promotions office as expected by the general campus community. Other media channels need to be developed and introduced.
Conduct a board retreat to formally adopt revised manual and other relevant board documents	Short term	AAD-AIE, BOT, PRES	BOT Membership Handbook now adopted; see BOT Policy 111 in APPENDIX Q.
Review board policies for currency and appropriateness, as soon as the revised manual is adopted	Medium term	BOT, PRES, AAD-AIE	No action taken this past academic year.

Planned Action	Expected Task Duration	Responsible Office/Committee for ISMP Monitoring	Action Taken or To Be Taken
Provide a more formal board development training, including training on SLOs and the accreditation process, as recommended by the ACCJC team report	Long term	PRES, BOT, AAD-AIE	No action taken this past academic year.
Provide funding for board development training in order to address accreditors' concerns	Medium term	BOT, PRES, BFD	$25,000 was allotted for Board training this year; see APPENDIX A.1 for specific training attended by Board members for AY 2006-2007.

With regard to Column 3 in the above table, this was a coding scheme that was implemented last year for purposes of monitoring planning activities at the college. It was meant to alert specific committees or offices that was supposed to have primary (or to a lesser extent, secondary) responsibility for a definite recommendation contained in the Institutional Strategic Master Plan (ISMP). It was also used in last year's annual institutional assessment report for the same reason. Whether this strategy has successfully achieved its original purpose or not is the subject of a later discussion in this report.

It is hoped that when the midterm progress report to be submitted to the commission is due in March 2009, most of the recommendations discussed above would have been completed or be in the process of being completed. It is only when assessment reports are used as practical guidelines toward making improvements at the course, program, or institutional levels that individuals or departments at the college become accountable for their evidence-based decisions. In the final analysis, this will inevitably lead them toward making the small and big improvements that essentially signify the power of assessment to effectuate change.

Part III. The Role of Institutional Research in Addressing Accreditors' Issue with Institutional Data[8]

In last year's annual institutional assessment report, a debriefing of the 2006 Evaluation Report revealed that "without the expansion of the college's assessment approach, student needs and issues will not provide the necessary grounding for research-based assessment processes to occur"

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[8] This section of the report was partly written by Richard Quiambao, GCC's Institutional Researcher.

(p. 49). The report likewise proposed that the "hiring of an Institutional Researcher will go a long way in addressing this notable gap in the college's current assessment protocols in assessment reporting" (p. 65). Since then, an Institutional Researcher has been hired by the college and is now an integral member of the staff of the Office of Assessment and Institutional Effectiveness.

Because the Institutional Researcher will now take charge of systematic data collection and analysis of student data that would determine trends and patterns useful for program relevance, expansion, and projection, these selected issues raised in the Evaluation Report will henceforth be addressed:

- Considerable concern exists about the student pathway through the institutional experience in terms of student access, progress, learning and success. The College has work to do to meet the varied educational needs of its students based on the diversity and demographics of its student body. (p. 34)
- The College's established approach to assessment may not lend itself to studying and researching concerns related to the educational needs of students and the possible disproportionate impact of policies and practices on specific students. Student services staff, especially counselors, have utilized various means to obtain outcome data from which they developed an agenda for improvement. (p. 28)
- No clear evidence was found that specific learning support needs are researched or identified and that information then guides the development or improvement of services and programs. (p. 30)

The college was of course fully aware of the repercussions of such observations by the visiting team. The implication was clear. Student outcomes data in terms of demographics, needs, and other variables are severely needed as a useful guide to successful program implementation of various student support services. The hiring of the Institutional Researcher thus provides focus and direction to this goal of systematic data collection and analysis at the college level.   The implementation of the Banner/Luminis project this current academic year will facilitate this task even more.

Institutional research at GCC

Indeed, the role of institutional research on campus is now beginning to be gradually understood because of the ever increasing need for good data for assessment and decision making

purposes. The Association for Institutional Research (AIR) defines institutional research as "the systematic collection, analysis and interpretation of student data that can be meaningfully linked to departmental or program assessment, as well as institutional planning initiatives." (AIR, 2006, p. 64*).* The work involves "producing accurate and reliable student data and incrementally building a database that would yield student demographics and characteristics useful for program and institutional planning." Likewise, AIR contends that institutional research brings "more meaningful assessment results that will be generated and used to initiate improvement initiatives at various levels in the institution." (AIR, 2006, p. 65).

Because GCC is in the midst of a great season of change –primarily because of its bold institutional decision to adopt an integrated database system this year –the need for accurate and reliable data will increase even more. Not only will the need for accurate information be satisfied with the new Banner system, its data will be systematically transformed into institutional information. Data will be incrementally built in a data warehouse, and eventually attain depth and richness from year to year. GCC is perhaps not much different than many other community colleges when they first made the commitment to maximize the value of their institutional data through an integrated data information system. Because of its dedicated commitment to the strengthening of institutional research on campus, the college is gradually moving towards a certain level of success in evidence-based decision making practices.

Building confidence in data

The purchase of SunGard's Information Access System namely the Operational Data Store (ODS) will return user confidence with consistent accurate reporting "within and between administrative departments." As SunGard claims, "better data = better decisions." This will be accomplished in two ways: first, the use of a standard higher education model and business concepts that were developed in collaboration with leading institutions; and second, the ODS makes available a secure view of operational data for administrative use while it simultaneously stores and maintains information from multiple data sources for reporting needs.

Efficiency will be enhanced because of the "self-service reporting capabilities" available to end users. Campus users, like faculty, staff and administrators, will be able to access data, run periodic baseline and *ad hoc* reports quickly and easily minimizing the need for IT personnel to run reports. A fast and accurate reporting system at their fingertips will become the norm. However, at this time the full capabilities of the report writing tool that will be used to produce analytical reports

is relatively unknown. What is known is that the current use of Excel, Word and Powerpoint is a tedious and time exhaustive way of producing reports and publications. Hence, a faster and more efficient way to run reports is needed. The ODS and the report writing tool (i.e., Oracle Discoverer) should be a significant improvement, but to what extent it can be tweaked for institutional research purposes on campus remains to be seen.

Faculty and administrators salary study

On the 11th of December, 2006, the Institutional Researcher was brought on board and in a very short time, he was put to task to do the analysis for the Faculty and Administrators Salary Study. A comparative analysis was completed and a report submitted to the Faculty Senate's Budget and Resource Committee on February 28, 2007.

The study found that GCC last received a salary adjustment on October 1, 1991. The University of Guam (UOG) had an adjustment (3 year incremental adjustment schedule) in January of 2007 and the Guam Public School System (GPSS) received theirs (14%) on April 1, 2006 (PL28-68). The adjustments granted to UOG and GPSS brought their salaries closer to U.S. national averages placing them in an advantageous recruiting position against GCC. Nationally, U.S. census data reports showed that the average national income rose 21.21% in the years 1999 to 2005. GCC rose only 8.34% in the same period due to promotions or increments, not from salary adjustments. The study concluded that GCC salary schedules need to be updated[9]. Tables 3 and 4 below present the study's results and clearly show GCC's disproportionate salary position in comparison with the other educational institutions on island.

Table 3. GCC Faculty Salary Study - minimum salaries

	Assistant Instructor	Instructor	Assistant Professor	Associate Professor	Professor
GCC Step 1	26,520	28,678	29,871	31,064	32,438
CUPA Minimum Weighted Ave.	29,278	31,760	35,139	38,213	41,342
Variance	10.40%	10.75%	17.64%	23.01%	27.45%

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[9] To read further on the study and the methodology, see APPENDIX B.

Table 4. GCC Administrator Salary Study

Pay Grade	GCC Average	CUPA Average	Variance
L	41,172	46,528	13.01%
M	43,018	47,733	10.96%
N	47,669	52,995	11.17%
O	50,938	60,202	18.19%
P	57,833	68,932	19.19%
Q	63,393	71,039	12.06%
R	64,886	77,810	19.92%
S	82,065	96,547	17.65%
CEO	116,985	141,685	21.11%

CUPA – College and University Professional Association

It is worthwhile to note that there were limitations in gathering useful national data that made the study a challenge. For example, the unfamiliarity of extracting data from national databases was a hindrance to some extent. Also, access to the databases was limited due to the provision that GCC needed to be a paying member of the organization. In retrospect, it would serve the college well to participate in the annual surveys sent out by associations such as CUPA. Such participation would allow GCC to be compared with other like-institutions nationally and will open doors for the Institutional Researcher to access completed data reports and analysis, which would serve as valuable tools for strategic planning.

A ten year perspective of GCC

On the eve of Dr. Herominiano delos Santos's departure as president, the Institutional Researcher was assigned to do a statistical analysis and report on the last ten (10) years of GCC's performance. It may be said that the 10-year report is not a complex one; in fact, its perspective is only surface deep because of the lack of rich data available[10]. For this reason, there will be no attempt to provide an in-depth analysis or interpretation of the data presented below. They are primarily intended to give the reader a broad historical picture of the college's student enrollment and program distribution to serve as a context for the institutional research agenda that will be started in the next academic year:

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[10] The report itself contains data tables and graphs and is without a narrative interpretation. The narrative was deferred so that observations of key GCC administrators would be included in the report. Former President delos Santos had been scheduled for an interview, but because of scheduling difficulties, the interview did not take place. Hence, only the observations of the new President, Mary A.Y. Okada, and the Vice President of Academic Affairs, Dr. John Rider, are reported herein.

Table 5.   Student Enrollment - unduplicated Fall & Spring Headcount

FA + SP	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
AA	109	140	107	68	87	107	185	252	348	359
AS	728	795	708	1263	1519	1701	1665	1657	1517	1401
CERT	295	483	408	326	478	477	437	383	462	497
AHS	522	566	279	268	249	369	440	551	328	136
Industry Certificate	0	0	0	0	0	0	11	9	3	0
Journey Wkrs. Cert.	302	332	235	132	132	86	52	115	244	231
Undeclared	2467	2574	2560	1463	1409	1051	790	700	730	886
Total	**4423**	**4890**	**4297**	**3520**	**3874**	**3791**	**3580**	**3667**	**3632**	**3510**
AA	2.1%	2.4%	2.1%	1.4%	1.6%	1.9%	3.4%	4.5%	6.3%	6.8%
AS	13.8%	13.6%	13.8%	26.0%	27.7%	30.4%	30.7%	29.7%	27.6%	26.6%
CERT	5.6%	8.3%	8.0%	6.7%	8.7%	8.5%	8.0%	6.9%	8.4%	9.4%
AHS	9.9%	9.7%	5.5%	5.5%	4.5%	6.6%	8.1%	9.9%	6.0%	2.6%
Industry Certificate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%	0.0%
Journey Wkrs. Cert.	5.7%	5.7%	4.6%	2.7%	2.4%	1.5%	1.0%	2.1%	4.4%	4.4%
Undeclared	46.9%	44.2%	50.1%	30.2%	25.7%	18.8%	14.5%	12.6%	13.3%	16.8%

	AA	AS	CERT	AHS	Ind. Cert.	JW Cert.	Undeclared
10 year variance	228.1%	92.6%	68.5%	-73.9%	0.0%	-23.5%	-64.1%

Program Headcount Distribution
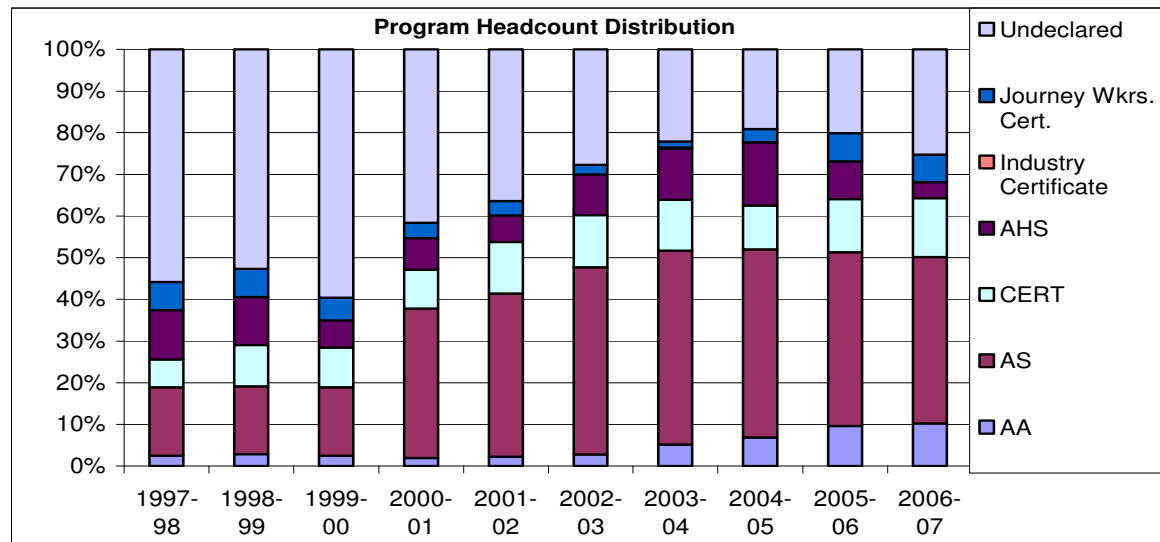
The Program Headcount Distribution graph reflects the ten year progression of students enrolled in one of the identified degree/certificate programs (including those who have no declared major). In those years, a definite shift of student concentration can clearly be seen. In the first three years (1997–1999), distribution was consistent, but in each of the next four (2000–2003), dramatic shifts changed the distribution landscape. It was then followed by three years of stability (2004–2006) but its distribution pattern is still very different than the first three years. The shifts in student concentration are captured in the 10 year variance row of Table 5 above.

What caused the changes seen in the years 2000–2003? There could be a multitude of factors or there could be just one primary facilitating factor that caused the distribution shifts. Was it a policy change initiated internally? Were there curriculum changes that precipitated such movements in distribution? Or were there external factors –e.g. GovGuam budget crisis, unemployment rate, etc.-- that could have played a role in these patterned changes? Another question to ask is what caused the distribution shifts to stabilize? Was it simply when equilibrium was attained? Richer data will need to be analyzed to attempt to answer all these questions.

However, these and other related questions would make a good research study to pursue in the next academic year.

Yet, based on the trends shown in the above table, the increase in associate degree program enrollment maybe attributed to changing student perceptions that conceive of a better education equaling better opportunities for higher pay. A good example is the Licensed Practical Nursing program and its long waiting list for students to join the program. To minimize this long waiting list, the college is actively engaged in ways to increase the number of clinical sites. Moreover, the planned Allied Health Building to be built on campus (with target completion date in the year 2009), is a concrete step in the right direction[11].

Likewise, it would seem that these shifts may be attributed to be a direct effect of college-wide policies, specifically the change in General Education (Gen Ed) requirements for all students. In the past, Gen Ed requirements could be met at any time, but a policy change initiated in Fall 2003 prevented students from going beyond their 12th credit hour until their Gen Ed requirements were completed.

Several reasons were attributed to this policy change. For one, this was the time when uneasiness about GCC graduates' skills was prevalent in the community-at-large. The primary question was, "Do students meet the learning outcomes to justify their graduation?" This question was based on feedback from the business community and their concerns about students' skill levels upon graduation. Though it was known that their technical skills were adequate, their English and math skills were not able to meet acceptable standards in letter writing and math computing, respectively. It would also seem that the simultaneous decline in the undeclared and the enrollment increase in associate programs suggest that the early cultivation of English and math skills better equips students to attain degrees, thus, more students (i.e., believing in their abilities) are enrolling in the degree programs[12].

Addressing the accreditors' concern on Gen Ed

It must be recalled that when the Gen Ed policy was first implemented, there was resistance from various constituents, which, to some extent, continues up to the present. This makes it most imperative that good institutional data must be collected and analyzed to present a true picture of the

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[11] See footnote 9. This example was given to the Institutional Researcher in an interview with the new President, Mary A. Y. Okada, June 29, 2007.

[12] See footnote 9. This interpretation was expressed to the Institutional Researcher in an interview with the Vice President for Academic Affairs, Dr. John Rider, July 9, 2007.

impact of the Gen Ed policy on student enrollment, as well as their skills achievement, over a period of time. With the implementation of the Banner/Luminis integrated information system, it is hoped that reliable and accurate data will soon be available in order to address this issue. This will also in part address the *first* recommendation of the 2006 Evaluation Report which highlights the dialogue that needs to happen on campus with regard to the math and English requirements of the Gen Ed program, as well as the team's recommendation to expand its current scope.   This recommendation from the accreditors is in reference to the following:

Recommendation #1. The college has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The college should assess the effect of these new requirements on student access and success. Based on an assessment of the student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standards II.A.3)

A standardized general education pattern has likewise been established.   To further opportunities for students to meet general education requirements at transfer institutions and to provide an opportunity for greater breadth of understanding of the major areas of knowledge including humanities and fine arts, a dialogue should occur to consider adding classes to the general education curriculum. (Standard II.A.3.a)

The GCC Fact Book

While the college waits for the full implementation of Banner and its varied features, the data needs of various departments and individuals on campus will be addressed by the first edition of a **Guam Community College Fact Book** which will be released by the Office of Assessment and Institutional Effectiveness in August 2007.   This will be the first concrete product of the Institutional Researcher as the primary data person on campus.

There will however be a disclaimer stating that the data was gathered from numerous administrative departments and that these departments operated separate information systems that served disconnected purposes. Because the information systems used were not linked within an organized, institution-wide focus, data entry duplication and discrepancies were frequent. Common definitions and standards were also lacking. Data migration and methodologies changed as information systems and perspectives of the college changed. The **2007 GCC Fact Book** nonetheless is an attempt to present a picture of the entire college through a presentation of demographics and the historical movements undertaken by the college through a 3-year period. Selected pertinent data from the Fact Book, comparing three years of student, faculty, staff and

administrator demographics, student enrollment, employee education, age, salaries, revenues and expenditures distribution, will be presented in the succeeding pages of this report.

The table below showing Fall 2006 Unduplicated Enrollment for Undergraduates is the demographic breakdown of the student population along with graphs showing gender distribution by full time (FT) and part time (PT) students. Broken down by Full-Time, Part-Time and First-Time students by gender and ethnicity, the total number below is the cumulative total of FT and PT students. The Asian/Pac (Pacific) Islander represents the collective data of all ethnicities from Micronesia, Asia, and the Philippines.

It is planned that for next year's Fact Book, this classification will be broken up to show the many ethnicities (Chamorro, Filipino, Palauan, Chuukese, Japanese, Korean, etc.) that will bring a better picture of student diversity on campus. This will also address one of the accreditors' concerns in the 2006 Evaluation Report which states that "the diversity of students is not clearly delineated in GCC's research documents or self-study" (p. 27).

Table 6. Unduplicated Student Profile, Fall 2006

Undergraduate		*Gender*		*Ethnicity*					
				African		Asian/Pac			Non-Res.
	Sub-Total	Male	Female	American	Hispanic	Islander	White	Other	Alien
Full-Time	403	151	252	6	1	360	12	6	18
Part-Time	2024	826	1,198	15	17	1,839	88	48	17
Total	*2427*	*977*	*1450*	*21*	*18*	*2199*	*100*	*54*	*35*
Percentage		*40.3%*	*59.7%*	*0.9%*	*0.7%*	*90.6%*	*4.1%*	*2.2%*	*1.4%*
First time	512	235	277	8	4	462	17	10	11
Data Source:IPEDS		*45.9%*	*54.1%*	*1.6%*	*0.8%*	*90.2%*	*3.3%*	*2.0%*	*2.1%*
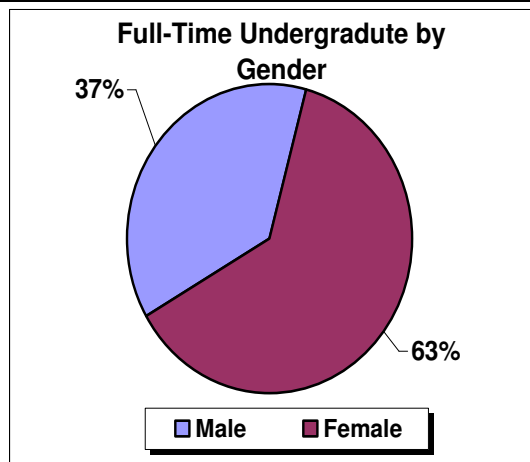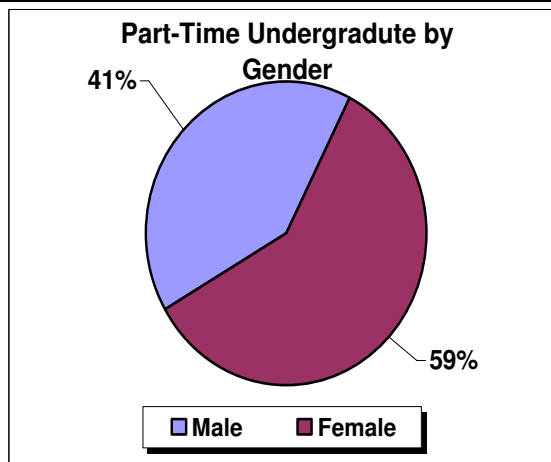
A general observation in the graph above leads one to see notable differences in gender (60% females, 40% males). The data was extracted from the Integrated Postsecondary Education Data

System (IPEDS). Managed by the National Center for Education Statistics (NCES), it is a function of the U.S. Department of Education to gather statistical data and information on postsecondary institutions, and is reported annually.

The next table below (see next page) is the student profile by programs, as broken down by gender and ethnicity. The associated graph specifically illustrates the gender population distribution within each program. From a quick observation of the graph below, it is apparent that females tend to concentrate (45% of all females) in the academic programs, more than doubling their male counterparts in the associate degree programs. Males significantly outnumber females in the trades (89%) and GED (62%) programs. Like the females, they show a strong concentration (33% of all males) in the associate programs. Combined all together, this group represents 40% of the student population. Another large group is the undeclared students (34% of all females, 30% of all males). In terms of males and females combined, they make up 32% of the population, as shown by data gathered through the NIAS information system and the GED 2005 annual report. The NIAS system has been the college's primary source for student information since 2000 and beginning this academic year, it will be replaced by SunGard's Banner integrated information system.

As reflected in the table below, the data from Fall 2004–2006 shows a steady move in the college's distribution of students by programs. Within this three year period, four programs increased and three programs decreased each subsequent year in distribution   percentage and enrollment numbers. It must be noted that a change in enrollment (positive or negative) will not always equate to the same (positive or negative) directional change in percentage, and vice versa. When Fall 2004 and Fall 2006 data are compared, the single most positive change is found in the Journey Workers (JW) program. This is shown by an increase of six (6) percentage points (distribution) and a positive change of one hundred six (106) in student enrollment. This equates to a 663% (16 in Fall 2004, 122 in Fall 2006) increase in enrollment for the program. This change is perhaps attributed to the change in leadership at the program level, since the new leadership has embarked on a vigorous recruitment program that involves regular and sustained contact with government agencies, one-on-one counseling, follow-ups and other student-directed strategies. The single most negative change, however, is seen in the Adult High School (AHS) program with a loss of eleven (11) percentage points, and an enrollment drop of one hundred ninety five (-195) students.

Table 7. Student Profile by Program, Gender, & Ethnicity

by Programs		Male	Female	African American	Hispanic	Asian/Pac Islander	White	Other	Non-Res. Alien
AA	201	59	142	0	4	175	16	3	3
AS	772	262	510	10	2	705	21	8	26
Certificate	263	87	176	3	2	243	4	5	6
Adult HS	96	45	51	1	0	90	2	3	0
JW Certificate	28	21	7	0	0	28	0	0	0
Ind. Certificate	0	0	0	0	0	0	0	0	0
Undeclared	780	292	488	6	10	657	55	28	24
Apprenticeship	122	109	13	0	0	119	1	2	0
GED 2005	165	102	63	1	0	158	1	5	0
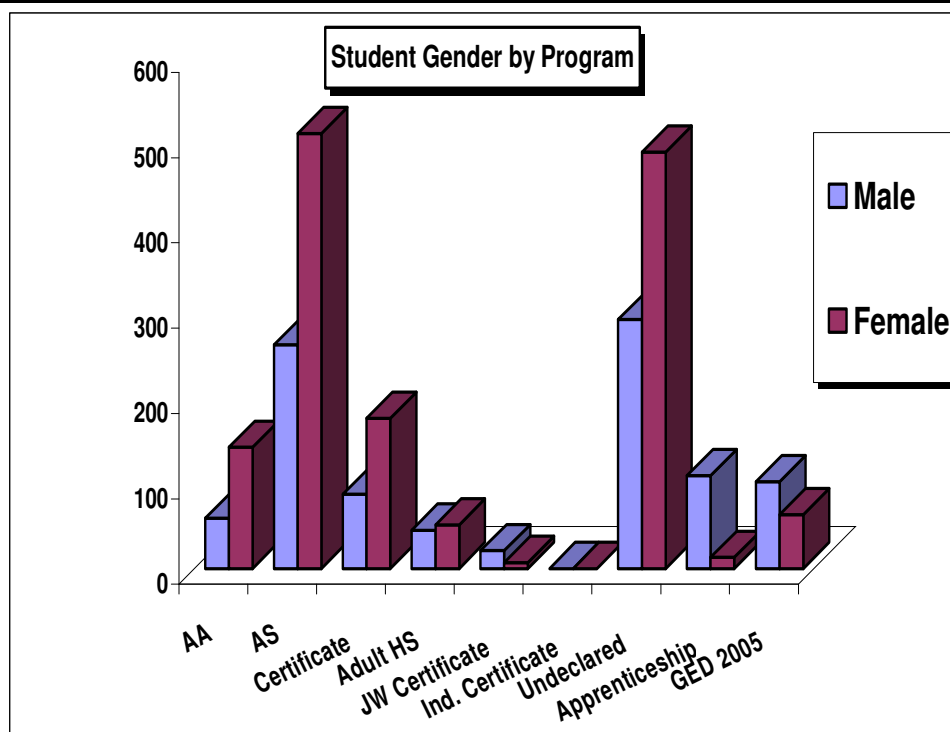
This equates to a 71% decrease (273 in Fall 04, 78 in Fall 06) in enrollment for the program. This may be a direct consequence caused by a re-direction of the Department of Labor (DOL) grants that resulted in a reduction of funds for the AHS program.

Table 8. Student distribution by programs, 3-year period

Unduplicated Headcount							*3 Year Ave.*	
	FA04	**%**	**FA05**	**%**	**FA06**	**%**	**Count**	**%**
AA	113	6%	159	9%	175	10%	149	8.3%
AS	849	46%	801	44%	705	40%	785	43.6%
Journey Workers	16	1%	122	7%	122	7%	87	4.8%
Adult HS	273	15%	193	11%	78	4%	181	10.1%
Certificate	191	10%	197	11%	234	13%	207	11.5%
Industry Certificate	6	0%	2	0%	0	0%	3	0.1%
Undeclared	378	21%	335	19%	454	26%	389	21.6%
Total	**1826**		**1809**		**1768**		**1,801**	

Programs: Student Distribution 3 Year Average (AY04 - 06)

Journey Workers 5%

Adult HS 10%

AS 43%

Certificate 12%

Industry Certificate 0%

Undeclared 22%

AA 8%
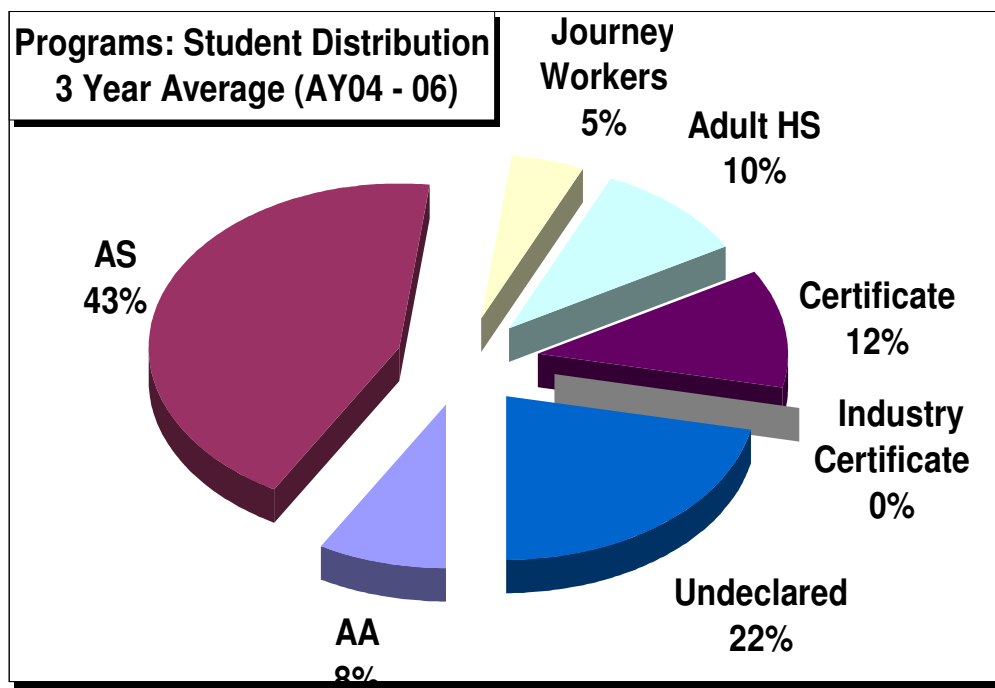
Military buildup and workforce development

The changes in the distribution of all programs will become interesting to watch in the next few years. It is anticipated that the trade programs will jump dramatically as the need for skill workers grows with the construction of military facilities (in the billions) slated to begin in the year 2010. To help ease the need for manpower, thousands of H-2 workers (estimated to be about 14,000 or more) are expected to be brought on island. This will in turn bring a significant increase in funds for the development of GCC trade programs (from a specified H-2 worker fee)[13].

In order to put this discussion in context, it is necessary to situate this in the global repositioning agenda of the US military.   Locally, a very significant development is the

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[13] See footnote 9. Interview by the Institutional Researcher with Mary Y. Okada, GCC president, June 29, 2007.

establishment of the Joint Guam Program Office, which has been tasked to prepare for the impending transfer of Marine personnel from Okinawa, Japan to Guam. The number first reported was 7,000. As it turns out, 8,000 Marines and 3,000 Air Force personnel and their families would be transitioned to the island of Guam. This realignment and expansion is planned to take place over the next 10 to 15 years[14]. As a result, at least $15 billion is expected to be spent on upgrades to the island to accommodate the move[15]. Undoubtedly, this buildup will have a tremendous impact on the local economy, infrastructure, education, culture, and of course, workforce development. Some people see this influx of military presence in Guam as having an even greater impact on the island than in 1944, when thousands of military personnel and their families settled in Guam after the Second World War. When this finally comes to fruition, it is hoped that Guam Community College will be ready to provide the necessary programs and services that will cater to the needs of the burgeoning local population, as well as the demands of a dynamic and fast-changing workforce environment[16].

The question is: are we producing the graduates that would enter the local workforce to address the impending military buildup in the years to come? The table and graph on the next page present a picture of the completer rates at the college within a three year period, from AY 2005 to AY 2007. As reflected in the graph and table, of all the student data, the negative decline in the graduation rate data is alarming, to say the least. For instance, the incremental drop in AS degree graduation (from 94 graduates in AY 2005 to 73 graduates in AY 2007) reflects certain facilitating or hindering factors that need further research study. Indeed, the -22.3% variance within the three year period is significantly high enough to attract attention. This variance however is even higher for the certificate degree completion (-44.7%) for it posted a dip from 76 graduates in AY 2005 to 42 graduates in AY 2007. Even the GED completion rate was not spared from a significant downward trend (from 160 in AY 2005 to 134 in AY 2007).   Though the consistent decrease in Adult High School graduates may be explained by the Guam Department of Labor's redirection of grant funds for the college, the red flag it raises nonetheless is as alarming as the rest of the previously-discussed data patterns.

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[14] See the press release in http://www.house.gov/bordallo/Press_Releases/2005/pr102805-1html, September 28, 2006 from Congresswoman Madeleine Bordallo's office.

[15] *Pacific Daily News*, May 18, 2007.

[16] In preparing for the military buildup, the Guam Department of Labor (GDOL) supported an evaluation study of the One Stop Career Center, with Dr. R. Ray D. Somera as principal investigator. See completed report, "Toward a Demand Driven and Customer Focused Workforce: Assessing the One-Stop Career Center in the Context of the Guam Workforce System," (June 2007) on file at the AIE office, GCC.

Table 9. Postsecondary program completion rates, 3-year period

Post Secondary Graduates				
	AY05	AY06	AY07	3 year Variance
Associates	94	89	73	-22.3%
Certificates	76	88	42	-44.7%
GED	160	146	134	-16.3%
Adult HS	101	57	24	-76.2%
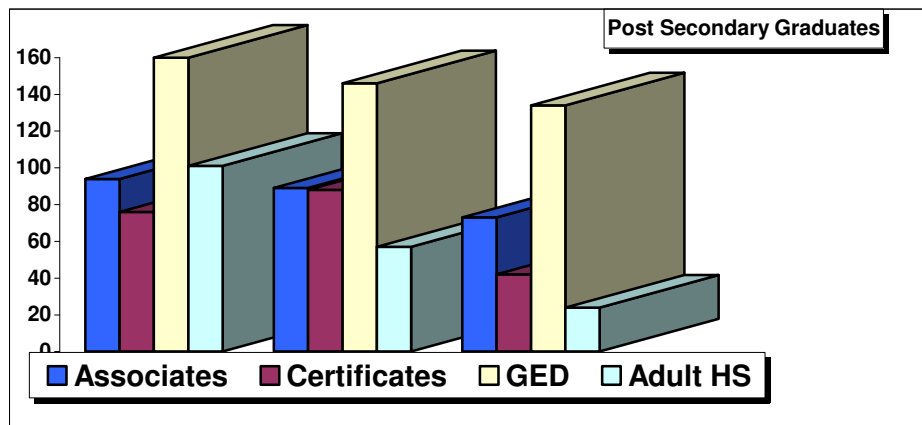
Yet, no attempt will be made in this report to interpret these figures in a more in-depth manner, as this will require more accurate and reliable data on primary and intervening variables that need significant investments in time and effort.   Transfer statistics, for one, will be useful data in this regard. Retention and drop out rates will also present a clearer picture of student profile through the years. All these variables affecting student completion rates will need further exploration and study in the coming academic year.

What the discussion on student data, program distribution, and completion rates brings up, however, is an even more startling realization: the college as a whole needs solid, consistent, reliable, and valid data that would guide its assessment initiatives and decision making processes at the governing board level. The college, of course, possessed this knowledge all along, and must now be commended for making a valiant decision to purchase and implement an integrated database solution to this perennial problem. In the long run, the significant investments in time and effort spent on staff and administrator training on the Banner/Luminis project will provide substantial returns to the college's assessment and accreditation initiatives.

Improving institutional value

The arrival of SunGard's Banner on campus is indeed welcome news for GCC, and its information extraction tool, the Operational Data Store (ODS), will also make accurate reporting

feasible. The ODS is a comprehensive solution designed to generate accurate data to guide informed decision making processes at various levels in the institution. As such, it holds current operational data that can be reported out easily, but data however is not only for operational reporting. Data can likewise give insights to business needs and provide support to strategic planning. Analytic tools for trend analysis and forecasting can also be applied to give better insight and foresight to administrators.

The systematic collection and analysis of historical data however is beyond what the ODS can do.   But where the ODS's limitations start is where the Enterprise Data Warehouse (EDW) begins. The EDW is the next addition to the ODS in SunGard's Information Access System. The EDW takes the data from the ODS to provide and ensure consistency, and fills its warehouse with detailed historical data for easy analytical reporting and analysis. The storing of historical data allows for deeper "digging" past current data through layers of time to extract specific information that can be graphed for analysis. Users –like institutional researchers, for example-- can then analyze the data from multiple perspectives without technical assistance, making it most efficient as well. For example, this data reporting tool can serve as a primary pathway for the harvesting of SLOs across programs, and facilitate the linking of program guides to course syllabi and other relevant teaching resources. Though the college at this time has made no commitment to the EDW, its anticipated acquisition in the near future will give institutional research at the college its much needed forward momentum. When institutional research finally becomes entrenched in the college's culture, the use of these electronic tools, like ODS and EDW, will multiply the great merit and benefits that good data can bring to the institution's assessment and accreditation initiatives.

Regional implications of good data

The benefits of good data at the institutional level points to the potentially however concerns the broader advantage of linking the region's higher education data with economic development patterns and trends in Micronesia.   As the driver of economic development in the Pacific jurisdictions, the US Department of Interior (DOI) is well positioned to provide the funding necessary to make this realizable. The PPEC as an organization would be an ideal conduit for this purpose.

If the disparate information systems in the Micronesian region gets unified through the Banner/Luminis portal, for example, imagine the comparability that can be generated across the jurisdictions.   Currently, there are no good comparables in the region and hence economic

development, which hinges on accurate and reliable data is, to a great extent, stymied. Indeed, the higher education institutions in the region (i.e., Guam Community College, University of Guam, Northern Marianas College, College of Micronesia–Federated States of Micronesia, Palau Community College) would be best served if there is a unified and integrated information system that can generate accurate, reliable, and valid data to fuel their respective internal growth and expansion. When data collection and analysis systems are aligned among all these institutions, there is great potential that mentoring, data and resource sharing, and economic development, in general, can prosper and flourish. Assessment and accreditation processes will definitely thrive, as well.

Part IV: Rethinking the Program Level Approach to Assessment: The New ACCJC Template

A number of the significant observations made by the March 2006 visiting team was debriefed in last year's report (6th AIAR) in order to "mine" relevant recommendations for the improvement of the college's assessment process. One observation that stood out was that the program-level approach that the college has taken in implementing its assessment initiative does not seem to lend itself easily to a research-driven focus. Moreover, the team further implied in its report that student learning outcomes (SLOs) at the course level have not been given priority attention. Because of the program-level focus, this has essentially put the "program" level as a high priority area, since this has become the core of exploration for academic assessment. The result is that, as the accreditors revealed in the report, a time lag now existed in the college's level of progress vis-à-vis program and course outcomes. In other words, the developments in the course level area have significantly lagged behind the program and institutional levels, insofar as the articulation of sound learning outcomes was concerned.

This shortcoming gained even greater prominence when, in mid-March 2007, the Accrediting Commission for Community and Junior Colleges (henceforth ACCJC) requested all member colleges to respond to an annual report form that included information on college progress in implementing the 2002 Standards of Accreditation that deal with student learning outcomes. The college was caught by surprise because this reporting template, called the **Annual Report Update on Student Learning Outcomes**, required very detailed information on assessment activities at various levels, which was quite different from the reporting format already adopted by the college[17].

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[17] See the full ACCJC new template on reporting SLOs in APPENDIX C.

Background on the template and its wider context

As explained in the introductory part of the new template, the purpose of the report was elucidated in this manner:

> This 2006-2007 Annual Report Update on Student Learning Outcomes is a new addition to the Commission's annual reporting requirements. It is intended to assist you, in response to the requests the Commission has received to provide institutions with a framework of what is required for defining expected student learning outcomes, assessing learning, analyzing the assessment results, and using the results to plan and implement changes to improve learning, changes to pedagogy, facilities, etc. The 4-part template describes a framework for the process of implementing student learning outcomes requirements of the Standards. This report will provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards.

For greater context and clarity, the two standards highlighted to be the primary focus of the annual reporting template are the following:

• Standard I B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates it resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. See additional details in the Standards.

• Standard II. Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. See additional details in the Standards.

To better understand the context of ACCJC's actions, it is perhaps instructive to go back to the report by the Spellings Commission Report on Higher Education entitled *A Test of Leadership: Charting the Future of US Higher Education*, which was released to the public in September 2006. This report, commissioned by Secretary of Education Margaret Spellings, offers a stern critique of American postsecondary education and has stirred much national discussion. Of the four major recommendations in the report, it is the following recommendation on accountability that has a great bearing on the commission's response, particularly in regard to accreditation practices: *To meet the challenges of the 21st century, higher education must change from a system primarily based on reputation to one based on performance. We urge the creation of a robust culture of accountability and transparency throughout higher education. Every one of our goals, from improving access and*

affordability to enhancing quality, and innovation, will be more easily achieved if higher education institutions embrace and implement serious accountability measures.[18]

The most general and hard-hitting of these criticisms is that "too many Americans just aren't getting the education that they need--and deserve" (vii). More specifically, the Spellings commission report faults higher education for "poor alignment between high school and colleges," an oversight that often results in "substandard high school preparation" for college (1). It states further that many students who do enter college "never complete their degrees at all, at least in part because most colleges and universities don't accept responsibility for making sure that those they admit actually succeed." Even worse, "there are disturbing signs that many students who do earn degrees have not actually mastered the reading, writing, and thinking skills we expect of college graduates. "The consequences of these problems," according to the report, "are most severe for students from low-income families and for racial and ethnic minorities" (vii)[19].

Compounding these issues, the report charges, is "a lack of clear, reliable information about the cost and quality" of college education along with "a remarkable absence of accountability mechanisms" to "ensure that colleges succeed in educating students" (vii). Parents and students "have no solid evidence, comparable across institutions, of how much students learn in colleges or whether they learn more at one college than another" (13). To address these problems, the Spellings commission urges a number of reforms. The most controversial is that, to improve accountability, "higher education institutions should measure student learning" (23) using "quality-assessment data" that would be made public. These "outcomes-focused" measurements of what students are learning at particular colleges would "be accessible and useful for students, policymakers, and the public," as well as for academics themselves (23), and would enable parents and prospective students to compare the quality of education offered by different colleges and universities.

It is against this broad landscape that the Commission's actions are better understood. These developments have in fact created a scenario where a "showdown looms on accreditation."[20] In this scenario, the core question is: *to what extent must the Department of Education demand that accrediting agencies, rather than individual colleges themselves, set minimum levels of acceptable*

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[18] Excerpted from Daniel Sullivan's "Remarks on the Spellings Commission Report", St. Lawrence University Board of Trustees, October 13, 2006.

[19] This entire paragraph was extracted from Modern Language Association's "Comments on the Spellings Commission Report from the Executive Council of the MLA of America," March 2007.

[20] Visit http://insidehighered.com/news/2007/04/19/accredit for a complete online text of this article. A related memo from Dr. Jan Kahoe, ACCJC Commission Chair, is in APPENDIX D.

performance by institutions on measures of how many their students learn? It is no surprise therefore that ACCJC has began to institute dramatic changes (such as the new SLO template) that would best reflect its emphasis on "outcomes-focused" measurements that are steeped in the nature and scope of what students are learning in postsecondary institutions, such as GCC.

Utility of the template, according to ACCJC eyes

Because this context was perhaps not readily evident to most colleges, the issuance of the new reporting template however still generated a lot of confusion (and perhaps even more so, panic) among community colleges that a *Question and Answer About the ACCJC 2007 Annual Reporting Requirements* was formulated by ACCJC Executive Director Dr. Barbara Beno. This was then emailed to all accreditation liaison officers (ALOs) to serve as a document clarifying various areas of concern. In order to give the reader a better understanding of the commission's rationale, philosophy and timeline with regard to the processes involved, the full text of the document is reproduced below:

Q. and A. About the
ACCJC 2007 Annual Reporting Requirements

In March, the ACCJC sent all member institutions an Annual Report Form designed to gather information about implementation of the 2002 Standards of Accreditation that deal with student learning outcomes and assessment. Institutions have asked for clarification about the purposes of the new form.

Q. Why has the Commission decided to ask institutions for information about their progress in meeting the 2002 Standards of Accreditation that deal with definition of the expected student learning outcomes, assessment of student learning, and changes to the institution designed to improve learning?

A. First, as part of a comprehensive review of its operations undertaken every six years, the Commission is in the midst of a year-long study of itself, its services, and the state of its member institutions. As part of that study, the Commission wanted to know where the institutions are in implementing the student learning-related new requirements of the 2002 Standards. The Commission regularly uses the Annual Report to get information on new or innovative efforts at its member institutions, or to gather information on topics that are of interest to the Commission or the US Department of Education. Good examples of this are the reporting on distance education and additional sites that the Commission's Annual Report has asked for in the past and that have now become rather routine.

Second, the Commission has repeatedly stated that it expects institutions to take "eight to ten years" to fully implement the student learning requirements of the 2002 Standards of Accreditation. In June 2007, five years will have passed since the Commission adopted and published those standards.

The timeline is half complete. The Commission wants to know how much progress is being made. It also believes that institutional leaders want to know how far their institutions have come, and how far they have to go.

Finally, the ACCJC is undergoing its review for recognition with the US Department of Education this year. The application will be submitted in June, and the Commission will appear before the National Advisory Committee on Institutional Quality and Improvement (NACIQI) in early December. Two other regional commissions have had some significant and negative NACIQI responses to their applications. The Southern Association of Colleges and Schools (SACS) was required to submit a report that will show how it will set the "bright line" measure of learning outcomes for technical programs at institutions it accredits, and how it will act to remove accreditation from those institutions that cannot meet the bright line measure within a specified period of time.   The Accrediting Commission for Senior Colleges and Universities (ACSCU/WASC) was asked how it would annually assess the amount of learning going on at institutions it accredits, and assure that steady improvements are made in that learning. The ACCJC is anticipating being asked for specific information during its recognition hearing about where its institutions are in implementing its new standards, and it wants to be prepared to answer.

Q. Why did the ACCJC ask so many questions about institutions' definition of expected student learning outcomes, assessment of learning, and changes to institutional practice to improve learning?

A. The 2002 Standards require institutions to define expected student learning outcomes and assess them in order to improve learning at the course, program, and degree or institutional level. The template the Commission developed for this Annual Report is designed to gather relevant information at all of those levels of institutional effort.

In trying to design the relevant questions, the Commission also took into account the many questions it has received from institutions over the years about "What do the Standards require?" "Where should my institution start to work with student learning outcomes?" "What are all the key things we must do?" The Commission also examined published works on the assessment process that describe how institutions implement learning outcomes assessments that are linked to educational improvements.

The Commission staff decided to create a template for gathering information that would also be a "roadmap" for institutions. Its detail is designed to help institutions know where they are in their own developmental process.

Q. How will the Commission use this information?

A. The Commission will file the Annual Report form in individual institutional files, with other elements of the annual reports that we ask of institutions each year. It will also provide the Annual Report forms to the team chair of a comprehensive evaluation visit as background information.

The Commission will also do an analysis at the aggregate level of where its member institutions are in the developmental process. It will consider this information as part of its strategic planning efforts that will begin in Fall 2007, when other components of the Commission's research efforts are also completed. The planning will include provisions for workshops and conferences designed to help institutions move forward in this important area of higher education development.

Finally, it is expected that this template, in *some* form, may eventually become part of the material that guides self study and team analysis of institutional quality during comprehensive evaluation visits.

The Commission hopes institutions will provide suggestions to improve this form as they work with it.

Q. Will the college annual report be used to evaluate the institution?

A.   At this point, it will not be used by the Commission to evaluate institutional progress (see paragraph above). It will simply be used to see where the institution is at this point in time, a year from now, and another year from now. It is a tool to assess developmental progress of institutions. The Commission will use the analysis of the aggregate results to gauge the progress of its member institutions over time.

However, a college or college system can use the completed form to get a more exact sense of where it is in the process of full implementation. Institutional leaders may be able to use this form to evaluate progress over time.

Q. How should a college fill out the form?

A.   Institutions should accurately and honestly report where they are. An institution that began working with Student Learning Outcomes at the programmatic level may not be able to answer, yet, the questions about implementation at the course or degree level. But eventually, when the work is "done," an institution should be able to answer all the questions.

This should not take a lot of work. Curriculum committees, program or department chairs, and deans should be able to tell the person filling out the form what has been done. Institutions should not rush to "do" the steps in student learning outcomes work that the form implies, but should just report on where they are in their work at this point in time.

Q. What other new reporting requirements does the Commission expect to have?

A.   Institutions can expect that the Department of Education—through the negotiated rulemaking sessions this spring, through the Higher Education Act that will probably be adopted this year, or through its recognition process for accreditors—will be trying to impose new reporting requirements on accreditors and institutions. We do not know what these will be yet, but the areas of likely impact are:

- Student Learning Assessment and Levels of Learning
- Transfer of Credit policies and decisions made by a college in considering transfer

- Distance education offerings, programs, and quality assurance
- Quality assurance of off-campus sites or additional locations
- Information about the outcomes of students completing vocational/technical and career-oriented programs

Any additional questions about the Annual Report form can be directed to the Commission offices via email at accjc@accjc.org.

Parts and subparts of the new template

The new ACCJC template was divided into four major parts, with each part followed by a greater detail of reporting expectation that included specific assessment topics, such as SLOs at the course and program levels. In outline format, the template included the following parts and subparts:

Part I. Student Learning Outcomes for Courses

1. Defining Expected Student Learning Outcomes

2. Defining Assessment of Expected Student Learning Outcomes

3. Assessing Student Learning Outcomes

4. Analyzing the Results of Assessment

5. Planning and implementing changes to pedagogy, facilities, etc. to improve learning

Part II. Student Learning Outcomes for Programs leading to Certificates and Degrees

6. Defining Expected Student Learning Outcomes

7. Mapping Programmatic Student Learning Outcomes to Courses

8. Defining Assessment of Expected Student Learning Outcomes

9. Assessing Student Learning Outcomes

10. Analyzing the Results of Assessment

11. Planning and Implementing changes to pedagogy, facilities, etc. to improve learning

Part III. Student Learning Outcomes for General Education

12. Defining Expected Student Learning Outcomes

13. Mapping of Programmatic Student Learning Outcomes to Courses

14. Defining Assessment of Expected Student Learning Outcomes

15. Assessing Student Learning Outcomes

16. Analyzing the Results of Assessment

17. Planning and implementing changes to pedagogy, facilities, etc. to improve learning

Part IV. Student Learning Outcomes for Instructional Support and Student Support Services

18. Defining Expected Student Learning Outcomes

19. Mapping of Programmatic Student Learning Outcomes to Courses

20. Defining Assessment of Expected Student Learning Outcomes

21. Assessing Student Learning Outcomes

22. Analyzing the Results of Assessment

23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning

With the four major parts of the template, each part was followed by questions that required a "Yes" or "No" answer, as well as a numerical figure (in percent) which serves as an estimate of progress already attained in a specific area of concern. For example, in Part 1.1, the question asks, "Has the college defined expected student learning outcomes for **all** courses?" (emphasis supplied). The template then requires that courses for which identification of expected student learning outcomes is complete is listed in detail. It further requires the identification of disciplines for which SLOs have been completed. This single example given here depicts the level of detail that is expected in responding to each of these questions in the template. For one, it requires that all courses listed in the college catalog be counted before any kind of numerical figure vis-à-vis completion is arrived at. Not only is this tedious by its very nature, it also requires a different approach to the way the college has already reported its assessment outcomes.

It is in this context that, when the completed template was submitted to the commission, the Vice President for Academic Affairs, who also serves as the institution's ALO, wrote a cover letter to the commission, as excerpted below:

> *I have been the ALO at Guam Community College for the past eight years, and am accustomed to completing annual reports for the Commission. To say that your new four-part reporting requirement on SLOs was a surprise is an understatement! While I used to complete the annual report in a matter of hours, this new requirement has turned that effort into a weeks-long endeavor. Having said that, I do appreciate the "guidance" it offers as we work to make sure our already robust assessment practices systematically capture the kind of data being required by your report.[21]*

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[21] See the full text of the Vice President for Academic Affairs Dr. John Rider's letter to ACCJC in APPENDIX E.

GCC's annual report on SLOs

         Notwithstanding the tedious nature of data collection associated with the completing of the new ACCJC template, the ALO, in close collaboration with the AIE staff, reported the assessment progress of the college in terms of "where it was" vis-à-vis the standards to the Commission on April 12, 2007. The cover letter that went along with the submission stated that "it took the AIE staff of four more than a week to dig out the requested information." The VPA's letter continued, "I find myself in the unaccustomed position of not being able to answer many of the questions affirmatively because we were not collecting data in a way that would easily respond to the questions being asked. We've been making very substantial progress, and we thought that was the expectation of the Commission, but these new reporting requirements don't leave many ways to document our accomplishments." That said, the following table, in a slightly modified format, reproduces the report submitted to the commission:

Table 10. Guam Community College 2006-2007 Institutional Annual Report Update
on Student Learning Outcomes

Part I: Student Learning Outcomes for Courses

	Yes	No	Percentage (%) of all courses/ programs	Courses/Programs	Disciplines
Has the college defined expected student learning outcomes for all courses?		√	% of Courses **25%** **Note**: This is an updated figure based solely on *approved* curriculum documents as of this date (6/30/07). It must be noted that this is very much higher than the original result (4%) reported to the commission in mid-April 2007. This is because the course assessment audit has been completed for this academic year; the pending curriculum documents at the time of the ACCJC report submission have now been finalized.	List the courses for which identification of expected student learning outcomes is complete. TPS AST100 Intro to Auto Service	List the disciplines for which identification of expected student learning outcomes is complete. AS Automotive Service Technology (18) Certificate Automotive Service Technology (18) AS Medical Assisting (1) Certificate Medical Assisting (1) AS Office Technology (1) Certificate Office Technology (1) AS Computer Networking (1) **Source**: TPS/TSS Curriculum AS/Certificate documents on file at the AVP Office for AY06-07

	Yes	No	Percentage (%) of all courses/ programs	Courses/Programs		Disciplines
			It should also be instructive to note that course revision at the college is done in a 5-year cycle and the Annual Institutional Assessment Report documents such changes in the Program and Course Review Audit Matrix (see 5th and 6th Annual Institutional Assessment Reports, 2004-2007). Figures for previous years have not been included in this report, however, because curriculum documents need to be scrutinized individually to determine the exact percentage of courses with defined SLOs in writing.	TPS	AST110 Engine Repair	
				TPS	AST120 Auto Transmission &Transaxle	
				TPS	AST130 Manual Drive Train & Axle	
				TPS	AST140 Suspension & Steering	
				TPS	AST150 Brakes	
				TPS	AST160 Electrical/Electronics System	
				TPS	AST170 Heating & Air Conditioning	
				TPS	AST180 Engine Performance I	
				TPS	AST180B Engine Performance II	
				TPS	AST210 Theory/Practicum: Engine Repair	
				TPS	AST220 Theory/Practicum: Auto Transmission & Transaxle	
				TPS	AST230 Theory/Practicum: Manual Drive Train & Axles	
				TPS	AST240 Theory/Practicum: Suspension & Steering	
				TPS	AST250 Theory/Practicum: Brakes	
				TPS	AST260 Theory/Practicum: Electrical/Electronic Systems	
				TPS	AST270 Theory/Practicum: Heating & Air Conditioning	
				TPS	AST280 Theory/Practicum: Engine Performance	
				TPS	HL131 Basic Life Support for Healthcare Providers	
				TPS	HS251A Ticketing Travel Documents	

	Yes	No	Percentage (%) of all courses/ programs	Courses/Programs		Disciplines
				TPS	ASL100 American Sign Language I	
				TPS	CD110 ECE Orientation	
				TPS	CI110 Beginning Mandarin Chinese I	
				TPS	CJ100 Introduction to Criminal Justice	
				TPS	CJ148 Traffic Law Enforcement	
				TPS	CJ150 Criminal Procedures	
				TPS	CT165A Electricity Level I	
				TPS	CT165B Electricity Level II	
				TPS	CT165C Electricity Level III	
				TPS	CT165D Electricity Level IV	
				TPS	CT195A Shielded Metal Arc Welding I	
				TPS	ED150 Introduction to Teaching	
				TPS	ED180 Educational Methods	
				TPS	ED231 Intro to Exceptional Children	
				TPS	HS155 Basic Hotel & Restaurant Accounting	
				TPS	HS203 Sanitation & Safety	
				TPS	HS244 Baking & Breads	
				TPS	HS248 Patisserie	
				TPS	HS254 Hospitality & Travel Marketing	
				TPS	HS293 Culinary Practicum	
				TPS	IN170 Introduction to Interpreting	
				TPS	NU160 Pharmacology for Practical Nurses	
				TPS	NU160 Pharmacology for Practical Nurses	
				TPS	N U220 Adult Medical Surgical Nursing	
				TPS	SP098 Student	

	Yes	No	Percentage (%) of all courses/ programs	Courses/Programs		Disciplines
					Success Workshop	
				TPS	SP099 Student Success Workshop	
				TPS	VC101 Introduction to Visual Communications	
				TPS	VC102 Design Principles and Elements	
				TPS	VC103 Writing for the Media	
				TPS	VC112 Mac OS X	
				TPS	VC125 Digital Graphics: Photoshop	
				TPS	VC126 Digital Graphics: Illustrator	
				TPS	VC131 Desktop Publishing	
				TPS	VC135 Desktop Publishing: Quark Press	
				TPS	VC141 Web Design	
				TPS	VC145 Macromedia Suite	
				TPS	VC146 Extra Flash	
				TPS	VC161 Video I	
				TPS	VC165 Digital Editing: Final Cut Pro	
				TPS	VC171 Scanning Concepts	
				TPS	VC172 Imaging Concepts and Elements	
				TPS	VC182 Electronic Presentations Concepts	
				TPS	VC201 Project Management	
				TPS	VC203 Concept Drawing	
				TPS	VC221 Advanced Digital Graphics	
				TPS	VC231 Desktop Publishing II	
				TPS	VC241 Web Site Design	
				TPS	VC261 Video II	
				TPS	VEME 075 Electrical/Electronic Systems	
				TPS	VEM3077 Engine Performance	

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	Yes	No	Percentage (%) of all courses/ programs	Courses/Programs		Disciplines
				TPS	VEMK050 Marketing IA	
				TPS	VEMK051 Marketing IB	
				TPS	VEMK060 Marketing IIA	
				TPS	VEMK061 Marketing IIB	
				TPS	VEMK066 Student Store Lab I	
				TPS	VEMK067 Student Store Lab III	
				TPS	VEMK070 Marketing IIIA	
				TPS	VEMK071 Marketing IIIB	
				TPS	VEMK078 Student Store Lab III	
				TPS	VEMK079 Student Store Lab IV	
				TPS	VESI050 Applied Anatomy and Physiology	
				TPS	VETT064 Lodging Management Program II	
				TPS	VETT065 ProStart II	
				TPS	VETT074 Advanced Lodging Management Program	
				TPS	VEVC051 Visual Communications I	
				TPS	VEVC052 Visual Communications II	
				TPS	VEVC053 Visual Communications III	
				TPS	VEVC054 Visual Communications IV	
				TPS	VEVC055 Visual Communications V	
				TPS	VEVC056 Visual Communications VI	
				TSS	OA109 Business Math Using Excel	
				TSS	EE275 Advance Network Professional III	
				TSS	AC110 Payroll Accounting	
				TSS	AC233 Accounting on the Computer	

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	Yes	No	Percentage (%) of all courses/ programs	Courses/Programs		Disciplines
					Using QuickBooks	
				TSS	CM101 Concepts I	
				TSS	CM201L Salon I	
				TSS	CM103L Salon I Advanced	
				TSS	CM117 Esthetics	
				TSS	CM118 Nail Technology	
				TSS	CM198 Co-Op for Cosmetology	
				TSS	CM201 Concepts II	
				TSS	CM202L Salon II	
				TSS	CM203L Salon II Advanced	
				TSS	CM204L Salon III	
				TSS	CS101 Intro to Computer Systems & Information Systems	
				TSS	CS110 Introduction to Internet	
				TSS	CS151 Windows Applications	
				TSS	EE211 IT Essentials I	
				TSS	EE215 IT Essentials II	
				TSS	EE280 Network Security I	
				TSS	EE281 Network Security II	
				TSS	OA211 Business Correspondence	
				TSS	SM108 Introduction to Business	
				TSS	SM208 Personnel Supervision	
				TSS	SM220 Management Skill Development	
				TSS	SM230 Business Law Applications	
				TSS	EC110 Principles of Economics	
				TPS = 90 TSS = 27	**Total = 117/ 470**	

	Yes	No	Percentage (%) of all courses/ programs	Courses/Programs		Disciplines	
Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?		√	% of Courses **0%**	List the courses for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete. **Note**: The college's approach to assessment is focused at the program level, and hence, course level tools are difficult to report at this time. It is program SLOs that are inputted in TracDat rather than course SLOs.		List the disciplines for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.	
Has the college assessed student learning outcomes for all courses?		√	% of Courses **33%** Certif. AS/AA **30%** **36%** Source: TracDat Note: Each programmatic SLO in TracDat is identified with a course or courses where data collection will occur. The courses reported here are self-reports from assessment authors, and they have been culled from the TracDat database. The integrity of the data however is not reliable at this time since these courses are self-reported by the assessment authors.	List the courses for which assessment of student learning outcomes is complete.		List the disciplines in which assessment of student learning outcomes is complete for all of its courses.	

Certificate	Associate Science/Arts Degree	Certificate	Associate Science/Arts Degree
	12		Accounting AS
3	3	Automotive Service Technology	Automotive Services Technology AS
	2		Computer Networking AS
1	7	Computer Science	Computer Science AS
7		Cosmetology	
0	5	Criminal Justice	Criminal Justice AS
	12		Culinary Arts AA
3	3	Early Childhood Education	Early Childhood Education AS
2	2	Education	Education AA
0		Fire Science Technology	
	20		Hospitality

	Yes	No	Percentage (%) of all courses/ programs	Courses/Programs		Disciplines	
							Industry Management AS
					2		Liberal Arts AA
				12	12	Medical Assisting	Medical Assisting AS
				3	3	Office Technology	Office Technology AS
				8		Practical Nursing	
				8	14	Supervision & Management	Supervision & Management AS
				2		Systems Technology	
					13	Visual Communication	Visual Communication AS
			Total	**49**	**110**		
Has the college analyzed assessment results for the student learning outcomes for all courses?		√	% of Courses **33%**	List the courses for which analyzing assessment results for student learning outcomes is complete. Same as above		List the disciplines in which analyzing assessment results for student learning outcomes is complete. Same as above	
Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?		√	% of Courses **33%** Note: Assessment results culled from TracDat have mostly come from Col. 5 in the Nichols' model (*Use of Assessment Results & Follow Up*). Because of the college's focus on program level assessment, however, there has been no distinction made between course level and program level changes as a result of assessment findings.	List the courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented. Please see Part II, No. 9 below.			

Part II: Student Learning Outcomes for Programs leading to Certificates and Degrees

	Yes	No	Percentage (%) of all courses/programs	Courses/Programs	
Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?	√		% of Programs **100%** Source: TracDat; all these identified certificate and associate degree programs have been set up in TracDat with corresponding mission, vision, related courses, and other pertinent information.	List the certificate and degree programs for which identification of expected student learning outcomes is complete.	
			Certificate 12 / **AS/ AA** 15	**Certificate**	**Associate Science/Arts Degree**
				1. Automotive Technology 2. Computer Science 3. Cosmetology 4. Criminal Justice 5. Early Childhood Education 6. Education 7. Fire Science Technology 8. Medical Assisting 9. Office Technology 10. Practical Nursing 11. Supervision & Management 12. Systems Technology	1. Accounting 2. Automotive Service Technology 3. Computer Networking 4. Computer Science 5. Criminal Justice 6. Early Childhood education 7. Hospitality Industry Management 8. Medical Assisting 9. Office Technology 10. Supervision & Management 11. Visual Communications 12. Culinary Arts (AA) 13. Education (AA) 14. Liberal Arts (AA) 15. Marketing
			Total	**12**	**15**

	Yes	No	Percentage (%) of all courses/programs	Courses/Programs
Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?		√	% of Programs **11%**	List the certificate/degree programs for which mapping expected programmatic student learning outcomes to all the courses required to complete the certificate/degree program is complete. AA Education AS Early Childhood Education AS Accounting **Source**: 5th Annual Institutional Assessment Report, 2004-2005
Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?	√		% of Programs **78%** **21/27**	List the programs for which identification of appropriate assessment methodologies for courses required to complete the certificate/degree is complete. **Source**: See the section, "Assessment Tools," in the 6th Annual Institutional Assessment Report, which discusses assessment methodologies employed by various programs. In this document, 21 instructional programs have been identified as the source of various direct and indirect measures of SLO assessment.

	Yes	No	Percentage (%) of all courses/programs	Courses/Programs			
Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?	√		Data from AY06-07 Catalog % of Programs **74%**	List the certificate/degree programs for which assessment of expected student learning outcomes for all courses required to complete the certificate/degree program is complete.			
			Certificate 12 **78%** AS/ AA 15 **70%** Note: TracDat requires that program SLOs be linked to a specific course or courses. The courses reported here are self-reports from	**Certificate**		**Associate Degree**	**Science/Arts**
				Program Name	Courses Assessed/ Total No. in Program	Program Name	Courses Assessed/Total No. in Program
				Automotive Service Technology	10/13	Accounting	14/20
				Computer Science	9/12	Automotive Service Technology	14/20

	Yes	No	Percentage (%) of all courses/programs	Courses/Programs			
			individual assessment authors. The integrity of the data therefore can not be verified.	Cosmetology	9/12	Computer Networking	14/20
				Criminal Justice	9/12	Computer Science	10/16
				Early Childhood Education	10/13	Criminal Justice	9/16
				Education	10/13	Early Childhood Education	14/20
				Fire Science Technology	7/10	Hospitality Industry Management	15/21
				Medical Assisting	17/20	Marketing	15/21
				Office Technology	11/13	Medical Assisting	23/29
				Practical Nursing	13/17	Office Technology	16/22
				Supervision & Management	10/12	Supervision & Management	14/20
				Systems Technology	9/11	Visual Communications	19/25
				Total	124/158	Culinary Arts (AA)	14/20
						Education (AA)	14/20
						Liberal Arts (AA)	12/18
						Total	**217/308**
				Note: Information on *Courses Assessed* taken from TracDat; *Total Number of Courses* taken from AY 2006-2007 Student Catalog.			
Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?		√	*% of* Programs **74%**	List the certificate/degree programs for which analyzing assessment results for the expected student learning outcomes is complete. Same as above			

	Yes	No	Percentage (%) of all courses/programs	Courses/Programs
Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?		√	% of Programs **15%** **Source**: TracDat; 6th Annual Institutional Assessment Report, AY 2005-2006 Note: The figure indicated above is based solely on what has been tangibly reported in annual institutional reports. Changes from other programs are not reported here because they have not been systematically required to report such changes.	List the certificate/degree programs for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented. **AS Accounting** Review of course guide to align with changes in course content Justification of past curriculum changes and to show program improvement resulting from those changes Development of new career exploration and career services for students Addition/deletion of courses in course sequence Complete revamp of degree program; certificate program deleted Change in textbook adoption **AS Hospitality Industry Management** Revamp of complete program; changed from six (6) programs into one (1) comprehensive program Changes in degree requirements Use of assessment information to guide changes in degree programs and development of new degree program options **AS Supervision and Management** Use of assessment information to facilitate curriculum discussion at faculty meetings, curriculum committee meetings, and faculty retreats Development of initiatives to strengthen curriculum discussion with members of the advisory committee Use of assessment information to further refine the assessment methods or to implement new assessment methods **Certificate Accounting Clerk** Change in course prerequisite or change in course sequence Use of assessment information to facilitate curriculum discussion between adjunct faculty and full time faculty, as well as strengthen the existing relationships between them **4/27**

Part III: Student Learning Outcomes for General Education

	Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
Has the college defined expected student learning outcomes for general education? Note: The GCC student catalog lists seven (7) expected SLOs for General Education at GCC.	√		% of Courses **100%** Note: The figure reported here is for the Gen Ed program as a whole, not for individual courses under Gen Ed. See AY 2006-2007 student catalog for the published SLOs of the Gen Ed program.	List the general education courses for which identification of expected student learning outcomes is complete. EN 110 SI 103 or SI 110 MA110A PY 120 CS 151 or CS 152 SO 130 **Note**: The 2005-2006 student catalog contained intended SLOs for the General Education program as a whole as a result of campus-wide discussions spearheaded by the Gen Ed committee in the previous academic year. However, the individual courses under Gen Ed have no published SLOs in the student catalog at this time.
Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?	√		% of Courses **100%**	List the general education courses for which mapping expected student learning outcomes to the expected general education student learning outcomes is complete. Same courses as above **Source**: 2006-2007 student catalog; 5th Annual Institutional Assessment Report, AY 2004-2005
Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?		√	% of Courses **33%**	List the general education courses for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete. SI 110 (Environmental Biology) EN 110 (Freshman English) **2/6** Source: TracDat
Has the college assessed student learning outcomes for all courses in general education?		√	% of Courses **33%**	List the general education courses for which assessment of expected student learning outcomes is complete. same courses as above **2/6** Source: TracDat
Has the college analyzed assessment results for all courses in general education?		√	% of Courses **33%**	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete. SI 110 En 110
Using assessment results, has the college planned and		√	% of Courses **0%**	List the general education courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.

	Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?				*Note*: Reporting on the results of Gen Ed assessment will have to wait till the college implements a comprehensive, institutional approach by next academic year, 2007-2008. For program-specific recommendations based on non-comprehensive assessment approach utilized by the Gen Ed Committee, see the committee's year-end report in Appendix .

Part IV: Student Learning Outcomes for Instructional Support and Student Support Services

	Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.)? Has the college defined expected student learning outcomes for student support services? Note: The college has difficulty with the terminology used here. We need proper guidance in this respect.	√ √		*% of Instructional Support Courses or other experiences* **100%** *% of Student Support Services Courses or other experiences* **100%** **Source**: TracDat Note: The college makes a distinction between student learning outcomes (SLOs) and administrative unit outcomes (AUOs). SLOs are for instructional programs (Certificate, AS/AA) while AUOs are for student services and administrative units. In SLOs, learning is the desired outcome, in AUOs, service is the desired outcome. In this report, we have translated the "instructional support courses or other experiences" as <u>student services</u> while the student support services or courses or other experiences" as administrative units. *We need more clarification on the delineation of these two terminologies as used in this report.*	List the instructional support courses or other experiences for which identification of expected student learning outcomes is complete. 1. Accommodative Services 2. Advisement Services 3. Apprenticeship Training Program 4. Assessment & Counseling 5. Career Placement Center 6. Center for Civic Engagement 7. Center for Student Involvement 8. Continuing Education 9. Educational Talent Search 10. Financial Aid 11. Health Services Center 12. Learning Resource Center 13. Project Aim TRiO Programs 14. Work Experience <hr>List the student support services courses or other experiences for which identification of expected student learning outcomes is complete. 1. AAD Support Staff 2. Admission & Registration 3. Auxiliary Services 4. Board of Trustees 5. Business Office 6. Communications & Promotions 7. Facility Maintenance 8. Foundation Board 9. Human Resources Office 10. Instructional Technology Center 11. Management Information Systems 12. Materials Management

	Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
				13. Planning & Development 14. President/CEO 15. Safety Office
Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?		√	% of Instructional Support Courses or other experiences **0%**	List the instructional support services courses or other learning experiences for which mapping expected instructional support student learning outcomes is complete. This has not been done at all, since in the last 6 years that the college has implemented a systematic and comprehensive assessment process, the larger focus has been given to instructional programs.
Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?		√	% of Student Support Services Courses or other experiences **0%**	**Note: The college needs guidance how to map service and administrative outcomes to courses.** List the student support services courses or other learning experiences for which mapping expected student support services student learning outcomes is complete. This has not been done at all, since in the last 6 years that the college has implemented a systematic and comprehensive assessment process, the larger focus has been given to instructional programs. **Note: The college needs guidance how to map service and administrative outcomes to courses.**
Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?	√		% of Instructional Support Courses or other experiences **100%** **Note**: Although assessment for SLOs have been largely explored in previous institutional assessment reports, this has not been done for AUOs at all.	List the instructional support courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other	√			List the student support services courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning

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	Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
learning experiences?			% of Student Support Services Courses or other experiences _____	outcomes is complete.
Has the college assessed student learning outcomes for all courses or other experiences in instructional support?	√		% of Courses or other experiences in Instructional Support **100%**	List the instructional support courses or other learning experiences for which assessment of expected student learning outcomes is complete.
Has the college assessed student learning outcomes for all courses or other experiences in student support services?	√		% of Courses or other experiences in Student Support Services **100%** **Source**: TracDat	1. Accommodative Services 2. Advisement Services 3. Apprenticeship Training Program 4. Assessment & Counseling 5. Career Placement Center 6. Center for Civic Engagement 7. Center for Student Involvement 8. Continuing Education 9. Educational Talent Search 10. Financial Aid 11. Health Services Center 12. Learning Resource Center 13. Project Aim TRiO Programs 14. Work Experience
				List the student support services courses or other learning experiences for which assessment of expected student learning outcomes is complete. 1. AAD Support Staff 2. Admission & Registration 3. Auxiliary Services 4. Board of Trustees 5. Business Office 6. Communications & Promotions 7. Facility Maintenance 8. Foundation Board 9. Human Resources Office 10. Instructional Technology Center 11. Management Information Systems 12. Materials Management 13. Planning & Development 14. President/CEO 15. Safety Office
Has the college analyzed assessment results for all courses or other learning experiences in instructional support?	√		% of Courses or other learning experiences in instructional support? **100%** 14/14 Note: Greater emphasis has	List the instructional support courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.

	Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
			been given to results of instructional programs in past institutional assessment reports. The analysis of results in this area, however, has not been systematic and organized.	Same list as above List the student support services courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.
Has the college analyzed assessment results for all courses or other learning experiences in student support services?	√		% of Courses or other learning experiences in student support services? **80%** 12/15	Same list as above
Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences? Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences?	√ √		% of Courses or other learning experiences in Instructional Support? **100%** 14/14 % of Courses or other learning experiences in Student Support Services? **80%** 12/15	List the instructional support courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented. Same list and same comments as above List the student support services courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented. Same list and same comments as above

The less-than-satisfactory assessment progress of the college (from 0% to 33% in various subparts) as reported in Part 1 (Student Learning Outcomes for Courses) of the submitted report is better understood when the reader puts this in the context of the program level assessment focus that the college has intentionally adopted since Fall 2000. This was of course the initial year when the comprehensive campus assessment initiative was first launched. Yet, the outstanding record of assessment progress (from 11% to 100% in various subparts) in Part 2 (Student Learning Outcomes for Programs leading to Certificates and Degrees) more than makes up for the lack of assessment progress reported in the first part. The college therefore finds it most reassuring when Dr. Barbara Beno in her Q. and A. document declared that "an institution that began working with Student Learning Outcomes at the programmatic level may not be able to answer, yet, the questions about implementation at the course or degree level."

Part 3 of the template (Student Learning Outcomes for General Education) also demanded a greater exploration of general education *per se* in terms of course level assessment that was not tied to Gen Ed courses only. When placed in the context of the continuing discussion between CCA and the Gen Ed committee regarding the appropriate approach to take vis-à-vis program level versus GE course level assessment, the requirements of the template necessitated a rethinking of the current approach. Although the Gen Ed committee has been actively involved in GE course level assessment, the new template however demanded a more comprehensive, more institutional approach to assessment, similar to an "outcomes across the curriculum" approach. This requirement has necessitated a robust dialogue among members of the CCA, Gen Ed committee and the Vice President of Academic Affairs himself. As a result of these discussions, a new institutional approach to Gen Ed will be instituted campus wide in the next academic year (AY2007-2008). The lead office will be AIE, to be charged with the logistics of data collection and analysis of outcomes across disciplines and courses, with the Gen Ed committee serving in an advisory role to this broader, more all-encompassing process than previously implemented[22]. The committee nonetheless deserves commendation for all its efforts in raising a greater consciousness among faculty with regard to the value of Gen Ed to the vocational curriculum.

There are also questions that need to be raised in Part 4 (Student Learning Outcomes for Instructional Support and Student Support Services) of the report template. As a case in point, the college needs clarification on the delineation between *instructional support* and *student support services* so that the data elements required to complete the report can be addressed more meaningfully. Given the distinctions that the college makes between student learning outcomes (SLOs) and administrative unit objectives (AUOs), the college needs ACCJC guidance in this regard. Most importantly, the college needs clear examples on how to map service and administrative outcomes to course or other learning experiences, as the template requires.

It needs to be said however that the commission is fully aware of these emergent issues. An email from Dr. Beno clarifying the purpose of the new template stated that ACCJC "is aware of the extent of the detail you are being asked to provide to report on the college's implementation of Student Learning Outcomes." She further stated that it is "intended, however, as a framework to guide the college as you make progress towards full implementation." When viewed in this perspective, the new template should not be considered as a heavy burden but rather as a useful road map that allows the college to collect, analyze and use its incremental assessment evidence to

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[22] The comprehensive General Education (Gen Ed) Assessment Plan is in APPENDIX F.

demonstrate accountability and promote program improvements at various levels of the institution. In the final analysis, when the ACCJC new template is consistently used for data collection and analysis from year to year, an accreditation team visit should no longer exert as much institutional effort and energy as in the pre-template years.

Part V. TracDat Data Patterns: Various Measures of Assessment and Institutional Effectiveness

When TracDat, the college's assessment data management software, was fully implemented campus-wide in academic year 2004-2005, the transition from a hard copy to an online assessment process was not an easy one. After three full years of TracDat implementation at the college, there now seems to be a degree of stability in terms of its usefulness to the college's comprehensive assessment initiative. It goes without saying that the degree of comfort among users have also increased exponentially since its initial introduction.   Overall, a total of one hundred thirty two (132) TracDat users are currently registered at the college (as of July 2007) through the Office of Assessment and Institutional Effectiveness (AIE). Individual user names and passwords have been assigned to all these users, and each individual is granted access according to a user role (such as data entry, read only, or admin).   TracDat training (either basic or refresher) is also conducted by AIE staff every semester, and is usually scheduled at least two weeks prior to the campus-established assessment deadlines.

When the new version of TracDat (version 4) is released in mid-August 2007, it will be necessary for AIE to plan new training sessions in order to maximize the benefits of its new features. As outlined in the June issue of *Momentum*, the online newsletter of Nuventive, "TracDat 4.0 combines the robust improvement process management relied on by leading colleges and universities across the country with innovative new features that streamline outcomes data collection, reporting, and most importantly increase the ease of faculty and staff involvement in the assessment process." The company's promotional materials declare that "this evolution of TracDat incorporates the best thinking from a team that has been focused in this area since 1997 and from a large, vocal, and very thoughtful customer base"[23]. It is hoped that this new upgrade with its more user-friendly features will improve assessment compliance at the college even more.

Compliance rates at the division level

The table below (Table 11) is an updated version of the divisional compliance table presented in last year's annual institutional assessment report (5th AIAR). It is necessary to frame the discussion of TracDat reports within this context because it provides the reader a clearer understanding of an established cycle of assessment reporting at the college. 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 –(1) modify/revisit plan, (2) collect data, (3) report results, (4) implement improvements-- that define all assessment activities at the college:

Table 11. Updated Rates of Divisional Compliance with Assessment Requirements for the Two-Year Assessment Cycle Schedule (in percentages)

Academic Year	Programs/Units on Track _____ Total Number of Programs/Units (Academic Affairs Division)	Percent	Programs/Units on Track _____ Total Number of Programs/Units (Business & Finance Division)	Percent	Programs/Units on Track _____ Total Number of Programs/Units (Administrative Services Division)	Percent
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%
AY 2005-2006	45/55	82%	5/5	100%	4/4	100%
AY 2006-2007	31/56	55%	3/5	60%	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.

The compliance data presented above seem to reflect the patterns generated earlier in the review of actions taken (or not taken) vis-à-vis the recommendations given in last year's annual institutional assessment report. Similar to the lack of follow through with several of the written recommendations contained in the 6th AIAR due to time and personnel constraints associated with the Banner project, it is surmised that assessment authors also experienced the same challenges as a direct result of the project. It is true that the Banner project required tremendous amounts of time and effort so it is very likely that a few assessment authors were constrained by time to get their

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[23]Nuventive's *Momentum* is published exclusively for TracDat users and is found at http://www.nuventive.com

TracDat plans or reports ready for submission. Consequently, this resulted to the less-than-satisfactory compliance rates documented above.

As expected, it is in Academic Affairs Division (AAD) that the bulk of assessment activities and processes occur. As the table above reflects, this is also where compliance issues appear most often. With the relatively-smaller number of programs and units falling under the two other divisions –Administrative Services Division and Business & Finance Division-- the issue of compliance is not a big issue for them at all. However, the dynamic nature of academic curriculum as reflected in program deletions, additions and other factors (e.g., the introduction of TracDat) account for the fluctuations in AAD compliance figures (from 70% to 61% to 57% to 82% to 55%) over the years. Consequently, these factors exerted some variable impact on overall compliance at the college, specifically among assessment authors in instructional programs.

Collecting data on compliance however has been useful in identifying programs or units that needed assistance or guidance in their assessment requirements. In addition, compliance data have also helped administrators (e.g., deans and associate deans) to provide various kinds of support or encouragement to programs that have been out of sync with the established two-year assessment cycle. In these instances, an alternative schedule is usually worked out between an assessment author and AIE staff. At the same time, there have been documented cases that compliance data have been used to ensure that Individual Faculty Plan (IFP) agreements between administrators and faculty are enforced, whenever the situation called for such action. In cases like these, administrators have reviewed the patterns of non-compliance of certain assessment authors (habitual requests for extension, for example) to make decisions on approval or disapproval of certain requests vis-à-vis their assessment requirements.

Patterns in articulating outcomes

The shifts of emphasis in the dimensions of assessment expressed in the various student learning outcomes (hereafter referred to as SLOs), as detailed in last year's report, continued to be evident for the past academic year.   It must be recalled that in the formative years of the GCC assessment process (particularly in AY 2002-2003), most assessment authors addressed cognitive outcomes, and there was a strong tendency among authors to emphasize the knowledge dimension in articulating their program SLOs. The last three academic years, however, saw a significant shift from the cognitive to the behavioral dimension, with the affective dimension, just like the situation in most campuses, still largely unaddressed in articulated program outcomes. This shift of course is

in reference to the three all-encompassing questions that guide all assessment activities at the college, namely:

- What do students know? (cognitive outcomes)

- What do students think and value? (affective outcomes)

- What can they do? (behavioral outcomes)

Table 12 below presents the continuing shifts among these three important dimensions of SLOs vis-à-vis program assessment in a comparative perspective. The intent is to compare the AY 2005-2006 patterns with the AY 2006-2007 figures. In the table given below, the AY 2005-2006 data are in the upper position, with the AY 2006-2007 data occupying the lower position. The reader also needs to note that the number of degrees, certificates and programs (shown in the first column) have changed from one year to the next due to program deletions and additions that continually happen every academic year. It is also worthy to note that these changes have gone through the curriculum review process that is already well-established at the college.

Table 12. Dimensions of Program Assessment Expressed in SLOs for AS, Certificate and Secondary Programs, AY 2005-2006 and AY 2006-2007

Programs	Total SLOs	COGNITIVE *What do students know?*	%	BEHAVIORAL *What can they do?*	%	AFFECTIVE *What do they think and value?*	%
AY05-06 AY06-07	AY05-06 AY06-07	AY05-06 AY06-07	AY05-06 AY06-07	AY05-06 AY06-07	AY05-06 AY06-07	AY05-06 AY06-07	AY05-06 AY06-07
Associate Degree (n =15)	45	14	**31%**	19	**42%**	12	**27%**
Associate Degree (n =15)	98	19	**19%**	64	**66%**	15	**15%**
Certificate (n =9)	30	6	**20%**	16	**53%**	8	27%
Certificate (n =8)	33	3	**9%**	23	**70%**	7	**21%**
Secondary Programs (n =4)	15	6	**40%**	4	**27%**	5	**33%**
Secondary Programs (n =9)	43	5	**12%**	33	**76%**	5	**12%**

The AY2006-2007 figures above present another shift in authors' emphasis in terms of how they have articulated program outcomes, as compared with the past academic year. Yet, similar to the patterns generated in last year's report, the question of "What can students do?" seems to be foremost in authors' minds when they are formulating their student learning outcomes in their respective programs. In both AS and Certificate programs, a great majority of the articulated SLOs (42% and 53% in AY 2005-2006 and 66% and 70% in AY2006-2007, respectively) were written to address the behavioral dimensions of program assessment. An even greater increase is seen (from 27% to 76%) in the secondary programs' SLO focus on the skill dimension of assessment. Concomitantly, the focus on the cognitive dimension decreased (from 31% to 19% in AS programs, for example) based on the patterns reflected in the above table. The same patterns seem to hold true for the affective dimension of assessment as there is an evident decrease in the percentages from the previous academic year (from 33% to 12% in the secondary programs, for example). Similar to the conclusions reached in last year's reports, this parallels the struggle of most community colleges as they strive to explore measures that would best convey the attitudes and dispositions of students vis-à-vis their chosen majors. The ideal goal remains to be a healthy balance among these three dimensions of assessment so that assessment authors remain cognizant of this need to explore multiple tools and measures. These annual variations in SLO emphasis will continue to be seen for as long as the college retains its program level approach to assessment, where SLOs may be revisited each assessment cycle and assessment authors are given the liberty to revise existing SLOs or add completely new outcomes. The rethinking of this approach, prompted by new annual reporting requirements by the college's regional accrediting commission, will be the subject of a later section in this report.

Assessment methodologies for SLOs

As discussed in the previous section of this report, one of the new requirements in the new ACCJC template is to report on "appropriate assessment methodologies for defined expected student learning outcomes" for **all** courses and programs offered at the college. Since this type of data has already been systematically inputted into TracDat (specifically in Column 3 of the 5-column model), this was not a difficult requirement at all. Because of the program level approach that the college has taken vis-à-vis assessment, however, only program level data is available. Yet, this is also an inaccurate statement to make since program level assessment is grounded in course level data, as well. What needs to happen is to make this delineation between program and course assessment

clearly outlined among assessment authors. With the new features of the TracDat Version 4, it is hoped that this will be implemented without great challenges in the next academic year.

In this academic year's assessment requirement submissions, the CCA reviewed fifteen (15) assessment plans and twenty eight (28) assessment reports. Like in previous years, AIE maintains oversight of the whole assessment process through weekly-scheduled CCA meetings (every Friday for this academic year) and regular monitoring of assessment requirements based on assessment groupings (Group A, B, C, D) that have already been firmly established at the college since 2001.[24] One of the tasks of the assessment committee is to review assessment tools that are proposed by authors to measure their program SLOs. As harvested from TracDat, the figure below reflects the patterns of assessment methodologies (both direct and indirect) utilized by assessment authors in various secondary and postsecondary programs (n = 18) offered at the college:

Figure 2. Direct and Indirect Indicators of Assessment in AS, Certificate & Secondary Programs, AY 2006-2007
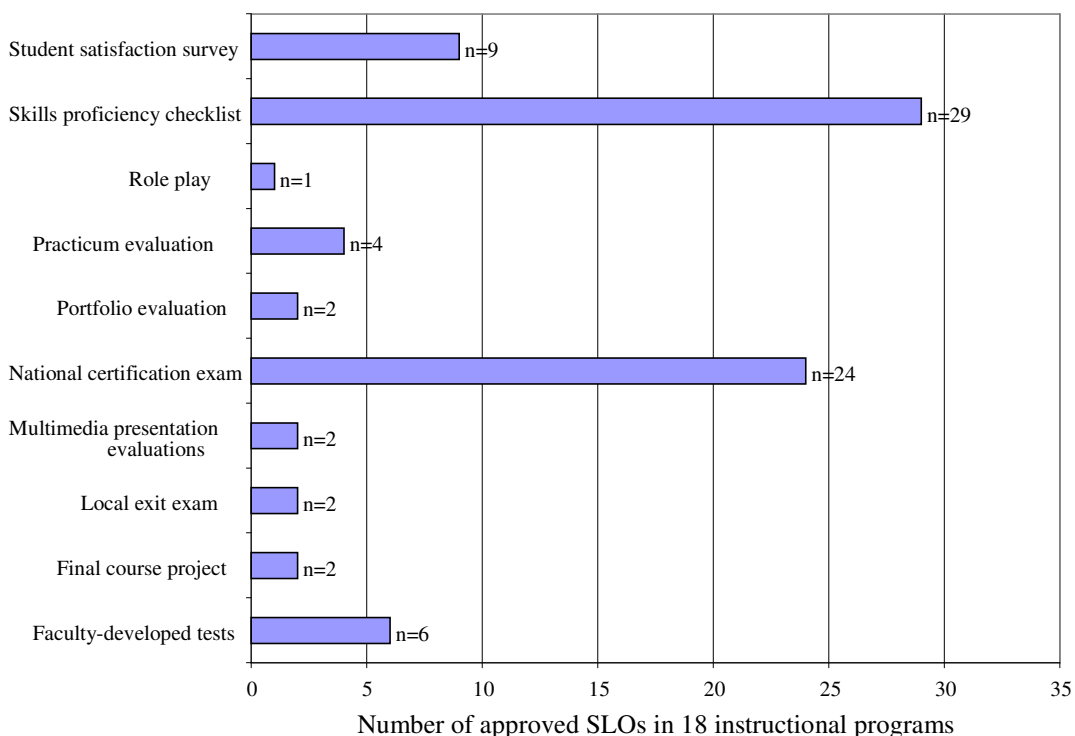
As shown in the above table, the patterns generated seem to validate the conclusion discussed earlier that assessment authors have mostly used the behavioral dimension of assessment (more than the cognitive or affective dimensions) in articulating their program outcomes. This is

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[24] See assessment the Monitoring Matrix and compliance rates for these various groupings for Fall 2006 and Spring 2007, as well as other materials related to AIE's oversight of the GCC assessment process in APPENDIX G.

most evidently reflected in their choice of the skills proficiency checklist (n = 29) that garnered the highest frequency in the table above. In similar fashion, a good number of instructional program authors seem to identify national certification exams as the most helpful tool (n = 24) in assessing whether SLOs have been met or not in their respective programs.   Since national standards are embedded in these exams, program faculty, it would seem, were most comfortable using these benchmarks of student performance. Student satisfaction surveys are also greatly utilized (n = 9) followed by faculty developed tests (n = 6). The role of the practicum as a capstone experience for students (n = 4) is also gaining acceptance among faculty as they use it to evaluate student learning in a particular knowledge or skill area. While other tools chosen have included a final course project (n = 2), multimedia presentation evaluations (n = 2), portfolio evaluation (n = 2), as well as a local exit exam (n = 2), the utility of role play as a means of assessment (n = 1) seems to have retained its appeal.

Figure 3. Patterns of Means of Assessment in Administrative Units & Student Services
AY 2006-2007

Number of CCA-approved Administrative Unit & Student Services Outcomes
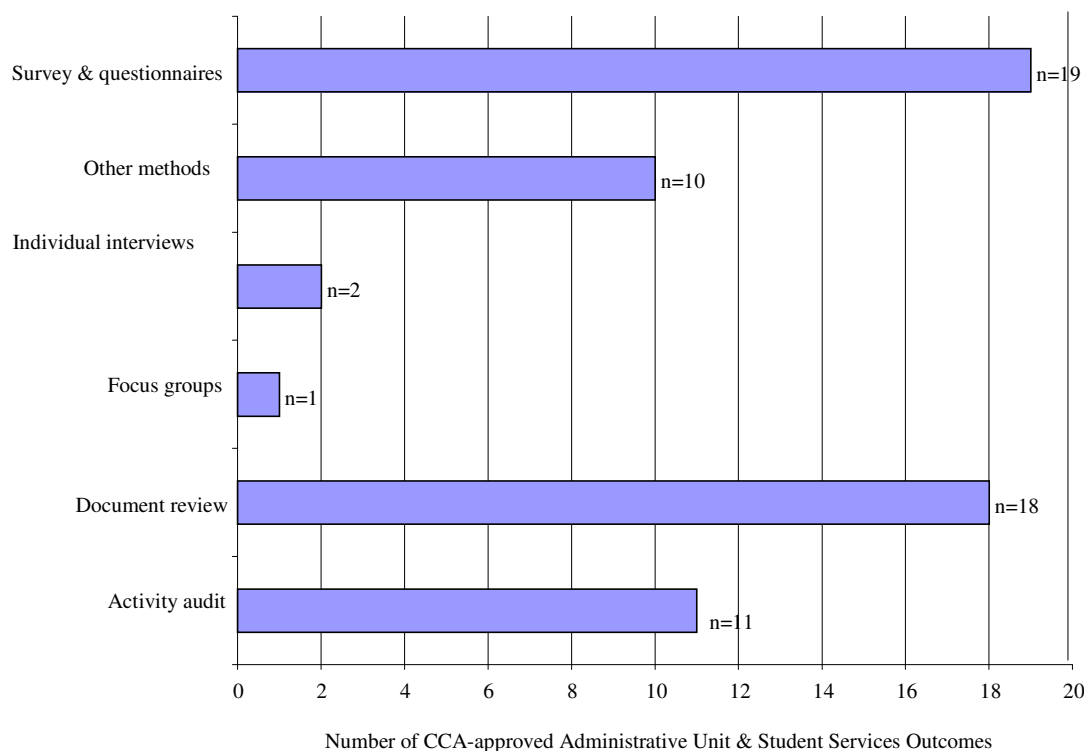
A similar review of the patterns of means of assessment utilized by assessment authors in student services areas and administrative units reveals other interesting patterns, as Figure 3 above

presents.   The patterns indicate that many administrative unit staff, as well as student services personnel, seem to rely on document review and analysis (n = 88) as their primary assessment tool. On the other hand, activity audit (n = 62) emphasizes counting and hence the bulk of quantitative data is gathered through this assessment tool. The use of survey instruments (n = 52) also figured prominently among assessment authors while focus groups (n = 12) and individual interviews (n = 2) were not utilized as often. The category of "other" included the production of templates, website monitoring, publication of ads, among other alternative assessment tools.   The variety of these assessment tools being used by authors reflects their implied acceptance that assessment data gathering is most effective when multiple tools are selected.

Patterns of use of assessment results for program improvement

As discussed in last year's report, assessment practice gains gradual maturity when results are utilized to demonstrate improvements at various levels.   These levels of improvement may be seen in big or small changes in the classroom (e.g., inclusion of SLOs in course syllabus), program (e.g., revamp of technical requirements), or institution (e.g., establishment of a Faculty Senate), among other examples.

Insofar as the TracDat database is concerned, the use of assessment results have been documented through the last column of the 5-column model of assessment reporting instituted at the college.   In general, these changes have mostly encompassed improvements at the program and the institution levels. Data gathered to back up improvements at the course level, however, have not been very rich, perhaps because the college's approach to assessment has been largely programmatic in nature, and because assessment, in general, serves also as program review.   Fully cognizant of this limitation, and as it is now required in the new ACCJC template on SLOs, a thoughtful shift will be necessary to accommodate course level assessment in the college's assessment process beginning this academic year.

Although still largely uneven, a look at the gathered use of assessment results for program and institutional improvements as harvested from TracDat (refer to Table 13 below) gives the reader a good idea of the gradually-evolving maturity of the college's assessment process. After all, the whole point of assessment lies in its use of assessment results to demonstrate accountability and improvement. Without this important step in the process, it becomes merely a routine exercise meant to address external mandates, such as the WASC/ACCJC standards. On the other hand, results that are translated into improvement initiatives at the program level contribute significantly to

the quality of student learning at the college. Consequently, this becomes a critical self-reflection on the part of the institution as it closes the feedback loop so crucial to sound assessment practice.

Table 13. Assessment Results for Program Improvement,
AY 2006-2007

No. of CCA-approved SLOs/AUOs
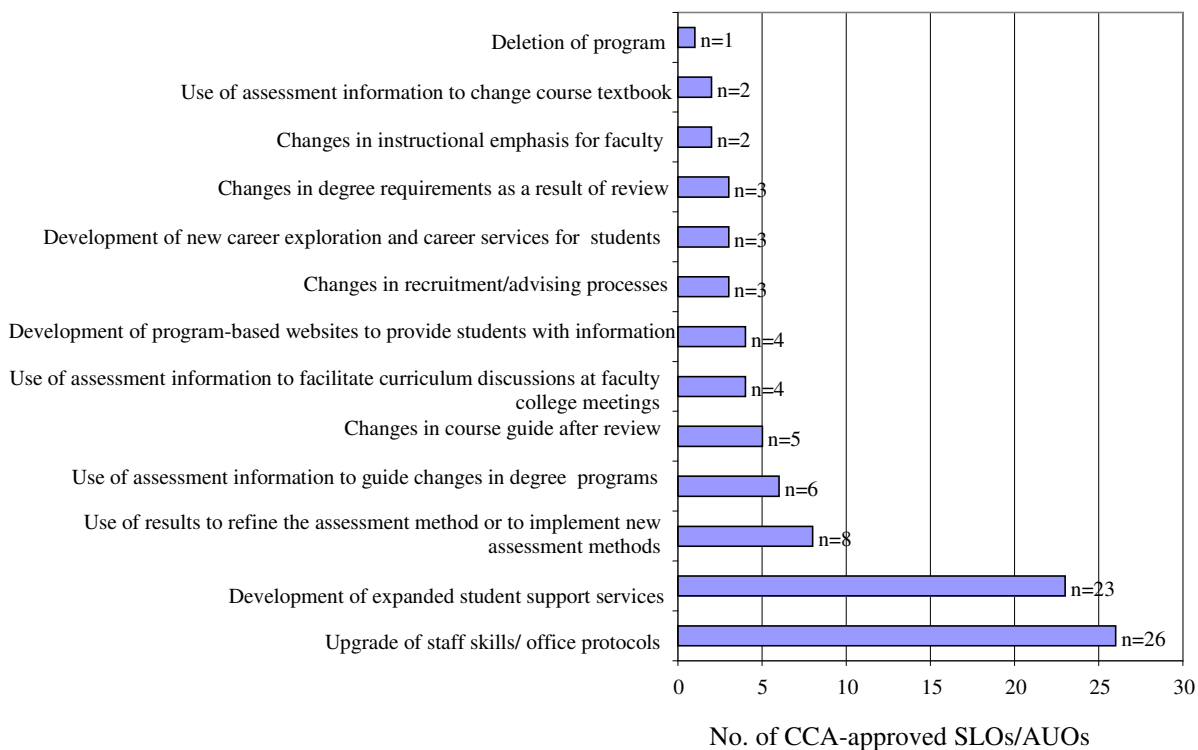
As reflected in the table above, the upgrade of staff skills or a change in office protocol was resorted to as a consequence of program assessment results (n=26) by a majority of assessment authors. This was closely followed by authors reporting the development of expanded student support services based on assessment information they have gathered during the past academic year (n=23). Since Group C (Student Services and Administrative Units) was one of the groups scheduled to submit an assessment report this year, these results are therefore not surprising.

In the assessment literature, the use of multiple assessment tools is indicative of an institution's evolving assessment maturation. It is also reflective of the growing understanding among assessment authors that the changing of assessment tools through experimentation (n=8) will bring about comparative perspectives that can only bring greater insight regarding improvement strategies. In the academic affairs arena, many instructional programs have seen improvements in terms of changes in degree programs (n=6), changes in course guides after a review (n=5) and most importantly, results have been used to fuel faculty discussions about their respective programs (n=4).

Moreover, other changes have included the development of program-based websites to provide students with information (n=4), changes in recruitment/ advising processes (n=3), and development of new career exploration and career services for students (n=3). As a result of program assessment, some program faculty have also instituted the following improvements, such as changes in requirements for a degree (n=3), instructional emphasis (n=2), and textbook change (n=2). One program (i.e., Certificate in Accounting Clerk) was also deleted as a result of meaningful assessment information.

     The improvement initiatives discussed above are given more concrete grounding in the following self-reports by faculty and staff alike (see the series, Tables 14, 15, & 16 below) as they convey the status of how they have implemented the results of their respective program assessments for the past academic year. This is based on information contained in their Implementation Memos[25] submitted to the CCA, as a post-report requirement established under the two-year assessment cycle schedule:

Table 14. Implementation of Assessment Results for Associate Degree & Certificate Programs
Fall 2006 – Spring 2007

ACCOUNTING CLERK CERTIFICATE PROGRAM

Use of Assessment Results (Column 5)	Status of Implementation
Use of Assessment Results: 03/10/2006 -- The goal to develop a questionnaire remains unfinished at this time. The TracDat feature will allow the design of a questionnaire to survey both accounting students and their employers about their perceptions concerning the value of the certificate program. Historically, identifying where certificate students are at the end of their program is problematic. The certificate program is a sub-part of the Associate Program. Therefore, many students decide to opt for a certificate after all requirements are met while working towards the associate. Also, there are indications that some students declare for the certificate program only to avoid completing the general education requirements in the associate program. Value of the certificate to students and employers may be changing; the survey will be used as a tool to obtain this information. The certificate may have little value for the student and/or employer which would be a good indication for dropping it. Follow Up: 03/21/2006 -- During Fall 2005, workload requirements for Barbara Bouchard-Miller prevented sufficient time for training in designing	To determine the value of the certificate program based on the thinking of the all the declared accounting majors (96) as of April 1, 2006, an online questionnaire using TracDat was emailed to about 60% of the group. Forty-five accounting students responded to the eight-question survey during the month of April 2006. Only one respondent stated he/she was a completer for the certificate. All other responses show a clear indication that students become declared majors in accounting at GCC with the sole goal to earn the Associate degree--not the certificate degree. On May 12, 2006, a Curriculum Deletion Memorandum was prepared to recommend the deletion of the Certificate program in Accounting. On May 22, 2006, the President signed the document and the program has been deleted.

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[25] An Implementation Memo template is available for assessment authors from *Quick Links* on the home page of AIE's assessment home page (http://www.guamcc.edu/assessment)

the questionnaire in TracDat and requesting accounting majors to complete the questionnaire. The department normally operates with two full-time faculty members: Pilar Pangelinan was hired by GCC as a limited-term full-time instructor in August 2005. The assessment work for the accounting certificate and associate degree was not a shared task during Fall 2005 given the learning requirements of a newly hired faculty member for the department. The objective to learn the process to design the questionnaire was not a priority item and shifted forward as a task to be completed for Spring 2006. Barbara will request training from AIE in March 2006.

Use of Assessment Results: 08/28/2006 -- Ray Somera assisted Barbara with creating a TracDat based questionnaire. Barbara obtained a list of students email addresses and sent a request to all declared accounting majors to participate in the questionnaire survey. There were 96 declared accounting majors on April 11, 2006. An online questionnaire was emailed to about 60% of the group. Forty-five accounting students responded to the eight-question survey during the month of April. Only one respondent stated he/she was a completer of the certificate. All other responses show a clear indication that students become declared majors in accounting at GCC with the sole goal to earn the Associate degree--not the certificate degree.

A Curriculum Deletion Memorandum was submitted on May 12, 2006 for a request to delete the Certificate in Accounting Clerk. It was approved on May 22, 2006.
Follow Up: 08/28/2006 -- The 2006-2007 GCC catalog was updated and the Certificate in Accounting Clerk program has been deleted and no longer available to students.

Use of Assessment Results: 05/10/2005 -- Criteria has been met. It is not necessary to make any changes at this time.	No changes necessary at this time.
Use of Assessment Results: 09/21/2005—Both accounting faculty must redesign the AC102 test to measure the student learning objective: can students look at common financial data that can be analyzed to make investment decisions?	For Spring semester 2006, both faculty will redesign the test and develop a rubric to score the results.

COMPUTER SCIENCE CERTIFICATE PROGRAM

Use of Assessment Results (Column 5)	Status of Implementation
Use of Assessment Results: 05/25/2005 -- The computer science department will review course guide content against industry objectives given CS151 is now serving the postsecondary population as a required elective. Estimated course sections per semester will be ten or over. Follow Up: 12/01/2005 -- Zhaopei Teng reviewed	Course Guide was reviewed. Ten sections were offered in both Spring and Fall 2006.

and revised CS151 course guide. Implementation date is spring 2006.	
Use of Assessment Results: 12/15/2005 -- To strengthen student learning objectives for Database, the department will research the textbook options pertinent to the industry needs. Implementation of the new textbook for CS151 will occur spring 2006. Follow Up: 01/25/2006 -- For spring 2006, the textbook was changed to Microsoft Office 2003 by Pasewark and Pasewark for CS151, ten sections.	New textbook for CS151 was implemented in Spring 2006. The book's name is Microsoft Office 2003 by Pasewark and Pasewark.
Assessment results will be used to evaluate the course guide for CS151.	In process. Course guide for evaluation.
The rubric for CS151 will be rewritten based on the assessment and industry needs.	In process. Rubric to be rewritten.

COSMETOLOGY CERTIFICATE PROGRAM

Use of Assessment Results (Column 5)	Status of Implementation
Use of Assessment Results: 02/08/2006 -- Program curriculum needs revision due to changes in the marketing environment during the past few years. Specifically, competition, which was nonexistent a few years ago, surfaced when another cosmetology training school opened on Guam; lower enrollment has occurred during the past few years; the current program has not been updated since 1995. A revised program will restructure the lab environment into a six-hour block for all students enrolled in the program. Rewrite the course guide for CM215; change course number and course name.	The program has been rewritten and is in the approval process. It is with the curriculum committee. Students will be able to complete the program in one academic year. Thee hundred contact hours, work/learn co/op is incorporated within the new program.
Use of Assessment Results: 02/07/2006 -- Revisit program curriculum; restructure intermediate and advanced theory classes into a two-hour block. Rewrite a course guide to combine courses CM106, CM111, and CM210 to create a new course with new number and name.	Lecture courses will be lecture/lab courses. Course number have been changed. Cm 215, CM111 and CM106 is changed to CM201 Concepts II. CM105 and CM110 is changed to CM101 Concepts I. Lab are six hour blocks. A summer session of 150 contact hours is required.
Use of Assessment Results: 02/07/2006 -- An analysis of the survey results does indicate that students are less confident within two areas scored: (1) Meeting the Public, (2) Punctuality. Program curriculum will be reviewed by the faculty within the Cosmetology Department and changes will be made to increase opportunities for students to work outside of the classroom environment. Students already volunteer to cut hair at St. Dominics, Nursing Skills Center, Sinajana	Use of Assessment Results: 10/3/06-- An analysis of the survey does indicate that puctuality has improved. Students have participated in service learning outside the institution. Sinajana Community Center and Dementia Center are the locations.

| Community Center and at Dementia Center. Teachers will attend service-learning methodology training to convert all such volunteer experiences to a service-learning format. Strategies will be implemented to improve students desire to be more punctual at the work site. Follow Up: 03/30/2006 -- Ron Abshire attended the Designing Student Learning Outcomes in the Curriculum Using Tools Like Student Learning on March 7, 2006. Inez Bukikosa and Daniel Gurwell attended on March 6, 2006. | |

MARKETING AS-CERTIFICATE

Use of Assessment Results (Column 5)	Status of Implementation
Exam results indicate that the students retained the information from the core Marketing courses. Results also reveal that information from the Selling class is retained well as evidenced by very few incorrect answers.The teaching strategy in Selling, which incorporates actual selling experience in the class through its project, should be implemented in the other courses. Results further indicate that the Product Life Cycle in the Principles of Marketing course needs to be taught better for more student retention. In the Advertising portion of the test, all students missed the same question, which pertains to the effectivess of the various types of promotion. This should also be better taught in the course. In the Entrepreneurship section, all students missed the same question, which pertains to the reason that most small businesses fail. Again, this subject should be more emphasized when teaching.	The Advertising course was cancelled in Fall 2006 because of low enrollment. It will be offered in Spring 2007, along with the Retail, Selling, and Entrepreneurship courses. The DC will brief the instructors of these courses the deficiencies pointed out by this assessment cycle. While this year's graduates have already taken the Principles of Marketing course, the DC will make sure that the adjunct faculty teaching that course this semester emphasizes the Product Life Cycle. The Marketing Department is currently reviewing the test in order to make the wording of the questions more clear.
Results indicate that marketing graduates have been adequately prepared for the workplace. Results also indicate that the work/learn program is useful. Results further indicate that the marketing program needs improvement in particular areas. The Marketing program has to improve its efforts to assist students in getting the students into the marketing field.	The DC will work with the Marketing Work/learn Program Coordinator to get more students out in the workplace. This will also be a topic of discussion at the next Advisory Committee meeting.
Results indicate that students are able to conduct presentations using technology that is currently being used in today's marketing workforce. Although all students demonstrated the ability to use Power Point, the rater from the Advisory Committee recommends including content in the rating sheet.	Content will be rated in the next assessment cycle. A digital video camera has been requested in the 2007-2008 marketing department budget in order that presentations may be videotaped for assessment.
Departmental/Unit Action Plan (Form D)	Status of Implementation
Collect new data from graduates using the core competency test.	The department chair, Richard K. Skipper, will identify the Fall 2006 and Spring 2007 graduates and administer the test, which is currently undergoing revision by the entire Marketing Department.

Collect "use of technology in presentations" artifacts (Power Point and videotapes) in the Principles of Marketing course in Fall 2006.	The DC, Richard K. Skipper, will work with Kris Seerengan, the adjunct instructor to insure the artifacts are collected.
Students will be surveyed to determine their opinions of the various aspects of the marketing program.	Yvonne Tam will survey students in her classes the Fall 2006 semester.
Contribute to the improvement of all assessment documents for AIE submission.	All full-time marketing instructors have been given login access to TracDat to give them a better understanding of the assessment plan. Assessment will be a topic of discussion at every department and Advisory Committee meeting.

MEDICAL ASSISTING AS/CERTIFICATE PROGRAMS

Use of Assessment Results (Column 5)	Status of Implementation
Med Asstng AS/Certificate - AY 05-06 Administrative Duties in Clinical Setting - Students will be able to meet National Standards for Medical Assistants in performing administrative duties in the clinic or physician's office.	Ongoing
Use of Assessment Results: 03/02/2006 -- Instructor will incorporate more lecture on preparing bank sheets and retest in Spring 2007.	On agenda for spring 2007 class room study
Use of Assessment Results: 10/09/2006 -- All competencies now have a rating sheet with minimum pass score of 70%. All students to date have passed.	Complied with
Use of Assessment Results: 10/09/2006 -- We will collect this data by end of the semester	Ongoing
Use of Assessment Results: 10/09/2006 -- continue to observe	Ongoing
Med Asstng AS/Certificate - AY 05-06 Preparedness in the MA field - Students will feel that the Medical Assisting program adequately prepared by being hired in their field of study.	7 out of 11 students were hired by various clinics
Use of Assessment Results: 10/09/2006 -- This will allow us to evalate the program internally	Post grad followup survey Employer survey

OFFICE TECHNOLOGY AS PROGRAM

Use of Assessment Results (Column 5)	Status of Implementation
SLO-#1 Office Tech AS - AY 2004-05 Students will be equipped with the necessary administrative terminology and principles to work in a legal or medical office. COGNITIVE SLO **Use of Assessment Results**: 10/22/2006 -- The SLO will be repeated in Spring 2007 as students did not meet the SLO criterion.	SLO-#1 The first timed-writings were administered during the AY 2005-2006, but none of the 8 students met the required net 50 words per minute with 5 or less errors. The SLO was repeated in Spring 2007 and was administered on February 1, 2007. The results were all 6 students passed. There are currently six students enrolled in OA240 Machine Transcription Special Project Class, Spring 2007. All six students passed the 5-minute straight copy timed-writing with a net 50 (wpm) words per minute with 5 or less errors. The average words per minute were 57 with an average of 5 errors. With these results, students met the minimum requirement in competitive skills for general, legal, and medical office work.
SLO-#2 Office Tech AS - AY 2004-05 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. - AFFECTIVE SLO. **Use of Assessment Results**: 10/22/2006 -- Pending until Spring 2007.	SLO-#2 Eleven employer surveys were mailed out on December 14, 2006 with 2 responding. Each employer rated his employee's Computer skills in formatting letters, memo and report, filing electronic or manual, mathematical calculations such as expense reports, budgets, invoices, purchase orders, and petty cash as "Very Good". Each employer rated his employee's Communication skills verbal and writing, using telecommunicatons technology, including the telephone, voice mail, e-mail and fax, solving day-to-day problems within the role of the admnistrative professional, scheduling appointments, setting up meetings and or conferences, and organizing time and work as "Very Good". Each employer gave an overall rating of the educational training as "Very Good". Of the 55 student surveys mailed on October 19, 2006, 35 students or 64% responded. Survey results were: Students rated the quality of the courses, including faculty, class materials, and learning experience at 81%. Twenty out of 35 students gave a rating of 5, highest rating, on Q6-A, "gave me a sense of competence in my major field of study". Fifteen students did not respond to this question. Thirty students gave a rating of 5 to Q6-B, "provided the foundation for executive & medical secretarial studies". Five students did not respond to this question. In response to Q6-D,E,F,G, "developing or enhancing their critical thinking skills, written communication skills, oral communication skills and leadership skills in Office Technology Program, 10 students gave a rating of 4 and 25 students gave a rating of 5.

Use of Assessment Results (Column 5)	Status of Implementation
	Nine graduating students for Spring 2007 responded to Q7, "How useful has your overall experience at GCC been in preparing you for life in general". Four rated "Very useful", 3 rated "Extremely useful", 1 rated "Slightly useful", and 1 rated "Moderately useful". Q8, "How useful has your education at GCC been in preparing you for a career or advanced study"? 5 rated "Very useful", 3 rated "Extremely useful", and 1 rated "Moderately useful". Q9, "How satisfied are you with your overall experience at Guam Community College"? 7 rated "Very satisfied" and 2 rated "Somewhat satisfied". It is worth noting the results of Q5. All 35 students favorably "Agree" or "Strongly Agree" to recommend GCC to others who are interested in Office Technology Program. The results of the Office Technology Program Survey 2006 (Fall Semester) indicate that the Office Technology Program is a strong and useful program. Students gave high ratings in overall experience preparing them for life in general and in their education preparing them for a career or advanced study. The Employer Survey results rated Very Good in education and vocational training. Employers are very satisfied with the outcome of the Office Technology Program. I am confident that the Office Technology Program will continue to be a successful program as it has been for the past three decades.
SLO-#3 Office Tech AS - AY 2004-05 Students will demonstrate efficiency in legal and medical transcription through the use of computer application software according to industry standards. - BEHAVIORAL SLO **Use of Assessment Results**: 10/22/2006 -- Production transcripting test.	SLO-#3 This SLO requirement was met in Spring Semester 2006. 100% of the students met the 25 production words per minute or better in legal transcription. No medical secretary students enrolled in Spring Semester 2006. All four students met the maximum 3-error or less within the 50-minute time limit.

SUPERVISION & MANAGEMENT CERTIFICATE

Use of Assessment Results (Column 5)	Status of Implementation

Use of Assessment Results: 03/13/2006 -- Adjunct's effective teaching methods resulted in a high criterion success rate based on student results. Current level of instructor effectiveness indicates practices and methods used current with acceptable mainstream practices. Even with these high results adjuncts continue to improve their management competencies through national testing re-certifications in human resource supervision and related fields.	Initial Qualifications: Adjunct Author has been certified as a PHR (Professional in Human Resources) since 2001; Adjunct Author presently a certified SPHR (Senior Professional in Human Resources) by the HR Certification Institute since 2003. This is the highest and most prestigious certification in the profession of Human Resources. Adjunct Author is also a national and local member of the Society of Human Resources Management (SHRM). Improvements made since last Certificate cycle: Adjunct Author has augmented and improved present credential by serving as the current Vice President for Legislative Affairs for the Guam Chapter of SHRM; Officer for the HROCC (Human Relations Officers Coordinating Council) for the government of Guam (this is a new group that reviews, updates, recommends and advises Legislatures on HR matters).
Use of Assessment Results: 03/13/2006 -- Although Summary of Results indicates Criterion success of 100 % (n=13), Adjunct and Supervision and Management (SM) Program Administrator have agreed to collaborate on revising the SM208 Personnel Supervision course guide to reflect 21st century industry-driven Student Learning Outcomes (SLOs). Spring 2006 will be the projected draft completion date for Business Department and AAC review and approval. This use of assessment results is consistent with SM Advisory Committee recommendations to revise SM208 Personnel Supervision substantive course content to reflect current industry-driven SLOs. This revision is also in compliance with program course currency recommendations stated in the Fifth Annual Institutional Assessment Report AY 2004-2005 as well as compliance with institutional program course guide policies mandating program course guide revisions every five years.	Plans for Adjunct Author's revision to the current SM208 Personnel Supervision (SM208) course guide is on track and consistent with Column 5 Use of Assessment Results implementation and steps taken. Assurances were given to Program Author by Adjunct Author on September 22, 2006 confirming completion of the final draft course guide by October 2006 for Business Department review and approval.
Departmental/Unit Action Plan (Form D)	Status of Implementation
Assessment results will be used to evaluate teaching methods for supervision and management class; and will be used to seek additional training for adjunct faculty to remain current with mainstream management principles and practices.	Adjunct Author is currently working on updating government personnel rules & regulations, policies, compensation, etc. that will further enhance and improved compentencies for teaching and creating the best learning environment for our students Adjunct Author will be renewing SPHR credentials in December of 2006.

Industry driven SLOs is a dynamic process that requires constant vigilance in terms of review and revisions; thus, assessment results will be used to review present course guides; results will also be used to solicit and involve adjunct faculty input & collaboration as a necessary prerequisite to ensure the viability and validity of any such course guide changes	In addition to revising SM208 course guide, the Program Author has taken a strong proactive stance in Adjunct Author collaboration (a GCC first) by revising the following course guides: SM108 Introduction to Business, SM220 Management Skill Development, and SM230 Business Law Applications. SM108, SM220, and SM230 received instutional approval Spring 2006. Through adjunct collaboration, the Program Author is proud to report compliance with program course currency recommendations stated in the Fifth Annual Institutional Assessment Report AY 2004-2005 as well as compliance with our institutional five-year program and course guide revision requirements. SM205 Purchasing, however, remains a work-in-progress due to Adjunct Author resigning spring 2006 from our adjunct hiring database. On September 8, 2006, Adjunct Author asked for a rescheduled due date from the original October 2006 deadline. Program Author and Adjunct Author agreed to a November 28 completion date.

SYSTEMS TECHNOLOGY CERTIFICATE PROGRAM

Use of Assessment Results (Column 5)	Status of Implementation
03/29/2006 -- Configure and Repair Network Systems **DESCRIPTION:** Fall 2005, Eleven (11) students enrolled in CCNAI and Five (5) enrolled in CCNAII. These students completed the lab test with a score of 75% or better. **TYPE:** Distinction / Strength **Use of Assessment Results: 03/29/2006** -- Criteria has been met.	One student successfully completed the Certificate Program in System Technology, Spring 2006. Most of these students enrolled in CCNA are currently employed by various industries and are only seeking training in CCNA.
03/29/2006 -- Pass the local and National Certification Test **DESCRIPTION:** Fall 2005, Fifteen (15) students enrolled in EE241-CAT5 Wiring and Testing. These students took the ETA Exam and 12 passed with a score of 76% or higher. An average score of 93%. Eleven (11) students enrolled in EE243-Fiber Optic Installation. These students took the ETA Exam and all passed with a score of 76% or higher. An average score of 83%. Passing score was develop by Industrial experts within the telecommunication skills. Students are required to take the test upon completion of EE241 & EE243. **TYPE:** Distinction / Strength **Use of Assessment Results: 03/29/2006** -- Criteria has been met. The average shows that students are meeting above standard scores set by the industries. The students that passed these certifications are confident in doing the task set in the SLO.	These students are currently employed by various industries and are only seeking training and certification in CAT5 and Fiber. This students are not pursuing degrees.

The industries are requiring these certifications for students having to be employed with their company.	
03/29/2006 -- Productive Technician in the Telecommunication Industry. **DESCRIPTION:** No completers under this program. **TYPE:** Problem / Limitation	Contacted Cork Vanderford, Director Guam/CNMI, Pacific Data System and Von Lester, Supervisor, Bank of Guam. As per Mr. Vanderford & Mr. Lester employees whose taken CCNA, CAT5 & Fiber are Productive Technicians in Computer Networking and Telecommunication.

Table 15. Implementation of Assessment Results for Student Services & Administrative Units
Fall 2006 – Spring 2007

ADMISSIONS & REGISTRATION

Use of Assessment Results (Column 5)	Status of Implementation
Admissions & Registration - AY05-06 - Provide Complete and Accurate Information to Students - To provide official transcripts, certifications of enrollment, and other student or course based reports as required or requested by students. **Use of Assessment Results**: 10/05/2006 -- The process of survey taking and reporting needs to be re-organized and reprioritized by linking the responsibility to a specific employee as well as designating the same person to perform TracDat data entry for this particualr AUO. Follow Up: 10/05/2006 -- Should the surveys be located the results will be reported for assessment puposes. Regardless, a specific person will be assigned to surveys and its reporting (to the department and entry into TracDat).	Marilyn Concepcion has been identified to compile and report the suervey results to me for entry into TracDat.
Admissions & Registration - AY05-06 - Provide Service in A Prompt and Courteous Manner - To provide service in a prompt and courteous manner. **Use of Assessment Results**: 10/05/2006 -- Results will be reviewed with all staff. Any problems or issues will be addressed and an action plan will be formulated to improve services. Follow Up: 10/07/2006 -- Conduct review at next staff meeting in October. Good customer service practices will be restated and all staff will review M.A.D.E. training and goals.	Meetings have been held as much as is possible considering that the implementation activities have caused meetings to be postponed. Also, work that had been delayed due to Banner activities has caused the staff to use available time to catch up on their workload. All staff have been encouraged to remember their customer service training and to review their M.A.D.E. training goals.
Admissions & Registration - AY05-06 - Conduct Staff Meetings - Conduct staff meetings on the fourth Friday of every month to discuss issues, concerns, policies, and Admissions and Registration activities.	Meetings have been held as much as is possible considering that the implementation activities have caused meetings to be postponed. Also, work that had been delayed due to Banner activities has caused the staff to use available time to catch up on

Use of Assessment Results (Column 5)	Status of Implementation
Use of Assessment Results: 10/05/2006 -- To provide the staff with a means of communicating and documenting their concerns. Also, it allows for tracking issues through to resolution. Use of Assessment Results: 10/05/2006 -- Staff can use the issues raised in meetings for guidance and training until formal procedures (i.e. SOPs) are approved.	their workload.
Admissions & Registration - AY05-06 - Keep Staff Well Informed - To provide staff with information in a timely and effective manner by creating and distributing a calendar of events and copies of staff meeting minutes. **Use of Assessment Results**: 10/05/2006 -- To ensure the office is staffed appropriately throughout scheduled office hours. Utilize the information to discuss adn resolve any issues or concerns with past performance and office hours.	Monthly staff calendar is distributed each month by the supervisor, Marilyn Concepcion, prior to the month's start after receiving input from the staff.
Admissions & Registration - AY05-06 - Provide timely and accurate responses to information requests - To provide reports or analysis on enrollment, and other student and course based information as requested or required by internal customers (a.k.a. "data requests"). **Use of Assessment Results**: 10/05/2006 -- Since most requests do not have deadlines attached, then requestors will be asked for delivery date. All such information will be recorded in a tracking report (to be reviewed quarterly). Follow Up: 10/06/2006 -- Create a tracking log and perform analysis once monthly. **Use of Assessment Results**: 01/25/2007 -- With the arrival of the Instituional Researcher the assessment results will be shared with the IR in order to begin transitioning out the responsibility for data requests.	
Admissions & Registration - AY05-06 - To ensure NIAS users are trained and understand FERPA regulations. - To ensure that all individuals accessing NIAS are aware of the Code of Responsibility and FERPA rules and are provided with NIAS training as requested. **Use of Assessment Results**: 10/05/2006 -- Document that all authorized NIAS users understand and agree to follow FERPA regulations.	

Use of Assessment Results (Column 5)	Status of Implementation
Admissions & Registration - AY05-06 - Provide student services within designated deadlines - To provide official transcripts, certifications of enrollment, and other student and course based reports as required or as requested within established deadlines. **Use of Assessment Results**: 10/06/2006 -- Track the efficiency and effectiveness of the process to ensure that the services are delivered as promised in department SOPs, schedule, or catalog. The results give the delivery of our services a measurable outcome. These outcomes will be discussed at next staff meeting in October and an action plan will be created to improve areas of concern. Follow Up: 10/07/2006 -- Discuss results at the October staff meeting. Document issues and create an action plan to resolve issues.	Meetings have been held as much as is possible considering that the implementation activities have caused meetings to be postponed. Also, work that had been delayed due to Banner activities has caused the staff to use available time to catch up on their workload. The results have been discussed briefly with Marilyn Concepcion, but the staff have not been appraised of all the results. However, it should be noted that Admissions & Registration activities prior to Banner implementation activities began in earnest, were meeting the goals that were set.

ADVISEMENT SERVICES

Use of Assessment Results (Column 5)	Status of Implementation
Advisement Services (formerly Enrollment Services) - AY05-06 Advisor Feedback - To address concerns raised at departmental training in sy 2004-05, create an action plan, and report the status of actions to advisors. **Use of Assessment Results**: 09/30/2006 -- The department tracks advisor concerns as a means of assessing outcomes and the resolution of issues raised during the academic year. The one issue regarding GenEd student Handbook needs to be followed up with the Counseling Department?s Chairperson. Given the possible change in the college's GenEd Policy and possible changes to business processes as a result of the Banner implementation, the amended time of completion is reset for the end of the Fall 2007. Follow Up: 01/23/2007 -- However, this department will follow up directly with Counseling Department by the end 2007.	The only outstanding item left is still pending receipt of feedback from the department chairperson.
Advisement Services (formerly Enrollment Services) - AY05-06 Department Evaluation - To collect data from advisors regarding their satisfaction with the delivery of services from Enrollment Services. **Use of Assessment Results**: 09/25/2006 -- The logbook is used to track requests. Results will be used to track the types of services requested. Academic advisors will be informed of the services that are available to them.	The advisor survey is scheduled to be made available on Tuesday, March 13, 2006 for all advisors. The survey will be available until March 28th. SurveyMonkey.com is being used to conduct the survey.

Use of Assessment Results (Column 5)	Status of Implementation
Follow Up: 09/25/2006 -- Information will be disseminated by the author via email at least once a semester. **Use of Assessment Results**: 09/30/2006 -- The survey will be conducted once again utilizing a survey distributed directly to all faculty advisors via e-mail. The completed survey will be accepted electronically or via printed format. The survey will be completed and reported out by December 1, 2006. Follow Up: 01/23/2007 -- Due to time constraints placed on Enrollment Services due to Banner and Luminis Training, the survey cold not be conducted by he December 1, 2006 deadline. A new survey will be conducted by the end of the 2006 academic year.	
Advisement Services (formerly Enrollment Services) - AY05-06 Student Needs - To measure the level of student satisfaction and obtain feedback regarding their advisement experience. **Use of Assessment Results**: 09/24/2006 -- Conduct another student satisfaction survey around mid-semester, and share current and future results with the Faculty Senate's Advising Committee. Follow Up: 09/24/2006 -- The survey will be conducted around October 23 - October 27 by the author. Results will be compiled and reported to advisors, the Advisement Committee one week after the results are compiled via email and/or a committee meeting. Follow Up: 01/23/2007 -- Due to time constraints placed on Enrollment Services due to Banner and Luminis Training, the survey cold not be conducted in Fall 2006. A new survey will be conducted by the end of this academic year.	The student survey will be conducted via SurevyMonkey.com by the end of April.

APPRENTICESHIP TRAINING PROGRAM

Use of Assessment Results (Column 5)	Status of Implementation
Apprenticeship Training - AY05-06 ANNUAL QUESTIONNAIRE SURVEY FOR APPRENTICES - Improve quality of advisement services to apprentices through the use of questionnaire survey. **Use of Assessment Results**: 09/15/2006 -- The academic schedule is planned for each individual apprentice by trade. Apprentices are advised by the Assistant Director, Apprenticeship Training Program to follow their academic schedule. Follow Up: 09/15/2006 -- By Spring 2007 a revised survey will be distributed for additional data from	This project was completed in Fall 2006. No further assessment to this AUO is required. This project is ongoing. The objective for Fall 2006 and Spring 2007 have been completed. The project is ongoing, the task will be completed by; May 31, 2007.

Use of Assessment Results (Column 5)	Status of Implementation
each apprentice. (For Example: If the course theory is applicable to their specific trade).	
Apprenticeship Training - AY05-06 PROVIDE ACCURATE ADVISEMENT - Provide accurate advisement to registered apprentices as they track through their recommended courses.	This project is ongoing. The objectives for Fall 2006 and Spring 2007 has been completed.
Apprenticeship Training - AY05-06 INTERNAL PLANNING AND BUDGETING - For Internal Planning and Budgeting - Planning out an apprentice trail to completing his/her journey workers certification with the program, securing budget account to defer tuition. **Use of Assessment Results**: 09/15/2006 -- Apprentices are place in their class accurately, enrollment requirment is fulfilled to be offered. The new apprenticeship trend is that apprentices registering for class are actually enrolled in classes that required for their specific trade. This will lead to our ability to track apprentices progression as compared to their related instruction schedule. Future quarterly reports will be greatly enhanced by the establishment of new systematic information. Follow Up: 09/18/2006 -- Apprentices will complete their journey workers certificate within the two to four year plan. Follow Up: 11/27/2006 -- For School year Fall 2006 and Spring 2007 we will begin to record on the collection of trade related course enrollment. Although, this information has been available, a systematic recording of this data has not been established. **Use of Assessment Results**: 09/15/2006 -- The program is able to account for each apprentice registering for classes, for budgeting purposes, statistical reporting. Follow Up: 09/18/2006 -- The Quarter Report will be accessable online.	This project has been completed. A budget account to defer tuition has been established with the Business Office. This project in ongoing. The objectives for Fall 2006 and Spring 2007 have been met. This project is ongoing. The objective for Fall 2006 has been met. This project is ongoing. This task will be completed by May 31, 2007. This project is ongoing. The objectives for Fall 2006 an d Spring 2007 has been completed.

ASSESSMENT & COUNSELING

Use of Assessment Results (Column 5)	Status of Implementation
Attempts to resume weekly review and evaluation meetings will be revisited by December 2006 and the department retreat to review and evaluate its services, programs, and initiatives is planned for sometime in Spring 2007.	As the college moves forward with the transition from NIAS to Banner, one counselor and the department chairperson have had to prioritize activities related to counselors having to readjust their schedules to cover walk-in services. Therefore, the department has decided to prioritize its review at its planned weekly meetings.

Use of Assessment Results (Column 5)	Status of Implementation
	The department held a half-day retreat March 2, 2007. Counselors agreed to identify 1-2 specific services it will assess for the upcoming cycle of assessment. Another retreat to identify services to be assessed will be held by May 2007.
The department will further review these job specifications to further clarify the service, programs, and initiatives that are the most appropriate focus for the department.	The department met March 2, 2007 to begin discussion on this issue. A brainstorm list of services and programs will be compared with the recently approved job specifications to assist in identifying which one or two services will be assessed in the upcoming assessment cycle.
The department will review submitted quarterly reports and During the 2006-2007, the counselors' will review their self-appraisal activities in an attempt to identify what areas and/or services need further review and assessment.	Review of self-appraisals is scheduled for May 2007, after counselors complete their self-appraisal review for the AY06-07.
The department plans to evaluate and analyze the data as a whole in order to determine if the 70% criterion was met. Evaluation and analysis will occur once the workshops and presentations planned for this academic year (2006-2007) are completed.	Activities are still ongoing through March 2007. Reviews will occur during the months of April 2007 and May 2007.
For the 2006-2007 academic year, a limited term appointment (LTA) counselor was hired thus allowing the department to reassign the activity to another counselor for this academic year. Budget constraints will affect productions so the department is currently discussing other options for production.	The department expects to complete this activity by the end of the Spring 2007 semester. Funding availability by July 2007 will determine method and quantity of production.
Departmental/Unit Action Plan	Status of Implementation
Based on the provided feedback, the department has met and exceeded its objective regarding student satisfaction for three assessment cycles. The Student Satisfaction Survey was not administered during the Fall 2006 semester. However, during August 2006, TSS Associate Dean, Geri James, administered a survey that gathered information in several similar areas the department was targeting to gauge the students' overall satisfaction of services. These data will be reviewed and analyzed along with the department's administered surveys when they are made available.	The Student Satisfaction Survey conducted Fall 2006 by Associate Dean, Geri James was distributed March 2, 2007 for review. Department discussion on this data is planned for April/May 2007.
The department has however, gathered additional data on the type of service provided and on some demographics with the student satisfaction surveys. These data will be reviewed and analyzed by the department to determine how these results can be used to further improve the department's services.	Plans for review will be scheduled along with the review of the data from the Student Satisfaction Survey conducted by Geri James.

BUSINESS OFFICE

Use of Assessment Results (Column 5)	Status of Implementation
Business Office - AY 05-06 Business Office Education. The Business Office depends on - To thoughtfully allocate and manage the College's financial resources, the Business Office depends on training academic and staff personnel via an annual workshop for correct use of BAC's and object codes **Use of Assessment Results**: 10/05/2006 -- Beginning with fiscal year 2007, the Certifying Officer will maintain a log of purchase orders, contracts, and travel authorizations that are questioned. This will provide accurate statistics for the percentage of documents questioned. Current Business Office procedures may change with the implementation of the Banner system. Written procedures will be addressed subsequent to implementation of Banner. The educational meetings presented by the Business Office will include information that specifically addresses the majority of questions raised by the Certifying Officer.	With the implementation of the new integrated database, academic and staff, personnel will be trained to use the new chart of accounts and BAC's. A log has been maintained since the beginning of fiscal year 2007-2008. Statistics will not be available until the end of the fiscal year. As Banner Finance Training progresses to implementation written standard operating procedures will be addressed.
Business Office - AY 05-06 Clarification of administrative timelines. - To clarify timelines associated with regular business office operations through annual participation in the update of GCC's five-year institutional calendar. By participating in the update of the five-year institutional calendar the Business Office supports educational programs by being in synch with other departments and providing necessary support services to the students. **Use of Assessment Results**: 10/08/2006 -- The Business Office will update the five year academic calendar on an annual basis. A schedule of year end work will be distributed in a timely manner that enables all departments to plan and participate in the year end process.	With the implementation of the new integrated database, institutional calendars will be available on line. A schedule of year end work was produced prior to fiscal year end for 2005-2006. The five year academic calendar is updated on an annual basis. This is an ongoing function and is done in conjunction with a year-end work schedule.
Business Office - AY 05-06 To improve and enhance Business Office operations. - To actively seek out ways to improve and enhance Business Office operations at the college. Improvements and enhancements assist educational programs by continuing to be eligible to receive federal student financial aid funds as well as efficient processing of request for material used by the educational programs.	With the new integrated database, departments can submit requisitions electronically and track the status of the requisitions.

Use of Assessment Results (Column 5)	Status of Implementation
Use of Assessment Results: 10/08/2006 -- The Business Office will review ways to automate the payroll process and direct deposit of payroll deduction liabilities. It is expected that with the implementation of the Banner system payroll automation will take place. The Controller has contacted all payroll deduction vendors regarding direct deposit. Only three vendors have responded. The Controller will continue to contact payroll deduction vendors to determine how many can be paid using direct deposit. The goal is to have direct deposit for the payroll deduction vendors in place prior to implementation of Banner. The Controller will follow up on a periodic basis to determine if BAC's are being assigned in a timely manner.	The Controller has contacted payroll vendors on several occassions regarding direct deposit of payroll deductions. The communication requested each vendor to complete the direct deposit authorization and information form. Five vendors have responded. The Controller will continue to follow up and communicate with the payroll deduction vendors. The payroll process will be automated after implementation of the Banner system. Automating the payroll process will not take place immediately after going live in Banner. The automation will be deferred until it is demonstrated that the Banner payroll system functions with minimal problems. The Controller does follow up on a periodic bases to determine if BAC's are being assigned in a timely manner.
Business Office - AY 05-06 To support the effective management of institutional resources - To support the effective management of institutional resources, the College will operate within the parameters of the annual approved budget. The Business Office will provide timely and accurate production and distribution of financial information that assists departments with the management of their budget/resource allocation and helps ensure the College's fiscal resources are effectively used. Timely financial data is used to provide support for educational programs and provides a tool that is used by educational programs to remain within approved budgets. **Use of Assessment Results**: 10/08/2006 -- A log will be maintained of the distribution dates for expenditure summary and open purchase order reports. The goal is to distribute the reports within seven working days of the beginning of the month (for the previous month results). Delays in the distribution of the reports will be investigated and noted. Changes required to improve the timely distribution of the reports will be implemented. Implementation of the Banner system will allow greater access to data required to effectively manage the institutional resources. The new Guam Community web site linked with the Banner system will allow more online information to be available internally and to interested external parties.	With the new integrated database, departments can monitor their budgets online. Financial data that is now printed and distributed will be available for review online. A log is maintained with the dates that reports are distributed. Reasons for delays of more than a few days are noted in the log. With the implementation of the the new integrated database, a log will no longer be required. Banner Finance is not scheduled to go live until October 1, 2007. Financial information will be available subsequent to the "go live" date. The Controller will establish access to security for the finance modules within the Banner system. Levels of access will be assigned to users and may be query only, posting only, or query and posting. Most users external to the Business Office will have query only access.

CAREER PLACEMENT CENTER

Use of Assessment Results (Column 5)	Status of Implementation
Career Placement Center - AY05-06 Obj. 2: STUDENT/PROGRAM TRAINING - AY05-06 Obj. 2: To prepare students and support students/programs for career placement into students' chosen career path through employability training and services provided by Career Placement. **Use of Assessment Results**: 10/08/2006 -- CLASS/MINI-TRAINING/CONFERENCE SURVEYS: Use only post surveys that reflect if students gained useful skills/knowledge. **Use of Assessment Results**: 10/08/2006 -- MARKETING SURVEYS-brochures, Note: Revise brochure to include section that asks other types of training they would like to see in the future. Surveys to employers were not issued but were prepared, propose doing this for the next program cycle upon Advisory Groups recommendations. **Use of Assessment Results**: 10/08/2006 -- INCORPORATE NEW TRAINING TOPICS into AY06-07 Mini-Training Conference and/or Leadership and Career Conference, or CPC ACTIVITIES. **Use of Assessment Results**: 10/08/2006 -- INCORPORATE NEW TRAINING TOPICS into future Training Conference, Leadership and Career Conference; create BROCHURES/GUIDES for EDUCATION majors, aspiring BUSINESS OWNERS and NON-TRADITIONAL careers students, graduates and community outreach program pamphlets re: career opportunities. Work with related industry partners to provide training or refer for training.	AY 05-06 Objective 2: STUDENT/PROGRAM TRAINING Objective 2: 1. CLASS/MINI-TRAINING/CONFERENCE SURVEYS Only post surveys have been used for student trainings, class training or conferences as of Fall 2006. 2. MARKETING SURVEYS- A) Career Placement Center has been working with Communications and Promotions to revise CPC's student/graduate brochures and expect to complete before the end of Spring 2008. B) Advisory group met on 2/1/07 to review Employer Surveys with their recommendations/feedback. CPC will take action based on Advisory groups feedback. 3. NEW TRAINING TOPICS: A) CPC has incorporated new training topics into student mini-conference and Student leadership conference coordinating work with CSI, Project Aim, and Counseling department. Topics were based on students needs surveys and CPC's advisory group feedback. Other new training topics CPC proposes for AY 07-08, "How to Start a Business"; "What to Do w/ Your Major"; "Memorization/Studying Techniques"; "Organizing Events"; "Transitioning from GCC to your chosen Career Path" B) WORKING WITH GCC PROGRAMS Informal talks took place Spring 2007 at Professional Development Day and TracDat training with DC's of Education, Criminal Justice and Business department re: developing student brochures to promote non-traditional training, piloting a job preparedness seminar with GCC alumni from the field; and provide career resources at the seminar for students transitioning into their careers.
Career Placement Center - AY05-06 Obj. 1: MARKETING CAREER PLACEMENT SERVICES - AY05-06 Obj. 1: To expand the awareness/utilization of Career Placement services to students and employers contacts and branding CPC as a center for resources, not just job placement assistance. **Use of Assessment Results**: 10/08/2006 -- Follow ups: E-SURVEYS will be re-disseminated and reported for next cycle to assess usefulness of CPC services, how they were aware and services most utilized services to assist with career placement.	AY 05-06 Objective 1: MARKETING CAREER PLACEMENT SERVICES: 1. E-SURVEY Template from last program cycle will be redistribute in a new free on-line survey service company by Summer 2007. Questions capturing demographics of CPC's clientele will be revisited and questions re: client's challenges will be posed in e-surveys. Results from the surveys will be used to propose alternative marketing strategies for next assessment plan. 2. GRADUATE SURVEYS are being reworked with Communications and Promotions Assistant Director. CPC proposes to complete before Spring

Use of Assessment Results (Column 5)	Status of Implementation
EXPLORATORY RESEARCH needed to find the clientele profiles (populations most served) and CHALLENGES CLIENTS FACE to successfully place students into their chosen career paths to develop ALTERNATIVE MARKETING STRATEGIES. **Use of Assessment Results**: 10/08/2006 -- GRADUATE SURVEYS. Prepare graduate brochures with graduation application; use bulletin boards to encourage graduates to register resume and use services; look to more INSTRUCTOR'S WEBSITES to link Career Placement Center's website/job announcements. CLASS PRESENTATIONS to programs not visited to encourage students to utilize services and career resources. **Use of Assessment Results**: 10/08/2006 -- IN-TAKE FORMS.Use BULLETIN BOARDS to promote other services; look to more INSTRUCTOR's WEBSITES to link Career Placement Center's website/job announcements and career resources. Expand the promotions of resources available at the Center. Class presentation to programs not visited to encourage students to utilize other services. SOLICIT INPUT from ADVISORY GROUP re: other ways to reach employers. **Use of Assessment Results**: 10/08/2006 -- EMPLOYER JOB REQUEST LOGS.Use websites or other media to promote services to employers. Limitations/Follow/ups: The Center realizes the need to reach out to employers but faces limitations as single person operation. The Center will CONSULT WITH ITC DEPARTMENT/MIS and SUNGUARD to make the banner and database system efficient for TRACKING CENTER'S DATA collections (recruitment, referral, placement, utilization of services, graduate statistics) and CREATE INTERACTIVE FORMS for employers to post announcements and recruit students/graduates. SOLICIT INPUT FROM ADVISORY GROUP re: other ways to reach employers.	2007 graduation and to work with Records and Registration to place brochures with graduation forms. CPC is working with VisCom Secondary Instructor to create appealing bulletin boards; CPC is working with Moodle to launch CPC website proposed for Spring 2007 or FALL 2007; Working with other programs to make class presentations about CPC services. 3. WEBSITE/CAREER SERVICES MANAGER Upon completion of CPC website, encourage faculty to link website to make job postings and CPC resource accessible to students; At the 4/2007 Advisory Group meeting, CPC will solicit input on how to reach other employers. In addition, CPC will partner with DOL and MIS to find a solution for better tracking placements of clients. 4.CAREER SERVICES MANAGEMENT SYSTEM: Dialog between CPC, SunGard, Registrar, Planning and Development, and ITC have taken place since 12/2006 and continue re: purchasing Career Service software to better track placement/services data. The need for this software will help with reporting to P&D and assist as CPC is limited with support staff. Registrar and P&D requested for CPC to ask CS software companies on start up cost. ITC is currently working with CPC and SunGard to see if existing CS software companies interface better with Banner/Luminas.

CENTER FOR CIVIC ENGAGEMENT	
Use of Assessment Results (Column 5)	Status of Implementation
Center for Civic Engagement - AY05-06 IMPROVE SATIFSFACTION LEVEL - Improve satisfaction level and perception of the Center for Civic Engagement.	There will be a SL training on 3/2/07 for GPSS and a workshop evaluation will be given out at the end. The results will be uploaded in TracDat.

Use of Assessment Results (Column 5)	Status of Implementation
Use of Assessment Results: 10/05/2006 -- Without a full-time program specialist or staff member who is fully dedicated to CCE operations, the optimal way to measure satisfaction level of CCE activities will need to be confined to evaluations after SL workshops instead of the pre/post surveys. Follow Up: 10/05/2006 -- All SL training workshops will have an evaluation at the conclusion to assess CCE.	
Center for Civic Engagement - AY05-06 CE/SL RESOURCES FOR FACULTY AND STAFF USE - To provide resources and support for faculty and staff. **Use of Assessment Results**: 10/31/2006 -- CCE will email the GCC community (faculty, staff, and students) that SL resources are available at Eric Chong's office along with contact information to make appointments if necessary. Follow Up: 11/30/2006 -- Will schedule a meeting with an advisory committee in early Spring 2007 to assist with an active campaign to promote the use of the SL resources. **Use of Assessment Results**: 11/30/2006 -- The two CCE filing cabinets in B Building have been moved into Eric Chong's office. However, the files need to be better organized with the merging of files from Sam Souza and Elvie Tyler. The new grant will provide funding for a paid student assistant to help with this clerical task.	An email was sent to all faculty informing them about CCE's location and resources. The email was uploaded to TracDat already. A work study student is working in CCE sorting and merging CCE files from the former two program specialist. Due to the availability of a work study student, the funds from the HIPICC grant will be redirected for travel expenses for the next associate dean who will oversee CCE.
Center for Civic Engagement - AY05-06 CE/SL WORKSHOPS FOR FACULTY - To conduct or coordinate CE/SL workshops for faculty. **Use of Assessment Results**: 10/09/2006 -- CCE needs to build capacity by increasing the number of faculty members who will integrate SL into their courses. CCE will conduct a SL workshop for faculty at GCC's first Professional Development Day on 10/9/06. **Use of Assessment Results**: 11/30/2006 -- There was a follow up with the four faculty members who signed up for ED290. They were required to submit a report of the SL projects they had completed. All four faculty members earned 3 credits and a grade for their efforts. **Use of Assessment Results**: 12/04/2006 -- A follow up email to the 20 faculty members who utilized CE/SL was done on November 30. Information and	A SL presentation was conducted at the first GCC Professional Development Day by Pilar and Eric. However, there were only three faculty participants: Vera de Oro, Sister Trinie, and Jonathan Quan.

Use of Assessment Results (Column 5)	Status of Implementation
data is slowly coming in via email. Data are recorded as they arrive.	
Center for Civic Engagement - AY05-06 SECURE GRANT AWARDS - Secure subsequent and new grant awards based on the Center's success, objectives, and needs. **Use of Assessment Results**: 10/31/2006 -- CCE awaits the approval of the grant by HIPICC grantors and will use the grant as the basis for the next assessment plan for CCE.	CCE was awarded a $12,500 HIPICC grant for 2007 and the goals contained in the grant will drive CCE activities.

CENTER FOR STUDENT INVOLVEMENT

Use of Assessment Results (Column 5)	Status of Implementation
Center for Student Involvement (formerly Campus Life) - AY05-06 COPSA and Student Governance - COPSA (the Council On Postsecondary Student Affairs) will be trained to accept student concerns, transmit the concerns to the GCC administration, and provide feedback to the students. **Use of Assessment Results**: 10/09/2006 -- This was the first time training sessions were conducted during the summer months to prepare incoming student leaders for their responsibilities for the upcoming academic year. The students acknowledged that the training was a great method to fully prepare them for their leadership roles and allowed them to form a cohesive team. Minor suggestions such as: including more energizers, training on how to do a powerpoint presentation, and submitting proper paperwork for activities; can easily be accommodated to improve next year's training. Based on results, the summer training sessions will continue each year to thoroughly prepare our COPSA and BOT student leaders for their new roles.	COPSA Officers were trained during the summer months and began implementing their training right away. Special COPSA shirts were printed to immediately identify each Officer and increase their visibility on campus. This resulted in students becoming more conscious of the COPSA Officers and being more open to stating their campus concerns. COPSA Officers in turn were able to seek out answers to concerns and provide the necessary feedback.
Center for Student Involvement (formerly Campus Life) - AY05-06 Leadership Skills Development - Students will participate in various training opportunities and develop leadership skills. **Use of Assessment Results**: 10/09/2006 -- The five topics which rated in the top ten for both groups are: Effective Communication; Goal Setting; Public Speaking; Career Exploration; and Customer Service. Results from both surveys were utilized to determine topics to be offered during the 2006-2007	Four of the five topics: Effective Communication, Goal Setting, Public Speaking, and Career Exploration were incorporated into a series of mini-conferences that took place in September and October of 2006, and February of 2007. The Customer Service topic will be presented during the March 2007 leadership conference.

Use of Assessment Results (Column 5)	Status of Implementation
leadership workshops and conferences coordinated or organized by the Center for Student Involvement.	
Center for Student Involvement (formerly Campus Life) - AY05-06 Student Organization and Advisor Handbooks - Interested students or current members of a student organization will have the documents necessary to effectively create or meet standards required of GCC student organizations. Faculty, staff or current advisors of a student organization will have the documents necessary to ensure their compliance and accountability while serving as an advisor. Students and potential advisors will have the resource that provides a better understanding of the process of establishing a new student organization. **Use of Assessment Results**: 10/09/2006 -- Results compiled from the Student Organization Handbook Evaluation SUMMARY will be utilized to improve the handbook for use by all faculty; students; and student organization officers, members, and advisors. The Handbook should become a necessary and valued resource for use by all student organizations. The Center for Student Involvement will review the Handbook each summer and based on any policy changes at the college; any new forms or form changes needed to conduct an activity or expend/deposit funds; or any other additions or deletions deemed necessary; the Handbook will be updated prior to the start of every Fall semester. The Handbook will then be distributed to the student organizations for their use and review. An evaluation survey will also be distributed, collected, and compiled to assess their satisfaction and input for future updates.	The Student Organization Handbook was finalized after review by student organization officers. Hard copies were distributed to all organizations and a copy can also be found on the Center for Student Involvement (CSI) website. The Handbook is due for review again this summer.

COMMUNICATIONS & PROMOTIONS

Use of Assessment Results (Column 5)	Status of Implementation
Communications & Promotions - AY04-05 PROMOTIONAL ACTIVITIES WILL REACH TARGET AUDIENCE - A variety of advertising approaches, such as print ads, TV commercials, radio spots, theatre ads and video presentations, will be scheduled to run during the academic calendar year to reach a designated target audience as specified in a Marketing Plan prepared by the Office of Communications & Promotions office. **Use of Assessment Results**: 10/17/2005 -- Based on the results obtained through the survey we will	From the surveys conducted at the secondary and postsecondary levels, the commercials (radio, TV, and print) have been adjusted to better reach GCC's demographics. Media buys for the media outlets that best reach our student population will is what is now being purchased by the Office of Communications & Promotions (OCP). GCC will continue to survey students to ensure that the media vehicles used by the college best represents our target audience.

Use of Assessment Results (Column 5)	Status of Implementation
be able to see whether we are effectively reaching our target audience identified in the Marketing Plan. The survey results indicate that we should place more of our advertising budget for TV in channels 30, 32 and 8. Relative to radio spots, the current stations we have placed our radio ads are sufficient in reaching our students. **Use of Assessment Results**: 10/06/2006 -- Now that the survey is completed, we have information that provides us with a better understanding of who our students are, what age group they Fall in and what makes them decide to attend GCC. The information collected helps us determine what advertising mediums we should use to reach our student population or are potential students. With the survey, our students identify what radio stations they listen to; who their favorite DJs are; what TV programs they watch; and what print publications they read. Based on this information, we can purchase more ads on the stations or time slots most listened, watched or read by our students.	
Communications & Promotions - AY04-05 INTERNAL COMMUNICATION MESSAGES - Internal communication messages received from Administrators, Faculty and Staff during the Academic Calendar Year will be disseminated within the same work day in a satisfactory manner. **Use of Assessment Results**: 11/29/2005 -- Results will indicate level of satisfaction in handling "All Messages" by requested party. Committee member will be provided with the results by December 7, 2005. **Use of Assessment Results**: 03/09/2006 -- Low number of respondents from the December 2005 survey that went out to users served. Need to send out survey again. Will conduct survey first week of June 2006. **Use of Assessment Results**: 10/06/2006 -- Although I send out "all" messages to the campus community, the weekly calendar was not disseminated over the summer months due to a lack of information from the campus community. Consequently, I was unable to complete the survey as planned for June 2006. However, now that we have the calendar with the start of the new academic year, I will send out another survey December 2006.	While only a few individuals responded to the survey sent out to high users of internal communications (e-mail broadcasting), it is clear that a system must be in place so that if e-mail messsages are necessary for iimmediate dissemination, alternatives are provided. Also, rather than sending surveys, a face-to-face discussion will occur with end users to determine their satisfaction level relative to getting their messages out to the public.

Use of Assessment Results (Column 5)	Status of Implementation
Communications & Promotions - AY04-05 INCREASE GCC AWARENESS AMONGST GUAM HIGH SCHOOLS - Conduct research, formulate strategies, customize media vehicles and implement action plan to increase GCC awareness amongst Guam high school students. **Use of Assessment Results**: 11/29/2005 -- Based on the results of the survey, it does indicate that the radio and TV stations that we have selected are what our potential students listen to and watch the most. There is one radio station that we do not buy radio spots from, therefore the results indicate that we should consider this station to diversify our reach. **Use of Assessment Results**: 10/06/2006 -- Based on the survey results collected, for our radio spots, we will add I-94 and eliminate the Rock from our media buys. We will ensure that for TV shows are students watch the most, we will ensure that MCV includes Las Vegas and Law & Order. In terms of print ads, we continue to advertise in both the PDN and Marianas Variety. We may also include the Super Shopper.	Working with Enrollment Services and Assessment & Counseling, we are working together to increase GCC's postsecondary awareness at Guam's high schools. We will continue to work together as a group to help with the college's recruitment efforts. Based on the surveys conducted at the high schools, we know what communication mediums reach this target market. We also know that our presentation line-up is well received by high school students. We will continue to work together to help enhance GCC's recruitment efforts. Based on the data collected by our high school surveys, we will produce print material that will serve as promotional material for our postsecondary programs.

FACILITY MAINTENANCE

Use of Assessment Results (Column 5)	Status of Implementation
Data from the completed survey cards will be used to improve the feedback/status system. A maintenance work request log is also kept in the system to track work requests going into the work file.	Completed-Survey cards are being sent to Facilities Maintenance now. Review of these survey cards are ongoing and will be done on a continuing basis. Completed-A maintenance work request log is also kept in the system to track work requests going into the work file.
Facility Maintenance - AY 05-06 Responsive, quality maintenance and repair services. - To provide responsive, quality maintenance and repair services for college facilities to include cleanliness and sanitation, and the assurance that college grounds are well-kept and aesthetics properly maintained. **Use of Assessment Results**: 10/13/2006 -- The Facility Maintenance Department will continue to monitor work requests by means of the customer survey cards to insure that satisfactory maintenance support for college facilities and personnel is provided. This monitoring will also allow us to incrementally improve the maintenance of college facilities to the highest degree of serviceability within available resources. **Use of Assessment Results**: 12/11/2006 -- We are implementing an aging report for work orders to	Data from the completed survey cards will be used to provide responsive, quality maintenance and repair services. A maintenance work request log is also kept in the system to track work requests going into the work file. Review of completed survey cards and the maintenance work request log is done on a continuing basis.

Use of Assessment Results (Column 5)	Status of Implementation
determine the length of time from submittal of the work request to completion of the work requested for all submittals. This will measure our responsiveness to all work orders coming into Facility Maintenance. As well, we are looking at the number of work requests submitted versus completed on a quarterly basis. This will indicate the backlog of work that we have and will help us determine how our staffing levels are achieving desired work response.	
Facility Maintenance - AY 05-06 Work requests over 8 hours duration will be started and/or completed within 5 work days. - 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 Department. **Use of Assessment Results**: 10/13/2006 -- The Facility Maintenance Department will continue to monitor response time for work requests to insure that timely maintenance support for college facilities and personnel is provided. This monitoring of response time will also allow us to incrementally improve and make our maintenance organizational structure more responsive to our customers. **Use of Assessment Results**: 12/11/2006 -- We are implementing an aging report for work orders to determine the length of time from submittal of the work request to completion of the work requested for all submittals. This will measure our responsiveness to all work orders coming into Facility Maintenance. As well, we are looking at the number of work requests submitted versus completed on a quarterly basis. This will indicate the backlog of work that we have and will help us determine how our staffing levels are achieving desired work response.	Data from the completed survey cards will be used to monitor response time for work requests to insure that timely maintenance support for college facilities and personnel is provided. A maintenance work request log is also kept in the system to track work requests going into the work file which monitors response time and work backlog. Review of completed survey cards and the maintenance work request log is done on a continuing basis.

HEALTH SERVICES

Use of Assessment Results (Column 5)	Status of Implementation
Health Services Center - AY05-06 Clients (students and employees) will be satisfied with the services provided at the HSC. - Clients (students and employees) will be satisfied with the services provided at the HSC. **Use of Assessment Results**: 09/15/2005 -- To look at the recommendations made by clients for further improvements of services provided at the Center. **Use of Assessment Results**: 09/22/2006 -- The	Building a new Health Center has not taken place yet. But there is a plan of building one in a near future, but with the austerity measures approved by Budget and Resource Committee and the Shared Governance Council in Feb. 2007, all capital improvement projects have been suspended until further notice. The nursing staff of the Center, however, has always made a great attempt to keep the place clean and organized, and that proper decor is put up to celebrate important events throughout the year. This definitely creates a pleasant and

Use of Assessment Results (Column 5)	Status of Implementation
recommendations that were consistently expressed by respondents in the surveys were improvement in the facility and the number of nursing staff at the Center. There is a plan in the future to build a bigger Health Center. In Summer 2006, the nursing staff of the Center provided a written list of specifications (including the square footage) to Student Support Administrator Melendez of what should be included and considered when building a Health Center. As far as the limitation on the number of nursing staff, the Dean and Student Support Administrator are aware of this concern. The position for a full-time RN position has been reactivated and announced since early part of Summer 2006. Unfortunately, the full-time position has not been filled. Currently, this full-time position is being filled with a part-time nurse working with a limited number of hours. Due to nursing shortage, it has been very difficult recruiting a professional nurse to come on board. Due to limited nursing staff, nurse at the Center usually works single-handedly. To ease the workload, the dean provided an administrative help for three days during the peak time of Spring 2006 registration. In Fall 2006, the nurses utilized two students under work-study program to help with paperworks and handle the reception area. Follow Up: 09/22/2006 -- The Dean and the Student Support Administrator will continue working with HRO for announcement of the nursing position on as needed basis. The nursing staff of the Center will make a request with the Dean for administrative help during the peak times of registration. Also, the nursing staff will continue utilize work-study students during regular semesters to assist with administrative tasks at the Health Center.	friendly ambiance. This effort does not go unnoticed because clients have made verbal comments about the Health Center being "small but has a nice and welcoming atmosphere." As far as the nursing staff, one full-time and one part-time RNs have continued to cover the 8 a.m. to 8 p.m. time frame. With limited number hours the part-time nurse work due to nature of her contract and other part-time employments, it has been trying and difficult to keep up with the workload at the Center, especially in the event of an emergency and during heavy registration. To ease the nurse's workload, the Dean's office provided an administrative assistance, and a registered nurse to fill in for 3 hours per day when the part-time nurse was off-island during the peak days of Spring 2007 registration. Since the part-time nurse is not a full-time employee, it has been difficult to control her leave. During regular semester, the Health Center has continued to utilize work-study students to mainly assist in the reception area. As of the week of Feb. 23, 2007, there have been two applicants for the nursing position at the Health Center. According to Student Support Administrator Melendez, the plan is to have the interview done in June 2007, and to have the person on-board by August 2007.
Health Services Center - AY05-06 To conduct annual TB skin testing and clearance of employees as required by law. - To conduct annual TB skin testing and clearance of employees as required by law. **Use of Assessment Results**: 09/21/2006 -- To sustain good compliance rate to TB clearance	As of Feb. 28, 2007, all FTEs and adjunct faculty are cleared with their TB clearances. This excellent compliance rate is due to following factors: regular TB audit and advance reminders on TB clearance update via e-mail and/or phone calls, provision of TB skin testing at the Center as one of its services, and working closely with the administrators in referring non-compliant employees.

Use of Assessment Results (Column 5)	Status of Implementation
among employees, the following interventions will continue: provision of TB skin testing at the Health Center, regular TB audit, advance reminder on TB clearance update via e-mail, and providing info. on TB clearance update and referral(s) for any non-compliant to appropriate administrators for an immediate action. Follow Up: 09/21/2006 -- The regular TB clearance audit, as well as TB skin testing, of employees will be conducted by school nurses.	With the adjunct faculty, follow-ups with the TB clearances for Fall 2006 and SP 2007 were smoother and much more uneventful than SP 2006. Providing clearance listing to the Adj. Associate Dean Chong 3-4 weeks prior the start of the semester, which was then forwarded to the deans and dcs, has helped with the compliance rate. In addition, continuous provision of updates by the Center to Chong with cc to HR personnel has been helpful with the follow-ups. From the mid of Sept. 2006 to Feb. 2007, 81 employees were provided with TB skin test (Pure Protein Derivative –PPD) and reading, and 64 employees who have a history of being positive reactor to TB skin test were processed with TB clearances from the private clinic or Department of Public Health & Social Services.
Health Services Center - AY05-06 To disseminate services provided at HSC through an informational brochure. - To disseminate services provided at HSC through an informational brochure. **Use of Assessment Results**: 09/15/2006 -- The dissemination of the health center's brochure will done in conjunction with the health requirements advisement to students. Follow Up: 09/15/2006 -- The school nurses are responsible in making sure that students, particularly the new and returning ones, are provided with the health brochure during the health requirements advisement for enrollment/registration.	The informational brochures about the Health Center have been distributed to students, particularly the new and returning ones. For Spring 2007, there were 375 brochures disseminated by the school nurses, not counting the ones clients helped themselves with at the Health Center reception area and Student Support office. Additionally, there were 15 clients enrolling for GED program scheduled to start in mid of March who were provided with the brochures as of Feb 28, 2007.
Health Services Center - AY05-06 To perform immunization audit of students year round. - To perform immunization audit of students year round. **Use of Assessment Results**: 08/30/2005 -- To determine the compliance rate of students to immunizations required by law for school enrollment. **Use of Assessment Results**: 09/15/2006 -- The result will be used as an indicator of compliance rate to immunization requirements for follege enrollment. Will continue with the following interventions to sustain good compliance rate to immunization requirements: provision of MMR immunization service at the Health Center, adhering to	The health audit of Fall 2006 indicated that after initial follow-ups done by the school health counselors, there were 2 and 3 out of 1,777 enrollees who were lacking Measles, Mumps, and Rubella (MMR) and Tetanus and Diphtheria (TD), respectively. These students were referred to SS Administrator for further follow-ups resulting to 100% compliance rate to MMR, and 2 have remained non-compliant to TD, yielding a 99.88% compliance rate. Those students whose TD remained not updated were no show to their classes. The plan of interventions to take for immunizations as indicated in the Assessment document have been carried out. Provision of MMR immunizations has continued as one of the services at the Center. From mid Sept. 2006 to February 2007, there were 60 clients who received MMR vaccinations.

Use of Assessment Results (Column 5)	Status of Implementation
immunization requirements during registration, starting audit early in the semester to ensure early follow-ups, working with SS Administrator and Night Administrator and SSS office staff for referrals and follow-ups of non-compliants. Follow Up: 09/15/2006 -- For the school nurses to continue with semestral health audit and do necessary follow-ups to ensure compliance with health requirements.	Presently, the health audit and follow-ups on immunization requirements for Spring 2007 are ongoing. With the Health Center's collaborative work with the Immunization Section of DPH&SS, the Center was provided TD vaccines for our employees and students, which would be administered starting March 2007 until supplies last. Providing TD at the Center will assist in compliance rate to TD update.
Health Services Center - AY05-06 To perform TB skin testing and clearance of students year round. - To perform TB skin testing and clearance of students year round. **Use of Assessment Results**: 09/02/2005 -- To determine compliance rate to college policy on annual TB clearance, and for data to be turned in to the TB Section of the Dept. of Public Health & Social Services. Use of Assessment Results: 09/14/2006 -- To sustain good compliance rate to TB clearance, the plan is to continue with the health audit, provision ot TB test services at the Health Center, and the follow-up actions for non-compliant students. Follow Up: 09/14/2006 -- The plan is to continue with the health audit, provision ot TB test services at the Health Center, and the follow-up actions for non-compliant students. The persons responsible for TB testing service and health audit are the school nurse(s). Initial contacts for follow-ups of those who would need TB clearance updates will be done by the school nurse(s) also. The referrals of those non-compliants will be handled by SS and Night Administrators with the assistance of their staff.	For Fall 2006, health audit of TB clearances showed that after initial follow-ups done by school health counselors, 27of 1,777 students needed an update on their TB clearances (1.52%), which means that 98.48% were in compliant with TB clearances. After referrals to SS Administrator for follow-up, 23 came in to the Health Center and got cleared by either getting an updated TB test or obtaining an updated Certificate of TB Evaluation from the TB Section of the Dept. of Public Health and Social Services (DPH&SS). But four (4) remained not cleared, making the compliance rate to annual TB clearance 98.70%. Those 4 students remained not cleared due to one of the following reasons: no show in class, dropped class, or not on class roster. From mid Sept. 2006 to Feb. 2007, there were 1,115 students who were administered with TB skin/PPD test at the Center. Also, there were 591 students who are positive reactors to PPD who were referred out to PMD and TB Section of DPH&SS, and processed for TB clearances. The health audit and follow-ups on annual TB clearance requirements for SP 2007 and GWHS cross-enrolled students are currently ongoing
Health Services Center - AY05-06 To provide appropriate nursing care interventions to ill and injured clients. - To provide appropriate nursing care interventions to ill and injured clients. **Use of Assessment Results**: 09/27/2005 -- To determine what areas of nursing interventions need to be improved when dealing with illnesses and injuries. **Use of Assessment Results**: 09/28/2006 -- Considering the ratio of the nursing staff (one full-time RN and one part-time RN) to the number of clientelles served, the consistent results of 100% appropriateness in nursing interventions was outstanding. It was the lack of completeness in charting (though minor information) in which 100%	There were 130 and 13 clients seen at the Health Center for illness and accidents, respectively, from September 16, 2006 to February 2007. The audit indicated that proper nursing interventions were provided to all those cases. The accident reports showed 100% completeness with necessary information. However, one of the illness reports/medical referrals was lacking date and time, resulting to 99.23% completeness. The nursing staff of the Health Center will continue aim in having 100% completeness with charting.

Use of Assessment Results (Column 5)	Status of Implementation
was not attained. This can be attributed partly to the shortage of nursing staff; the nurse at the Health Center in most cases work single-handedly. Administrative support, however, were provided in time of emergencies and heavy registration. In regular semesters, work-study students have been utilized to assist with clerical tasks. The administration is aware of the needs for at least two full-time nurses. The position for another full-time RN has been announced but due to nationwide nursing shortage, the position has remained unfilled. Currently, that position is being occupied by a part-time nurse whose number of hours is limited.	
Health Services Center - AY05-06 Counseling on health issues. - The Health Center will provide counseling on health issues to its clientelles. **Use of Assessment Results**: 09/27/2005 -- To determine what resources (informational handouts, supplies, etc.) will be needed at the Center that can be used to support health counseling. **Use of Assessment Results**: 10/02/2006 -- The review of illness reports/medical referrals indicated that majority of the visits were attributed to headache (causes vary from being associated with stress, vision problems, colds), Upper Respiratory Infections--URI (coughs, congestion. sorethroat) and sores/cut management. A few of the visits were due, but not limited to, muscle aches, menstrual cramps, digestion problems, insect bites, eye irritation, and pregnancy test request. The Health Center has been and will continue carrying over-the-counter medications for the following: pain/discomfort, fever, sorethroat, insect bite and other allergy problems, indigestion, sterile eyewash for eye irritation, and minor sores/superficial cuts. The Health Center also does vision screening as necessary with the use of snellen and pregnancy test by appointment. As far as handouts, the following are currently being used: basic hygiene notice for those with URI signs and symptoms, and handout on relaxation for those with stress-related complaints. The plan is to create/order handouts on headache and management of superficial sores and cuts.	The handouts for Headache and Wound Care have been generated since January 2007 for use at the Health Center in conjunction with health counseling. Please see attachments to this report for those handouts.

HUMAN RESOURCES OFFICE

Use of Assessment Results (Column 5)	Status of Implementation
Human Resources - AY05-06 Development & Training - To support educational programs by improving the functioning of employees through	HR training has been scaled down tremendously due to the SunGard project (Luminis and Banner).

Use of Assessment Results (Column 5)	Status of Implementation
development and update of training programs. **Use of Assessment Results**: 10/07/2006 -- (1) HR will work with the Academic Affairs office in scheduling training to avoid overlaps of scheduled events; thus improving cancelation of training. (2) HR will require that all training sessions include evaluation reports; especially from sessions conducted by non-GCC instructors. (3) HR will assess another course to train and evaluate employees on improve work habits.	(1) HR worked with Academic Affairs on scheduling of training from Oct. 2006 to Feb. 2007. Effective March 2007, HR will post all training on GCC's Calendar of Events on GCC's Website. (2) HR Specialist II continues to follows-up and compile all training evaluation forms/reports. (3) No course has been identified yet due to on going SunGard (Luminis and Banner) training. HR may not be able to complete this objective.
Human Resources - AY05-06 Employment Practices - To contribute to the life and governance of the College by ensuring that employment practices are carried out within the federal government and government of Guam guidelines. **Use of Assessment Results**: 10/07/2006 -- HR will continue to comply with Federal, Local, GCC and BOT mandates. HR will continue to advise and provide informaiton to Administrators, Faculty and Staff on personnel policies, rules, and regulations. HR Administrator will serve and be active in the HROCC (Human Relations Officer Coordinating Council) to ensure that GCC's best interest is incorporated in the mandates as stipulated in "The Personnel Management Modernization Act of 2006".	From Oct. 2006 to present, HR continued its work on compiling with all Personnel mandates. March 5, 2007, HR Administrator met with Auditor regarding GCC's rules, regulations, policies and mandates. HR's Personnel Files are being reviewed by the Auditor during the month of March 2007. HR Administrator was appointed as an Officer with the HROCC (Human Relations Officers Coordinating Council). HROCC meets monthly.
Human Resources - AY05-06 Improving& enhancing HR operations - To actively seek out ways to improve and enhance the human resources operations at the college through employee surveys, focus groups, and annual program review. **Use of Assessment Results**: 10/07/2006 -- (1) HR provided input to TAC regarding GCC E-mail accounts. President signed Administrative Directive 2006-01 on Jan. 23, 2006. **Use of Assessment Results**: 10/07/2006 -- (2) HR, Financial Aid and Career Placement implemented the Student Temporary Employment Program, STEP in Aug. 2006. $40,000 NAF Budget was approved. **Use of Assessment Results**: 10/07/2006 -- (3) to (5) will be resolved during the planning and implementation of GCC's new Information System with Sunguard. HR Administrator and Staff will actively participate in the overiew, training and implementation of Luminis and Banner. HR	HR Staff is complying with Administrative Directive 2006-01. New e-mail accounts and procedures will be necessary with the implemenation of SunGard (MyGCC). HR, Fiancial Aid and Career Placement implemented the Student Temporary Employment Program on Oct. 2006. A total of nine students were hired. HR will review and assess the program and the procedures in July 2007. HR Administrator attends weekly Core-Leader meetings for SunGard projects. HR Administrator and Staff have been attending Luminis and Banner Training. The training for HR/Payroll Module for Banner offically began on Jan. 18, 2007 and is on-going. On March 1, 2007, HR Staff worked with Admissions and Registration to enter all active Faculty into the Banner System. On March 13, 2007 HR was provide with user IDs and passwords

Use of Assessment Results (Column 5)	Status of Implementation
Administrator is a Core-Leader in the Banner Implementation Project. HR's priority of work is in the planning and implementation of the HR/Payroll Module of Banner. **Use of Assessment Results**: 10/07/2006 -- (6) HR Specialist will coordinate training with Academic Affairs Administrative Officer to ensure schedule events don't overlap. **Use of Assessment Results**: 10/07/2006 -- (7) HR and CE will together to improve the contract process as part of the planning and implementation of Banner.	for Banner. From Oct. 2006 to Feb. 2007, HR Specialist coordinated schedule training with Academic Affairs Administrative Officer. HR Specialist will schedule and post all HR training on the new GCC's Calendar of Events on GCC's website. HR Adminstrator has been communicating with the Associate Dean of CE on improving the process. Dialogue continues as more training and understanding of Banner occurs.
Human Resources - AY05-06 Performance Evaluations - To support educational programs through effective use of performance evaluations. **Use of Assessment Results**: 10/07/2006 -- (1) HR will continue to track and remind Evaluators of performance evaluation due date. HR will conduct performance evaluation training at least once a year; if needed, HR will conduct one-on-one training on performance evaluations to Evaluators. HR will work closely with Vice Presidents to ensure that Evaluators complete their evaluations timely.	HR continues to track of performance evaluation reports. HR sends out notices at least two months before the due date; with follow-up reminders. Vice President's are notified if Supervisors are late in their reporting. HR has not scheduled a performance evaluation training yet due to the heavy training emphasis on the SunGard (Luminis & Banner) training. HR has conducted one-on-one training on performance evaluations to four supervisors from Oct. 2007 to March 1, 2007.
Use of Assessment Results: 10/07/2006 -- (2) This is the second assessment cycle that HR did not find any dispartity between employee evaluations, formal grievances, and adverse action; therefore HR closes this activity.	No action necessary at this time. Activity closed.
Human Resources - AY05-06 Recruitment & Selection - To support educational programs through the recruitment and selection of qualified faculty, staff, and administrators. **Use of Assessment Results**: 10/07/2006 -- HR Staff and Administrators will actively paritipcate in the planning and implementation of HR Module of Banner. Results of information gathering meetings and needs assessment indicate that HR needs to provide more information elctronically and on an intranet. **Use of Assessment Results**: 10/07/2006 -- HR Administrator will continually review the result of IDEA evaluations and work toward improvement.	HR Administrator and the Academic Affairs Vice President have been working with the Presidential Search Committee on the search for a new President. HR Staff and Administrator have been attending SunGard (Luminis and Banner) training. Training, planning, building and implementation will continue throughout the year. HR/Payroll Module of Banner is schedule to go-live in Jan. 2008. HR Administrator received the Jan. 2007 Consolidate Administator's Assessment Report.

Use of Assessment Results (Column 5)	Status of Implementation
	Future meetings and discussions with the Asst. Director of A&IE, Vice Presidents and President is possible regarding the interegrations of IDEA survey into job performance evaluations.

INSTRUCTIONAL TECHNOLOGY CENTER

Use of Assessment Results (Column 5)	Status of Implementation
Instructional Technology Center (ITC) - AY05-06 Consultation, training, workshops and seminars. - To encourage and enhance the use of instructional technology. **Use of Assessment Results**: 10/03/2006 -- The Moodle workshops created an awareness to those faculty members that attended of the various ways they can offer their courses; i.e., completely online (no face-to-face contact), hybrid (face-to-face with some online presence) and the traditional offering (face-to-face). In addition, requests have been made by these same faculty members for additional one-to-one sessions on how to take advantage of other features offered with Moodle. ITC will provide workshops during Faculty Development Day and encourage those faculty members that are now using Moodle to assist in the presentation/workshop.	ITC assisted in the offering of workshops during the Professional Development day.
Instructional Technology Center (ITC) - AY05-06 Development and/or implementation of technology-based curriculum. - To work with individual teachers in either assisting them to develop technology driven material or assist in the delivery of technology-based curriculum. **Use of Assessment Results**: 10/03/2006 -- ITC will encourage the faculty members that created videos for their classes to offer breakout sessions during Faculty Development day. This will encourage other faculty members to develop technology driven material that will assist in the delivery of technology-based curriculum.	No actions have been taken with this activity. Department focus and priority has been with the Banner and Luminis implementation.
Instructional Technology Center (ITC) - AY05-06 Faculty Computer and Internet Literacy Certification Workshops - To provide faculty with workshops in preparation for the Computer and Internet Literacy National Certification. **Use of Assessment Results**: 10/03/2006 -- ITC will take advantage of Faculty Development Day to offer workshops for Computer and Internet Literacy	No actions have been taken with this activity. Department focus and priority has been with the Banner and Luminis implementation.

Use of Assessment Results (Column 5)	Status of Implementation
National Certification. This will create a larger participation as the day is dedicated to professional enhancement.	

LEARNING RESOURCES CENTER

Use of Assessment Results (Column 5)	Status of Implementation
Learning Resource Center (LRC) - AY 05-06 CUSTOMER SERVICES - Students will receive competent assistance when borrowing materials, asking directional questions, using computer stations, making audio-visual requests, or conducting other library business at the Circulation Desk. **Use of Assessment Results**: 10/10/2006 -- The staff in order to maintain their exceptional customer service skills will attend appropriate training.	The Support Staff and Supervisor attended various trainings to maintain, improve and supplement their customer service skills. Completed trainings include: - New Employee Orientation & Safety Workshop - Workplace Violence Prevention - Drug Free Workplace Refresher - Stress Management - Fundamentals of Supervision & Mgmt. Refresher
Learning Resource Center (LRC) - AY 05-06 INFORMATION LITERACY SKILLS - Students will learn information literacy skills to become effective library users, information consumers and life long learners. **Use of Assessment Results**: 10/10/2006 -- The library will continue to advocate for more library computers. This will allow students to have hands-on practical experience in learning how to use subscription periodical databases and searching the Internet when receiving Information Literacy Instruction.	The library has acquired twenty-three new computers for the Library Computer Research Room. These will be used in library instructional classes to teach research and information literacy skills. Students will also use these computers to learn how to search the EBSCO Periodical databases.
Learning Resource Center (LRC) - AY 05-06 LEARNING RESOURCES - The library will provide sufficient resources to support the curricular needs of faculty instruction. **Use of Assessment Results**: 10/10/2006 -- The Library will continue to advocate receiving a full budget to purchase a sufficient number of library books and electronic resources to keep the library collection current.	Although the library has strongly advocated receiving adequate funds to support faculty instructional needs of library books and electronic resources, the current GovGuam financial crisis has made it difficult to meet this objective. The library will have to rely on limited funds and the creative use of its present books and electronic resources to get through this fiscal year.
Learning Resource Center (LRC) - AY 05-06 LIBRARY TECHNOLOGY - Students and faculty will be provided with the most current library technology and services to facilitate student learning and improve access to information. **Use of Assessment Results**: 10/10/2006 -- The Library will continue to advocate for a sufficient number of updated computers to satisfy the needs of	

Use of Assessment Results (Column 5)	Status of Implementation
the students. The Library will also pursue replacing the present Dynix Library System with the upgraded Horizon Library System before our present Dynix software is no longer supported by the company.	

MANAGEMENT INFORMATION SYSTEMS (MIS)

Use of Assessment Results (Column 5)	Status of Implementation
Use of Assessment Results: 10/04/2006 -- Monitor usage for proactive planning of future needs and growth of Internet bandwidth. Use results to provide trend information on peak use times in order to do network and Internet access load balancing activities in the future.	The Intermapper software continues to greatly assist MIS identifying low and high peak Internet usage. We completed a couple of upgrades since year 2004 and went from version 4.1.3 to version 4.5.3 in 2006. The total cost to renew and upgrade InterMapper was $541. Biggest change in Internet and campus network access include the investment of $30,572 to install the dedicated 5Mbps MCV/Kuentos Internet line, and close to $100,000 for the replacement of all hubs with 100Mbps and 1Gbps switches throughout the campus. This upgrade changed the core network backbone from 100Mbps to multiple 1Gbps paths. Although recommended in the completed Technology Audit Report of 2006, we have not yet being able to implement a network and Internet load balancing software or strategy. However, we continue to work with our ISP, MCV/Kuentos, to assist in configuring the router to better use our T-1 and 5Mbps Internet access lines. Because of the limited budget, we were also not able to install or reconfigure our T-1 line, or install additional Internet lines, and go through another ISP, which is a more ideal backup strategy. We are still looking into this as a future option and as soon as the budget permits. Additionally, independent DSL Internet lines for the high school classes that moved from GWHS to the GCC main campus were also installed.
Use of Assessment Results: 10/04/2006 -- Based on the results, we certainly need to do more about protecting our servers and putting more of them behind the firewall. Evidence show that TracDat is getting maximum protection compared to the other servers. As for use of public addresses, the results are also showing that we need to implement more of the NetGear solution to reduce the number of publicly addressed systems. It is obvious that the results are not as positive since SPAM continues to cause the college a lot of wasted time and space. However, the results show that we should work harder in finding out better ways to fight this battle. The results are showing, too, that	The TracDat system continues to be the only server receiving maximum protection with the firewall as existing servers are not yet set behind the firewall; however, limited access to servers are now setup through security changes on the router and on the servers themselves. A separate firewall was also purchased for the protection of 13 existing SunGard servers. We went from two to now three NetGear routers in place, and the one added is being used by a mobile laptop lab for wireless access into the LAN. D4, D5, and C1 are now equipped with such devices that assist in reducing the number of publicly addressed systems. We've also contacted MCV/Kuentos' experts to request their assistance and to informed them of our desire to use more private IP addresses

Use of Assessment Results (Column 5)	Status of Implementation
not all users are aware of POSTINI and its antispam/antivirus features. We need to do a better job at informing our users about what they can do to help in the fight against SPAM and viruses. The blacklist and system logs continues to show increase in addresses being blocked, but the results also indicate that SPAM is getting worse and we need to do more to fight this problem. Lastly, the Enterprise Antivirus System has shown that it is effective against viruses and we will use the results to continue our expansion and implementation in the use of this system. Number of reported viruses dramatically decreased during this assessment period than in the past as evident in the decreased number of virus-related work order services. The XP personal firewall and the Windows Defender software are also showing as an effective protection mechanism as number of work orders for security-related services or troubleshooting has decreased. We will certainly use these strategies to continue protecting our systems.	with our systems while still providing Internet and network access. We've done multiple public announcements of POSTINI's free availabilty and also assisted our users in signing up with POSTINI to help fight SPAM and viruses. ITC has also assisted MIS in training users how to filter junkmail via POSTINI and from their e-mail clients, like Outlook. The blacklist also continues to grow with each complaint submitted to abuse@guamcc.edu. Many users are also being encouraged to use additional antispam systems to reduce junkmail. As a note, our current e-mail system is also planned to be phased out once the SunGard e-mail system is up and operational and all accounts are setup, which is scheduled to be active mid-year of 2007 or early 2008. The change in GCC's e-mail addresses will be implemented with the new SunGard e-mail system. This major change will surely cut down SPAM, at least for a while since spammers worldwide will take some time to learn of all our new e-mail addresses. We've completed a $14,760 upgrade of our Enterprise Antivirus System and went from 400 users to 800 users, and from version 8 in 2004, to version 10 in 2006. We plan to increase this number to 1,000 in FY07 or FY08. We've completed a mandatory campus antivirus client installation on all employees and computer lab systems and now automatically get updated antivirus signature files from our Antivirus server in order to stay current in the fight against new viruses. Satellite lab systems are also installed with Norton Antivirus as a standard. XP is now the default installation in all MIS-managed computer labs and XP personal firewall is also activated with Windows Defender software. As approved by the President's Management Team, Windows 98 is no longer made part of the image for all MIS-managed computer labs.
Use of Assessment Results: 10/04/2006 -- The results of these activities and those of the logs, surveys, and work order reports show a need still for better service out of MIS. The results will be used to justify the implementation of a true help desk system and to improve work flow of MIS staff and to better services our users.	We were able to hire three additional staff and continue to do in-house cross-training to make them more productive on the job. The issuance and use of cellphones is indeed very helpful, too. They keep us in touch with each other in MIS but most especially with our users. Cellphone numbers are published on the MIS webpage for easy access. Weekly Activity Reports citing accomplishments, plans, and problems from each MIS staff continues to be a big benefit in keeping everyone in MIS informed about what's going with each team member. Although recommended in the Technology Audit of 2006, a true help desk system is not yet in place due to delays in structuring it with

Use of Assessment Results (Column 5)	Status of Implementation
	a system and the lack of personnel to man it; however, plans are underway to upgrade the current e-Maint system to assist MIS with an electronic tracking system that is also interfaced with the Banner MyGCC portal. Thanks to the Office of the VP for ASD, their efforts in educating our employees made more of our users aware of the proper way to currently submit service requests to workorder@guamcc.edu, which is tied to the e-Maint system. The current Technology Advisory Committee (TAC) under the Faculty Senate has also been an instrumental component assisting MIS in dealing with service and support, as well as related technology issues facing the college.
Use of Assessment Results: 10/04/2006 -- The results will be used to justify continuing with this practice of doing consolidating and standardizing computer bid specifications. Consequently, the results will be used to track problematic configurations and vendor delivery and service performance. The results will also be used to improve future standard specifications of computer system in order to streamline technical support needs.	The number and types of work orders being received by MIS continue to show us a decline in problems due to aging or ailing computers, or due to computers becoming totally obsolete. Continuing with the consolidated and standardizing approach is proving helpful to our users when it comes to computer technology procurement. The standards has become an easy 'one stop' location to buy most of a department's computer needs and is also helping reduce work orders related to hardware that is no longer capable of running current standard desktop software, especially compared to previous years work orders. Thanks, too, to the Technology Advisory Committee's reviews, suggestions, and approval, the current standards are now in place at http://www.guamcc.edu/standards . Bid number GCC-FB-M7-002 was awarded to on-island computer vendors and will remain the computer technology standards for at least one year, or until the end of FY07-08, unless extended by the college. An upgrade plan of the different campus labs was also submitted to the TAC as part of MIS' report to the committee which shows what year labs are estimated to be upgraded and previous technology fee usage and costs. Additionally, another important list continues to be updated which shows the priority of the redistribution of systems recently replaced as a result of upgrades to existing labs. The list contains all requests for these replaced system from other areas of the college and also indicates the final disposition of unwanted and obsolete systems. We continue to monitor the number of problematic new systems and complaints by users on the delivery rate by and the status of vendors and their adherence to bid conditions or specifications.

MATERIALS MANAGEMENT

Use of Assessment Results (Column 5)	Status of Implementation

Use of Assessment Results (Column 5)	Status of Implementation
MM-Materials Management/Procurement - AY 05-06 Insure timeliness in procurement of supplies and services. - To support education programs by ensuring timeliness in procurement of supplies and services needed for support of the programs. **Use of Assessment Results**: 10/06/2006 -- MM processed all requisitions that had all required information to create the purchase order. MM will return problem requisitions back to the requestor if the pending information necessary to process was not received after communication with the requestor/department personnel. In this way, the requestor will address the problem immediately. The problems that prevented MM from processing the requisitions were: needed MIS approval on IT equipment, additional quotations needed, awaiting sole source documentation, no funds or insufficient funds, transfer of funds due to incorrect object code being used, no budget account code written, incomplete vendor information. Follow Up: 10/06/2006 -- MM found that returning the problem requisitions helped the requestor address the problem immediately and assisted in acquiring all the necessary documentaion or information. Follow Up: 10/08/2006 -- The Dean's Office changed the deadline to receive requisitions at the end of the fiscal year to August 25, 2006 (2 weeks earlier than last year), this really helped since it made the departments process their requisitions earlier and helped the Materials Management Office plan on how long it would take to get the requisitions processed prior to the deadline of September 22, 2006. **Use of Assessment Results**: 10/08/2006 -- MM found that it was taking at least 5 days to process invoices for payment due to other tasks that required immediate attention. The MM office is cross-training other staff so that these individuals can assist when necessary, most especially at the end of the fiscal year. Follow Up: 10/08/2006 -- The MM office is taking a look at increasing the number of days to process invoices for payment from 3 working days to 5 working days. **Use of Assessment Results**: 10/06/2006 -- MM will insure that the monthly open order report is printed and reviewed to address any PO's that are old and follow-up on the status of the order. MM will email	Materials Management has found it beneficial to return any problem requisitions back to the requestor. The implementation of this procedure resulted in critical requisitions being processed in a timely manner and helped save time and reduce frequent follow-ups from our department. Due to the implementation of Banner (SunGard Project- fully integrated student and financial system), Materials Management Office will move up the deadline for all requisitions to be submitted in FY2007 to June 30, 2007, this will allow items to be ordered and vendors to deliver the order by August 30, 2007 since we will go live with the Finance Module on October 1, 2007. Materials Management plans to increase the number of days to process invoices for payment from 3 working days to 5 working days in the new plan 2007-2008. MM will evaluate this process as we move to the integrated system since there may be some changes once we move to an automated process. MM is actively reviewing the outstanding purchase orders for the college since we are moving to Banner. An email was sent to the campus community on March 2, 2007, to review old purchase orders and begin to close and cancel all orders that are old and have not yet been received. This process will eliminate all old purchase orders in the legacy system so that we can start new with Banner.

Use of Assessment Results (Column 5)	Status of Implementation
the departments/requestor of any outstanding orders that need immediate attention. MM will continue to process the adjustments and forward to the requestor/department for action. Follow Up: 10/06/2006 -- At the year end closing of 2006, MM tried to close out all old purchase orders so that they would not roll into FY07. MM will communicate and work closely with respective departments to take action on old PO's.	
MM-Materials Management/Procurement - AY 05-06 Communication with Business Office and other departments - To support education programs by communicating and working closely with the Business Office and all other departments to confirm receipt of goods and services so that invoices are processed to insure payments to vendors are made in a timely manner. **Use of Assessment Results**: 10/08/2006 -- The Materials Management Office will continue to communicate and work closely with the Business Office and other departments to insure that requisitions are processed within three days and any other issues are resolved and addressed as they arise. **Use of Assessment Results**: 10/08/2006 -- The Materials Management Office completed the Administrative, Instructional, and Custodial Supply Bid in June 2006 and this really saved the departments time in obtaining quotes for purchases of supplies. The MM Office is currently compiling a list of established vendors for specific products often purchased by the college (multi-media projectors, digital cameras, health supplies and equipment, and other items). **Use of Assessment Results**: 10/08/2006 -- The Materials Management Personnel will continue to provide training to faculty and staff at least once a year so that they understand the procurement and inventory process. This education will assist in reducing the number problem requsitions that are received, non-submission of invoices, and many other issues that arise from not understanding the process and procedures.	MM communicates with the departments on confirming receipt of goods and services on purchase orders or contracts. MM is current on the processing of invoices to vendors for payment. MM continues to process requisitions into purchase orders within 3 days of receipt. January 2007 (96% of requisitions processed) and February 2007 (86% processed). Bids for administrative, instructional and custodial supplies has saved time in obtaining price quotations for the college. The new bid for Technology equipment, supplies and software was awarded in February 2007 and is now posted on the Website. Due to the change in the Finance system, training for faculty and staff will be held towards the end of 2007 so that they are informed of the new procedures with the new system.
MM-Materials Management/Procurement - AY 05-06 Follow GovGuam procurement law and regulations to include physical inventory - To support education programs through oversight of the procurement process, Materials Management	MM continues to follow the rules and regulations in procurement and the management of inventory. MM will not process a requisition into a purchase order withour proper documentation.

Use of Assessment Results (Column 5)	Status of Implementation
ensures that the college follows GovGuam procurement rules and regulations to include physical inventory of fixed assets. **Use of Assessment Results**: 10/08/2006 -- The Materials Management Office will comply with the Government of Guam Rules and regulations when procuring goods and services for the College. The MM Office will also continue to insure that all proper documentation is attached to the requisition and purchase order. **Use of Assessment Results**: 10/08/2006 -- The College's insurance policies for crime, auto, property, and educator's has been renewed for a new policy period from 1 October 2006 - 1 October 2007. The College is protected to some degree in the event of a natural disaster or other claims made against the college. Follow Up: 10/08/2006 -- Since the MM office had a head start in preparing the applications for renewal, it was a less hectic process with getting all the renewals of all the policies. It was also the second year in processing the applications on-line so that was an smoother process. **Use of Assessment Results**: 10/06/2006 -- 1. Requested departments to plan alternate delivery in advance and to inform Inventory Management Officer (IMO) to prep for fixed asset tagging. 2. Requested that department inform IMO via email of location of equipment delivered. 3. Requested departments inform IMO when received to anticipate immediate tagging. 4. Additional duties in receiving, pulling PO's, verifying and delivering. 5. Informed MIS department of BAC problems - still does not take effect, however serial number is picked up. 6. MIS working on determining connectivity problems. 7. MIS imaged a Win98 CPU for Tag application-Manually create tags via Loftware Database. Follow Up: 10/06/2006 -- The Fixed Asset Module in the SunGard (Integrated System)Project will address the issues noted in the Summary of Results. Use of Assessment Results: 10/09/2006 -- Data will be collected for the number of entries entered into the Fixed Asset System within three days of receipt.	GCC is currently insured for the policy period 1 October 2006 to 1 October 2007. MM is reviewing the new policy period to be renewed so that insurance is maintained and applications are submitted and completed as required. Inventory Management Officer is working to have a current listing of all Fixed Assets as well as other items being tracked with all departments so that the data is accurate to be loaded into the Fixed Assets Module with Banner. The Fixed Assets Module will go live with the rest of Finance in October 2007. Preparation of all data and tables required is currently being collected and reviewed.
MM-Materials Management/Procurement - AY 05-06 Support students in providing bookstore services - To support education programs by insuring student	There is no Bookstore Module in the integrated system. We are working to find one. The cross-training of two additional staf has helped with the

Use of Assessment Results (Column 5)	Status of Implementation
satisfaction and providing adequate supply of books and supplies in a timely manner. **Use of Assessment Results**: 10/06/2006 -- The Student and Financial Integrated System will address many of the issues that the Bookstore currently has for getting real time data in order to have adequate stock of books for each course. **Use of Assessment Results**: 10/06/2006 -- The Supply Expediter and Buyer I has been cross-trained by the Bookstore Manager to that they can assist during the times that the Book Store Manager goes on leave and most especially during the first three weeks of the semester when students are purchasing books and supplies. This cross-training has really been a great help to the Bookstore Manager as well as to the department to insure that the students are being provided these necessary services. Follow Up: 10/08/2006 -- The cross-training of additional staff to assist at the Bookstore has helped in providing faster and more efficient service to the students. **Use of Assessment Results**: 10/09/2006 -- The Bookstore Manager will follow-up with the Faculty and/or department hairs to insure that al the necessary information is obtained in order to insure that the books are received prior to the start of the semester. Follow Up: 10/08/2006 -- The Fully Integrated Student and Financial System (SunGard Project) will benefit the bookstore services in that it will provide the Bookstore Manager and staff real time information on class enrollment, cancellation of classes, additional sections added, and many other information that is currently received manually.	services at the Bookstore most especially during the beginning of the semesters. In Spring 2007, 231 surveys were completed and submitted to the Bookstore. 220 surveys indicated that the length of time spent at the bookstore to purchase books was less than 20 minutes. The Bookstore Manager sent out a reminder to the department chairs in March 2007 to insure that all books needed for Summer 2007 are ordered. This will assist in insuring the books are ordered in advance and are in stock by the start of the semester. If book orders are not received by the vendors in time, the cost of the shipping increases and the books are not received in time for the start of the semester. Bookstore hours are then extended to accommodate the students that need the books for class.

PLANNING & DEVELOPMENT

Use of Assessment Results (Column 5)	Status of Implementation
Planning & Development - AY05-06 [Revised] ADMINISTRATION OF WIA TITLE II AND PERKINS III FEDERAL GRANTS - To support educational programs through the administration of federal grants (adult and vocational-technical). **Use of Assessment Results**: 10/09/2006 -- August financial report, as opposed to September (year-end) report, will be used to measure whether 80% of the State Agency's funds were awarded or approved budget encumbered.	An email was sent to the federal accountant, VEA's administrative assistant, and ABE's program coordinator regarding the use of the "August", rather than the September, financial report to measure this indicator.

Use of Assessment Results (Column 5)	Status of Implementation
Planning & Development - AY05-06 [Revised] DIVERSIFICATION OF FINANCIAL RESOURCES - To support educational programs by seeking opportunities that diversifies GCC's financial resources in order to develop new or strengthen existing programs. **Use of Assessment Results**: 10/09/2006 -- Although this AUO was successfully achieved this reporting period, the transfer of key personnel (planner) to the Academic division and staff's time and effort issues may hamper P&D's ability to achieve this AUO as described in the Plan.	When a grant is to be pursued, the initial document the grant writer must submit to P&D's assistant director is the Grant Application Checklist (see attached). The next step the grant writer initiates is to convene and utilize a "work group" whose membership will include representatives from faculty, staff, administrators, public, and private entities to ensure commitment, institutional support, and assistance throughout the development of the grant.
Planning & Development - AY05-06 [Revised] FEDERAL FUNDS SUPPORTING EDUCATIONAL PROGRAMS - To support educational programs by awarding federal funds that develop new or strengthen existing programs. **Use of Assessment Results**: 10/09/2006 -- 1. Care must be taken to safeguard completed survey forms. A staff debriefing session will be held 2-3 days after a workshop session to discuss "what did and did not work" and review survey results. The administrative assistant will be responsible for providing survey results. 2. To alleviate the impact caused by absenteeism, planning to announce the Notice of Availability of Funds will be initiated at least two months from the anticipated announcement date. The administrative assistant will be responsible for planning and executing this task.	1. The administrative assistant is tasked to compile and present the survey results from briefing session during P&D's debriefing meeting held 2-3 days after the session. 2. Again, the administrative assistant is tasked to ensure the timeliness of the announcement by submitting a draft to P&D's assistant director two months before the anticipated announcement date.
Planning & Development - AY05-06 [Revised] INSTITUTIONAL DATA AND RESEARCH - To provide institutional data and/or research to constituents (individuals or agencies) that support educational programs. **Use of Assessment Results**: 10/09/2006 -- 1. The information from this AUO is useful. P&D will reassess staff assignment to ensure the delivery of quarterly departmental session to explain how federal assistance can be used to make programmatic change. 2. P&D has raised this concern to the management team however, no action has been taken. In light of this, P&D will amend Criterion 2 to read, "90% of institutional data and research requested by external	1. The first quarterly departmental session will be held by the end of March 2007 to explain how federal assistance can be used to supplement or make programmatic change. 2. Alghough P&D has not had a request for institutional data by external individuals or agencies it will continue to adhere to the indicator previously indicated.

Use of Assessment Results (Column 5)	Status of Implementation
individuals and agencies will be transmitted by the due date or on a timely manner."	

SAFETY OFFICE

Use of Assessment Results (Column 5)	Status of Implementation
Safety Office - AY 05-06 SAFETY AND HEALTH COMMITTEE - Safety Office will establish a Safety and Health committee to improve safety awareness and prevent violations and injuries. **Use of Assessment Results**: 11/30/2005 -- Safety Administrator will begin the search for committee participants and seek their commitment to the goals and objectives of their additional duties/responsibilities. The search will begin December 1, 2005. First committee meeting will convene January 26, 2006. **Use of Assessment Results**: 10/05/2006 -- Committee has not been set up as of this date because of lack of volunteers to serve as members. It is recommended to combine the Safety Committee with the ADA committee as one unit. To enlist faculty membership it is recommended that the Safety/ADA Committee be cooperated into the Faculty Senate jurisdiction.	The Safety/ADA Committee is now scheduled to meet March 14, 2007.
Safety Office - AY 05-06 SAFETY ORIENTATION TRAINING - Guam Community College constituents will be provided with safety orientation training and/or safety training materials for their students at the beginning of each semester in order to guide them with the emergency procedures. **Use of Assessment Results:** 11/30/2005 -- Need to concentrate on providing training focused on safety evacuation procedures. Planned training around January - March 2006. Topics for planned training will include the following: Preventive Measures; Reporting Procedures; and Public Information. The Safety Administrator, Student Services Administrator and Maintenance Supervisor is currently meeting to discuss and provide permanent evacuation routes throughout the campus.	Safety training is being scheduled and conducted quarterly or as need basis. Again, during this reporting period, there have been zero reported accident/injury involving misuse or lack of PPE.
Safety Office - AY 05-06 SAFETY TIP-BITS THROUGH THE GCC WEB SITE - The Safety Office will create a safety training/safety tip-bits through the GCC web site.	The Safety Tip-Bits is on the GCC website, GCC News - last on the list. Please refer to http://www.guamcc.edu/safety/tipbits.htm

Use of Assessment Results (Column 5)	Status of Implementation
Use of Assessment Results: 11/30/2005 -- Immediately set up a meeting with the MIS Administrator to coordinate the website inclusion for the Safety Tip-Bits. Anticipate start date for website inclusion on or before February 01, 2006. In the meantime, Safety Tip-Bits will be coordinated with the Communications & Promotions Administrator to incorporate the tip-bits in the weekly calendar. **Use of Assessment Results**: 01/17/2007 -- Safety Tip=Bits is on the GCC website, GCC News last on the list. See the link below http://www.guamcc.edu/safety/tipbits.htm	
Safety Office - AY 05-06 TRAINING & OSHA EQUIPMENT PURCHASE - To procure Occupational Safety & Health Equipment. **Use of Assessment Results**: 11/30/2005 -- The maintenance department staff is equipped with the fundamental safety equipment needed to perform their tasks. **Use of Assessment Results**: 10/09/2006 -- Safety training is continuously scheduled and the purchase of personal protective equipment, safety signs/materials are being done to meet the OSHA requirement. During this reporting period, there have been zero reported accident/injury involving misuse or lack of PPE.	

WORK EXPERIENCE PROGRAM

Use of Assessment Results (Column 5)	Status of Implementation
Work Experience - AY05-06 RECRUITMENT: To actively recruit students into the Work Experience Program. - To actively recruit students enrolled in GCC Satellite and Postsecondary programs. **Use of Assessment Results**: 03/16/2006 -- Recruitment for SSHS and SHS did not meet desired expectation. Cathy LG will improve recruitment in this area by working with the instructors more to assist in this area. Student Surveys also stated more presentations needed to be made so that students are aware of the WE program. **Use of Assessment Results**: 10/04/2006 -- At this time, their is only one coordinator on board since	Recruitment has been difficult since there is only one fulltime Work Experience (WE) coordinator and one Adjunct WE coordinator servicing all of satellite and postsecondary. The adjunct coordinator does not recruit because of his teaching schedule. Hank Schilling retired and Tony San Nicolas has been detailed to another program. In addition, there is no budget specifically provided to the Work Experience coordinators. They must go to the departments' they are assigned to for supplies and mileage. There is no budget administer and market the program and it's services.

Use of Assessment Results (Column 5)	Status of Implementation
Hank Schilling's retirement. With WE coordinators providing services to the satellite and postsecondary population, another WE coordinator needs to be hired to fulfill this service for students to receive credits for either graduation (postsecondary & satellite students) and earn a Certificate of Mastery (satellite students). To improve efforts for recruitment, a budget for this department would be of great assistance in this area to help promote the program and it's services.	
Work Experience - AY05-06 PLACEMENT: To place eligible students in relevant, meaningful learning experiences at the workplace related to their degree/vocational program. - To place eligible students in relevant, meaningful learning experiences at the workplace related to their degree/vocational program. **Use of Assessment Results**: 10/04/2006 -- Criteria met. There is always room for improvement. WE coordinators can work with employer and respective deparatments to discuss new learning can occur for each student.	95 students have been placed to date. For the most part, most of the students' have enjoyed their internship experience. Some students' were placed in training arenas they may not have wanted because the employer they wanted was not able to accommodate an intern at that time. For students' who did not feel they were the right "fit" at a particular internship environment, they were assigned another internship placement. However, each student was placed in a work experience that met the objectives of their respective programs and/or more suited for them. There are two important programs that helped in the placement of high school students and paid them: Passport to Careers (PTC) and the Hyatt Student Development program. PTC is a program administered through GPSS via AHRD. Students' who meet the requirements of PTC can participate in the summer, winter and sping intersessions to earn credit and get paid. 90 students were placed this summer. From October 2006 - January 2007 Tourism students had an opportunity to train in the Hyatt Student Development Program. A total of eleven (11) students participated in 90 hours of non paid and 90 hours of paid work experience. Students were placed as cook helper, in food and beverage and in the rooms division. There were 17 students that were accepted by Hyatt to participate in the program, but, most did not fulfill health certificate or transportation requirements.
Work Experience - AY05-06 EMPLOYER SERVICES: To determine what employer think about with the WE program regarding student recruitment, placement, and training. - To determine what employer think about with the WE program regarding student recruitment, placement, and training. **Use of Assessment Results**: 10/04/2006 -- Criteria has been met. Employers were impressed with how	Since there is no budget for the Work Experience program it's very difficult to have an employer recognition luncheon or much else.

Use of Assessment Results (Column 5)	Status of Implementation
little training students need in the workplace. Employer recognition would help continue the partnership with respective employer through certificates, awards etc.	
Work Experience - AY05-06 STUDENT SERVICES: To determine what students think about the WE program is responsive to their needs regarding recruitment, placement, monitoring, counseling and evaluation. - To determine what students think about the WE program is responsive to their needs regarding recruitment, placement, monitoring, counseling and evaluation. **Use of Assessment Results**: 10/04/2006 -- Criteria was met. Students services can always be improved because students' are our customers.	Overall, students are pleased with the services. Students have consistently said we need to advertise and market more. Again, we have no budget specifically for the Work Experience program.

Table 16. Implementation of Assessment Results for Special Programs
Fall 2006 – Spring 2007

ELECTRONICS & COMPUTER NETWORKING SECONDARY

Use of Assessment Results (Column 5 in TracDat)	Status of Implementation
AY04-05 INSTALL AND CONFIGURE A ROUTER: From the results, it was found that the Student enrollment of VEEE066 course was very low and Electronics department should promote the program to recruit more students and work with each high school's counselors to increase enrollment. Also, it is necessary to standardize the skill-based exam for all four high schools.	Follow-up: Electronics department decided to revise the curriculum. This new curriculum will be applied in School year of 2007-2008. This change will increase student enrollment. Follow-up: The Cisco has developed a standard skill-based exam and implemented to the course. The problem is solved. This new curriculum will be applied in 2006.
AY04-05 NETWORKING SKILLS: The exit survey was provided by Cisco. Out of forty-three questions, the big portion of it asks about the company which is not so relevant to our situation. Electronics department needs to modify the survey questions.	Instead of having a complete new survey questions, Electronics department decided to drop some of the questions which are not relevant to G.C.C. The new survey questions will be distributed to each of the high school by Rachel Lee during Spring 2007.
AY04-05 STANDARDIZED CISCO EXAM: The exam results was collected through emails from all of the high school instructors. To provide better evidence, Electronics department should develop a form to indicate VEEE066 student roster and grades.	A new form will be developed by one of electronics department faculty by Spring 2007. When instructors from four high schools submit their students' grades, they will fill out the form and provide a copy of grade book which is on the Cisco web site.

Although AIE produces a bulk of matrices to monitor these reported results and their status of implementation, several questions still remain: How are these assessment results that are directly connected to improvements made at the program level linked to institutional decision making? Who monitors such results, or even the extent to which changes have been instituted? How deep or pervasive are these changes? Most importantly, what impact do these big and small changes make upon student learning, as well as the effectiveness of the institution? Admittedly, after seven years of systematic assessment implementation at the college, this has remained to be the area of greatest struggle in the institution's assessment process. This is not a unique situation, however, since many other community colleges are likewise struggling with "how to close the assessment loop," particularly in terms of how program improvement initiatives are directly linked to institutional decisions, particularly with those that have financial implications.

Although improvement initiatives have been started at the course and program levels, as evidenced in TracDat entries, no formal college committees however have been tasked to monitor the depth and pervasiveness of these improvements over time. Neither has there been a careful study to explore the impact of these changes on institutional structure or infrastructure. It is also imperative to explore how these program changes have impacted resource allocation and budgeting decisions at the institutional level.   Indeed, the college needs to do a lot of work in these *underemphasized* and most oftentimes *hazy* areas of assessment, particularly in the link between the use and understanding of assessment results and institutional decisions.   As discussed in last year's report, the role of the Institutional Strategic Master Plan (ISMP) and its functionality as an institutional document towards fulfilling this goal requires further exploration. As a brainchild of the Vice President for Academic Affairs, the ISMP template was introduced to the college in AY 2005-2006.   Because the ISMP is a relatively-new format for most of the college's key administrators, however, there is still some unevenness in its inputted data, as well as the clarity of purpose that the document itself must deliver. A more focused discussion on this document will be included in the last section of this report.

Because assessment results harvested from TracDat are not sufficient for the college to claim institutional effectiveness, several steps are also being taken to explore other measures. In the assessment literature, these are usually called "non-measures" because they do not directly impact student learning processes. Though their impact on students (at least from a learning perspective) is indirect, these measures also deserve discussion, however, as they are considered relevant indicators of how effective an institution is in delivering its stated mission. This section of the report identifies

these measures as they contribute to the incremental building of evidence to demonstrate the college's institutional effectiveness.

Patterns of curriculum revision activities

The table on the next page (Table 17) presents the audit of course and program guides on file at the Vice President's Office at the end of Spring 2007. In this table, program guides that are *under* five years old are considered current while those that are five years old and *above* need to be revisited for updating and modification. Because this process can move further with the deans' oversight and supervision, greater effort should be placed on identifying leaders at the department level that can initiate faculty discussions on this important issue. As demonstrated by this table, a significant degree of fluctuation can occur from one year to the next -- a good example is Cosmetology in the following table –simply because the five-year threshold may have been already met. This monitoring tool is therefore extremely useful in this respect; simply put, it serves as a reminder of the program faculty's responsibility to attend to curriculum revision projects. If viewed from this perspective, the program faculty can surely anticipate the work that needs to be done and most importantly, deans and associate deans can then provide the motivation necessary (for individual faculty under their supervision) to embark on such a project. As this work is critical in addressing the concerns raised by the 2006 evaluation report --particularly in terms of the integration of SLOs in course guides, as well as the careful delineation between *competency* and *SLO*-- it is therefore imperative that it should be done systematically, consistently and in a timely manner. The deans, as well as the associate deans, of the two schools (TPS and TSS) have a critical role to play in motivating, guiding, and reminding department chairs and the rest of the program faculty to focus their efforts on systematic planning vis-à-vis updating and revising course and program guides so that there is ample time to generate crucial input from members of their respective Advisory Committees.

The succeeding table (Table 18) would seem to validate the seeming fluctuations in curriculum work from one year to the next because, as compared to AY 2003-2004's 123 course/program changes (both substantive and non-substantive changes), there were only fifty-five course/program changes that were recorded in the succeeding year (AY 2005-2006). For AY 2006-2007 however, there is again an evident spike in course revision activities, with 99 course/program changes recorded for this reporting period.

Table 17. Summary of Program and Course Review Audit at the End of Spring 2007[26]

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog Spring 2006 Spring 2007	Number of course 5yrs old and above Spring 2006 Spring 2007	Percentage of courses 5yrs old and above Spring 2006 Spring 2007

Certificate Programs

Program Name	Program's Last Review	T&R Gen Ed	5yrs old	% 5yrs old
Automotive Services Technology	4/6/06	24	11	46%
		18	18	100%
Computer Science Computer Science & Information Technology Certificate approved 11/26/98 is what's currently on file.	11/26/98	15	9	60%
		13	7	54%
Cosmetology	2/12/07	9	7	78%
		9	1	9%
Criminal Justice	12/21/04	7	4	57%
		7	2	29%
Early Childhood Education	5/2/06	11	0	0%
		10	0	0%
Education	5/2/06	11	1	9%
		10	1	10%
Fire Science Technology	12/21/04	6	4	67%
		4	1	25%
Medical Assisting	11/3/05	17	0	0%
		17	1	6%
Office Technology		12	5	42%

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[26] This matrix was developed and compiled by Priscilla Johns, Program Specialist, Assessment & Institutional Effective Office. Please submit corrections (if any) to pcjohns@guamcc.edu. This document was included in the 5th Annual Institutional Assessment Report (AIAR) and updated July 12, 2006 for this year's report; some corrections were made to reconcile certain discrepancies. In addition to the curriculum files, the printed college catalog served as the main document source. Deleted programs were excluded from the above matrix.

No approved document on file.		12	5	42%
Practical Nursing	2/7/05	16	0	0%
		13	0	0%
Supervision & Management	5/19/04	11	0	0%
		10	1	10%
Systems Technology	4/9/04	19	10	53%
		19	15	79%

Associate Degree Programs

Accounting	3/27/07	12	2	17%
		13	**1**	**8%**
Automotive Technology There is no approved program document on file.	4/6/06	25	12	48%
		20	**0**	**0%**
Computer Networking Formerly Electronics Engineering	7/26/05	18	7	39%
		18	**9**	**50%**
Computer Science There is no approved program document on file.		17	13	76%
		15	**10**	**67%**
Criminal Justice	5/21/04	11	1	9%
		11	**1**	**9%**
Culinary Arts	4/3/07	14	1	7%
		14	**1**	**7%**
Early Childhood Education	5/2/06	18	4	22%
		19	**5**	**26%**
Education	5/2/06	20	5	25%
		21	**4**	**19%**
Hospitality Industry Management	5/25/05	29	14	48%
		29	**7**	**24%**

Liberal Arts	3/25/03	12	1	8%
		12	**1**	**8%**
Marketing	3/27/07	15	2	13%
		13	**1**	**8%**
Medical Assisting	9/20/05	24	0	0%
		23	**3**	**13%**
Office Technology	4/30/04	26	6	23%
		25	**8**	**32%**
Supervision & Management	4/26/07	18	3	16%
		18	**5**	**28%**
Visual Communications	3/5/07	19	2	11%
		16	**2**	**13%**
Secondary Programs				
Adult Basic Education/Adult Secondary Education	6/8/06	2	0	0%
		3	**0**	**0%**
Allied Health/Nursing Assistant	5/3/02	4	3	75%
		4	**3**	**75%**
Automotive Technology No program document on file.		8	4	50%
		10	**4**	**40%**
Construction Technology No program document on file.		5	2	40%
		6	**5**	**83%**
Electronics & Computer Networking No program document on file.		6	3	50%
		6	**5**	**83%**
Hospitality & Tourism Program is now named Tourism & Hospitality Lodging Management (LMP)	1/24/06	5	3	60%
		3	**1**	**33%**
Marketing	3/10/02	9	7	77%
		10	**6**	**60%**
ProStart (Secondary) New program.	1/24/06	3	1	33%
		3	**1**	**33%**
Visual Communications	4/3/02	6	2	33%
		6	**0**	**0%**

Table 18. Summary of Course/Program Changes for AY 2006-2007

TYPE OF CHANGE INITIATED	DEPARTMENT	FREQUENCY
Program Substantive Change/Revision	Business	1
	Computer Networking	1
	Computer Science	1
	Cosmetology	1
	Marketing AS	1
	Marketing (Secondary)	1
	Tourism & Hospitality	1
	Visual Communications	1
Total Program Substantive Changes/Revisions		**8**
Program Adoption	Criminal Justice	2
	Cosmetology	2
Total Program Adoption		**4**
Program Deletion	Business	1
Total Program Deletions		**1**
Course Adoption	Business	1
	Cosmetology	2
	Electronics	4
	Electronics (Secondary)	1
	Tourism & Hospitality	2
	Visual Communications	1
Total Course Adoptions		**11**
Course Substantive Change/Revision	Business	1
	Computer Science	1
	Construction Trades	5
	Cosmetology	12
	Criminal Justice	1
	Education	1
	Marketing (Secondary)	10
	Tourism & Hospitality	3
	Visual Communications	13
	Visual Communications (Secondary)	3
Total Course Substantive Changes/Revisions		**50**
Non-Substantive Change/Revision	Allied Health	1
	Assessment & Counseling	1
	Computer Science	1
	Education	11
Total Non-substantive Changes/Revisions		14
Course Deletion	Visual Communications	11
Total Course Deletion		11
Total Number of Curricular Changes for AY 2006-2007		**99**

Important Note: Priscilla Johns compiled the information on this table from Johanna Camacho's curriculum log in Microsoft Access format. Please submit corrections (if any) to pcjohns@guamcc.edu

Indeed, the two tables above can serve as a useful guide for the deans and associate deans to start curriculum review initiatives with individual faculty, departments or programs. These initiatives must be carefully supervised and followed through, and may require inclusion in individual faculty plans (IFPs), if deemed necessary.   It is important however that these efforts must be placed within the context of the college policy requiring programs to engage in dialogue with

members of their Advisory Committees twice a year for purposes of curriculum improvement[27]. The table below presents the compliance rate of the college's two schools (TSS and TPS) insofar as Advisory committee meetings are concerned. This rate is computed by dividing the number of meetings that were conducted under each school with the *ideal* number of meetings (if the policy of meeting twice a year was adhered to by the relevant program):

Table 19. Advisory Committee Meetings Held, AY 2006-2007
Meeting Minutes On File at AIE Office

Fall 2006 (Aug 06 – Dec 06)		
Program	School	Meeting/Minutes Dated
1. ABE/ASE	TPS	
2. Allied Health	TPS	11-28-06
3. Automotive Technology	TPS	
4. Business	TSS	9-6-06
5. Career Placement Center	TSS	9-7-06 11-16-06
6. Computer Science	TSS	10-27-06
7. Construction Trades	TPS	
8. Cosmetology	TSS	11-20-06
9. Criminal Justice	TPS	
10. Education	TPS	9-22-06
11. Electronics	TSS	10-27-06
12. Marketing	TPS	
13. Tourism & Hospitality	TPS	
14. Visual Communications	TPS	
Number of TPS programs	**2 of 9 = 22%**	
Number of TSS programs	**5 of 5 = 100%**	

Spring 2007 (Jan 07 – May 07)		
Program	School	Meeting/Minutes Dated
1. ABE/ASE	TPS	2-16-07
2. Allied Health	TPS	
3. Automotive Technology	TPS	2-9-07 5-7-07
4. Business	TSS	3-9-07 3-23-07
5. Career Placement Center	TSS	2-1-07
6. Computer Science	TSS	4-27-07
7. Construction Trades	TPS	
8. Cosmetology	TSS	3-19-07
9. Criminal Justice	TPS	
10. Education	TPS	3-15-07
11. Electronics	TSS	4-27-07
12. Marketing	TPS	2-15-07 4-18-07
13. Tourism & Hospitality	TPS	
14. Visual Communications	TPS	3-5-07

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[27] This GCC written policy is found in Naomi Wahl's handbook, Guidelines for Advisory Committees (1995), p. 13.+

		4-20-07
Number of TPS programs	**5 of 9 = 56%**	
Number of TSS programs	**5 of 5 = 100%**	

As reflected in the above table, the two schools have not yet equaled each other's performance vis-a-vis compliance rates for the past academic year. While TSS has demonstrated a great leap of improvement from its previous performance last year (garnering 100% compliance for both semesters this year), TPS has lagged poorly behind. In fact, because of the relatively low TPS compliance rate for the first semester last year, the dean issued a sternly-worded email to his department chairs and program faculty in order to remind them of this responsibility.[28] In his email memo, the dean stated that "advisory committees are crucial to the College maintaining its legitimacy," noting further that "we can't claim to be meeting the needs of the community if we don't have a formal structure for ascertaining those needs." To drive home his point, he ended by saying that "this situation is serious and needs to be addressed immediately." Based on the TPS compliance rates of 22% and 56% for the year, this reminder from the Dean seemingly did not have the desired effect on TPS' faculty. Thus, other strategies for enforcing compliance need to be explored. When program faculty meaningfully engage with industry practitioners (through the Advisory Committees), improvements made to courses and programs acquire greater value and quality.[29] This task is therefore critical to the task of updating and revising the curriculum, which has meaningful implications vis-à-vis the *3rd* recommendation of the 2006 Evaluation Report (on SLOs).

Qualitative impact of professional development activities

In last year's report, it was pointed out that one rich data source that has been largely ignored through the years is the pool of trip reports on file at the Business Office[30]. Since this is a record of professional development activities of faculty and staff, it is definitely reflective of their self-perceived impact on the institution as a result of a professional development opportunity. These trip reports however have been merely filed on the shelf and then consigned to oblivion. From all indications, nobody ever reads them, as they are not even forwarded to concerned supervisors. The qualitative impact of the professional development experience on the teaching and learning

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[28] See TPS Dean Reilly Ridgell's email memo to faculty under his supervision in APPENDIX H.
[29] See, for instance, minutes of Advisory Committee meetings submitted to AIE for insights on curriculum issues and other matters discussed between faculty and industry practitioners in APPENDIX I.

processes on campus may be gleaned from these reports, if a specific college committee (i.e., PDRC) takes the time to do a careful content analysis of these documents. When properly gathered and analyzed, these trip reports can indeed reveal substantive insights on course and program improvement initiatives that are worth further exploration.

As highlighted in last year's report, it is regrettable that the Professional Development Review Committee (PDRC) has not systematically utilized these reports to establish qualitative and quantitative patterns of professional development impact among faculty who avail of such opportunities, for example. Because of time and space constraints, last year's report did not attempt any in-depth and systematic analysis of these trip reports and hence. Instead, it suggested that PDRC should place this as a priority task in their agenda for the next academic year.

Yet, **no concrete action** was ever done by PDRC in response to this suggestion in last year's report. It is surmised that the committee spent considerable time planning the first ever Professional Development Day (which focused on the Banner/Luminis project) and its critical success should give the committee time to explore other important projects this year. The content analysis of trip reports to determine the qualitative impact of faculty professional development on teaching and learning processes at the institution should definitely be topmost in their agenda for this academic year. An endorsement from the Faculty Senate president will perhaps go a long way in seeing to it that this essential task gets realized this year.

Institutional recognition through awards

Another measure of institutional effectiveness, though discussed not too often, is the acknowledgement accorded to the college through recognition awarded to either faculty, student, program, or the institution itself. These awards can either be local, national, or international in scope. The most recent national recognition awarded to GCC is the gold award won by Abby Farmer, the news account of which is used as an epigraph in this report, as published on the front page of the Pacific Daily News.

This past academic year, the college was also given national recognition by the Community College National Center for Community Engagement (CCNCCE) for its commendable efforts, as led by associate dean Eric Chong, in promoting Service Learning. The CCNCCE recognized GCC as a 2007 recipient of the *Service Learning Collaboration and Civic Engagement Award in the*

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[30] The Quarterly Reports submitted to the Board of Trustees by key administrative offices is another rich source of information on indirect measures of assessment. Samples of such quarterly reports are in APPENDIX J.

category of Collaboration with Business and Industry for the college's program entitled <u>International Coastal Cleanup</u>.[31]   In a different category, Juanita Tenorio, an English faculty, was named 2007 Faculty Scholar for Phi Theta Kappa's International Honors Institute, where she will serve as a seminar leader during the organization's annually-sponsored Honors Institute.[32]

Faculty engagement with students' learning and other observations

Last year's report also pointed out that the record of informal and formal observation notes from administrators can also reveal substantial insights on the teaching and learning processes within the GCC classroom. Toward this vein, several questions were posed: How do faculty engage their students towards more productive learning? What pedagogical approaches do they employ to facilitate learning? How have they determined the efficacy of these methods? To what extent are students involved in their own learning? These and other similar questions should serve to guide the careful analysis of the compiled observation notes from the deans and the associate deans.[33]   Yet, given the existing qualitative format of these notes, however, last year's report did not include any systematic analysis of this available data due to time and space constraints. It was therefore recommended that the <u>Record of Classroom Observation</u> template be restructured or revamped in order to accommodate some quantitative measures that would complement the qualitative data that was currently being gathered.

No concrete action, however, was taken on this proposed strategy for AY2006-2007, and hence, this year's assessment report issues another call to deans and associate deans to meet early in the semester to discuss possible template changes that would facilitate data collection and analysis of completed <u>Record of Classroom Observation</u> forms. But because this is also a contractual issue (i. e., the template is an integral part of the Appendix in the Board-Faculty Union Contract), a wider conversation needs to be initiated between the college administration and the faculty union on this important topic.

Planning through the ISMP

Introduced toward the end of Fall 2005, the ISMP is a yearly strategic planning tool that serves as an "institutional to-do list" for identified key college administrators and other constituents.

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[31] Read more details about this GCC award in APPENDIX K.
[32]Due to space constraints, not all GCC awards are mentioned in this section of the report. Information about other awards received by GCC this past academic year may be obtained from the Communications and Promotions office.
[33] See compiled Record of Classroom Observation Notes in APPENDIX L.

To fully understand its purpose and unique matrix format, it is important to situate its development in the context of the continuous self-study process that the college has established since AY2004-2005. Instead of the self-study process that occurs a year prior to a site visit by an accreditation team, the college decided that it will continuously undertake self-study discussions annually. In order to make this task realizable, however, the existing leadership in the current institutional committee structure was tapped to lead this effort. The Academic Vice President who spearheaded this project considered this a prime example of harnessing resources from a currently-existing structure to match an identified institutional need. Hence, the Accreditation Steering Committee is at the same time a governance committee and a Standards committee that has oversight of the self-study process.

It must be recalled that the starting point of this document is the column of recommendations derived from the self-study. In essence, these recommendations enumerate expectations culled from the self-study report. As key administrators in the college hierarchy examine these expectations, they gradually develop a specific plan and a timeline to address them. These institutional "mini-plans" are recorded, organized and monitored in the Institutional Strategic Master Plan (ISMP) document. The addition of coding markers for monitoring purposes was a new development that was added in the last academic year.

While the ISMP document, however, was introduced as early as Fall semester 2005, from all indications, it has not gained solid footing among key college administrators. The following checklist identifies the offices or departments that have submitted their completed ISMP documents for this reporting period (AY06-07)[34]:

	YES	NO
1. Board of Trustees		✓
2. Foundation Board		✓
3. President		✓
4. Communications and Promotions		✓
5. Academic Affairs Division	✓	
6. School of Technology and Student Services	✓	
7. School of Trades and Professional Services	✓	
8. Assessment and Institutional Effectiveness	✓	

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[34] There was also a discussion to include the GCC Faculty Senate in the list of departments required to submit an ISMP document. Whether the Senate leadership was informed of this new development or an oversight occurred is unclear.

9. Continuing Education   ✓

10. Registration and Admissions   ✓

11. Business and Finance Division   ✓

12. Human Resources   ✓

13. Administrative Services Division   ✓

14. Facility Maintenance   ✓

15. Management Information Systems   ✓

16. Planning and Development   ✓

17. Safety   ✓

Of 17 identified offices that should have institutional "to-do lists" this year, only 6 submitted their ISMP documents in time for the writing of this report. Eleven (11) offices/departments did not submit their documents at all. In all probability, the huge investments in time and effort expended for the Banner/Luminis project contributed significantly to this dismal result. The lack of follow up may also be responsible for this lackluster showing as the administrator who was assigned to monitor the submission of these documents was off-island and on leave at the time of the set deadline for this project. Whether these reasons are valid or not does not detract from the fact that this new format has not attracted great attention and enthusiasm among a few college administrators. Therefore, a buy-in issue, if it exists, needs to be resolved immediately.

As described in last year's report, the ISMP document is organized in terms of the six themes reflecting the current accreditation standards. Because of this format, it is easier to monitor how each of these administrators' plans of action align with these thematic areas of importance to the college. As a strategy to address "big-picture" issues, these themes include the following:

- Dialogue
- Student Learning Outcomes
- Organization
- Institutional Commitment
- Evaluation, Planning and Improvement
- Institutional Integrity

With regard to these themes, suggestions regarding improvements of the ISMP format were made last year in a meeting of administrators. These suggestions implemented this year included the following:

1. the addition of the mission statement to the matrix
2. the definition of each of the themes so that, when properly understood, plans of action may be readily aligned with such themes

In last year's report, an important question was posed: How can the ISMP format and substance be improved? Input from key administrators involved in the preparation of the document listed the following areas of possible refinement: (1) Provide a table of contents; (2) Include a preface or foreword to the document that will explain its structure and content; (3) Provide pagination for easier reference; (4) Edit the self-study more tightly to avoid repetition and inconsistency; and (5) Train administrators how best to fill out the columns, particularly the last column on recommendations.

Regrettably, the recommendations that appear in this year's self-study mostly contain last year's identified shortcomings: repetitive entries, general and vague references, incomplete sentences, etc. A more focused training for members of the Standards committees needs to have hands-on exercises on how best to formulate recommendations that are clear, concise and substantive. Though the January 24, 2007 meeting minutes of the Accreditation Steering Committee includes the following entry,

"*Discussed samples of weak and strong self-study recommendations using samples of prior self-study committee report for past academic years so that the new self-study committee can make good recommendations on their self-study report.   Samples of good and weak self-study recommendations were given to the new self-study committee to be used as guideline to submit good recommendations,*"

it did not seem to equip them with the necessary skills to put together recommendations that were stated concisely, clearly and substantively. Periodic monitoring, group exercises, as well as active critiquing of drafts, and other training strategies may work better for this group.

Seemingly, these limitations discussed above also had a severe impact on administrators who completed the ISMP document. Because a number of the recommendations were repeated in several

of the themes, the resulting document was oftentimes confusing and unfocused. There were also a lot of skipped items either due to the repetitions or simply a lack of thoroughness on the part of administrators. Yet, despite these shortcomings, a number of good planning insights also appeared in the matrix. The ISMP document that integrates all the 6 offices/departments that submitted their documents in time for this reporting period can be found in the Appendix R of this report. These six (6) departments/units include the following: AAD, TSS, TPS, AIE, CE and P&D. The eleven (11) department/offices that **did not submit** their ISMP documents are: BOT, President's Office, Communication & Promotions, Admissions & Registration, Business Office, Human Resources, ASD VP, MIS, Facilities, and Safety Office.

Similar to the conclusions reached in last year's report, the recommendations in the Self-Study report --which eventually found their way in the ISMP document (see Column 1 above)—also appear *redundant* or *repetitive* throughout the six themes, under which the ISMP is organized. More importantly, these recommendations, although arranged by ACCJC themes, were unclear vis-à-vis the goals they were trying to address.   Apart from the thematic organization, were these recommendations addressing institution or division goals, or both? Which goals were specifically being addressed and at what level? Without this clarity, gauging the success or failure of the completed tasks in the above table remains problematic because these completed tasks can not be objectively measured against what the college is seeking to do (its general mission) and the specific expectations (that is, its broad goals) attached to this mission. In this regard, a careful rethinking and restructuring of the self-study template (and it goes without saying, the ISMP template) should be a top priority.

It is therefore strongly recommended that the college mission, vision and values, along with the institutional goals, should serve to frame the recommendations.   In this way, each recommendation does not only fall under a specific ACCJC theme, it also addresses a specific institution or division goal, whenever relevant. Without this specificity, tasks might be generally addressed as "ongoing" or "work in progress" over a long period of time. But because alignment issues have not been seriously attended to by top college administrators – as suggested in the 6th Annual Institutional Assessment Report (pp. 83-85)—the complex layering among program, division and institutional level goals have not been clearly identified and clarified for the whole institution.

Most importantly, the non-submission of the ISMP documents by eleven (11) of the key offices identified to contribute to the matrix signifies the seeming low priority that *planning*

occupies in the hierarchy of institutional responsibilities among administrators and other constituents. An all too-important question comes to view: Is the ISMP format working or not? *Since it reflects collective institutional planning –at least that was its major intent—a major rethinking of the format and substance of the document (including the* **yearly self-study process** *that is intended to precede it) requires serious institutional attention.*

Planning, allotment and release issues

Several external factors operating outside of the college's control may also have contributed to this situation where institutional planning occupies a low priority in the life of the institution. The severe financial crisis that has plagued the Government of Guam (GovGuam) continues to be felt by the college in terms of the funding it receives from GovGuam to support its various programs and services. The 2006 Evaluation Report observed that "linking student learning *outcomes* to *resources* is a goal for the college but the college needs to continue the work in this area." (p.17) Indeed, this is the biggest challenge that the college faces, for the college's planning efforts are always hampered by cash flow problems.

In order to provide a relevant context for discussion, the table and graph on the next page (see Figure 4) present a picture of the college's revenue allotment by month, in terms of the requested amount versus the cash it has received.[35] The table shows that from October through February 2006, cash releases covered most of the amounts requested (shortfall for January 2007 was only $26,800). Beginning March and on through June, however, cash releases fell short of the requests from the college, from a shortfall of 3% in March to 98% in July. The college practices a first-in, first-out (FIFO) accounting method which means that as cash is received, it is applied to the balances of the earlier months. As reflected in the figure below, the graph and the percentages column confirm this practice.

Similarly, the next table (see Figure 5) also shows that cash releases for all funding sources of the college are short of the requests made for the months of October 2006 through July 2007. The cumulative percentage of all funds' balances that are owed to the college is 25%. It is also important to note that the college's primary funding source from the Government of Guam is the General Fund (aka Fund 1). The Territorial Education Facilities Fund (TEFF), Licensed Practical Nursing & Vocational Guidance (LPN), and the Manpower Development Fund (MDF) are supplemental

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[35]Actual budget appropriation for the college for FY 2007 is $14,606,173. The fiscal year for the Government of Guam begins on October 1 of each year and ends September 30 of the following year.

revenue sources from the Government of Guam.   The table also shows that the balance of FY 2006 that has not been received by the college is $2,845,269 (TEFF).

Figure 4. Revenue Allotment by Month: Requested
vs. Actual Cash Received

FY2007				% of Request
Month	Requested	Received	Balance due	Not met
Oct	928,910	928,910	0	0%
Nov	928,910	928,910	0	0%
Dec	928,906	928,906	0	0%
Jan	928,908	902,108	26,800	3%
Feb	2,090,822	2,090,822	0	0%
March	2,090,822	1,637,222	453,600	22%
April	1,560,017	1,167,111	392,906	25%
May	1,560,017	1,046,154	513,863	33%
June	856,607	20,788	835,819	98%
July	952,419	0	952,419	100%
Total	**12,826,338**	**9,650,931**	**3,175,407**	**25%**
as of July 27, 2007				

FY07 Revenue Allotment by Month: Requested vs. Received
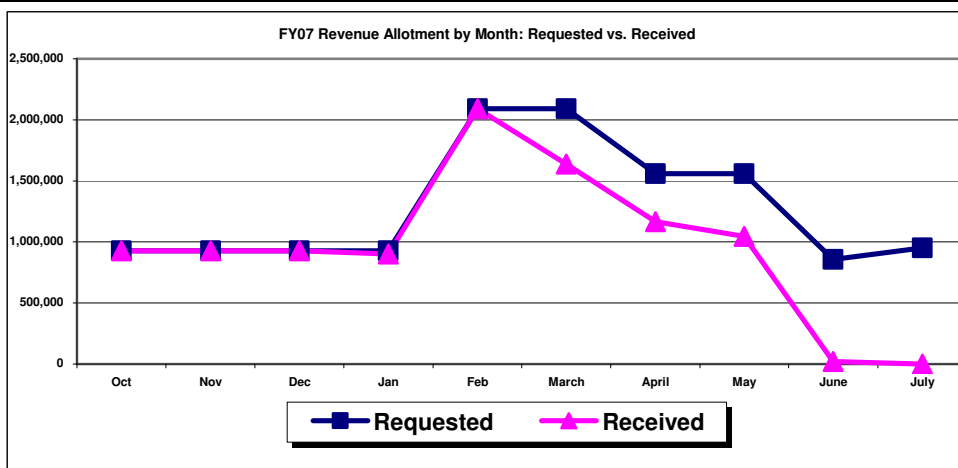
Given these problems, it is no surprise that the college has always found itself struggling to strike a good balance between *planning* and *implementation* of needed changes, particularly vis-a-vis programmatic issues that concern student support services. In light of the fiscal situation of the college just discussed, it is uncertain when the college will fully realize the goal of successfully linking assessment results with allocating resources, that which will provide the greatest value or benefit to institutional effectiveness, in general, and student learning, in particular.

Figure 5. Revenue Allotment by Funding Source:
Requested vs. Actual Cash Received

FY 2007 Funding Source	Requested	Received	% of Request Met
General Fund	6,488,872	4,214,395	65%
TEFF	5,643,582	4,985,090	88%
LPN	487,410	347,506	71%
MDF	206,474	103,940	50%
Totals	**12,826,338**	**9,650,931**	**75%**
as of July 27, 2007			
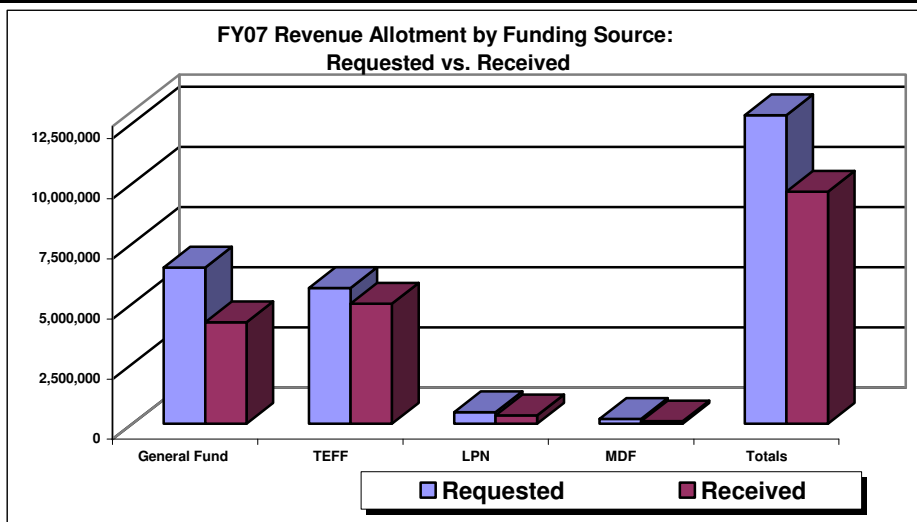
In general, the above discussion on measures of institutional effectiveness and other non-measures can richly enhance and augment the college's comprehensive assessment process through multilayered perspectives generated from various sources of data. These data sources, as shown by the previous discussion, can indeed reveal various facets of institutional merit and value.

Part VI. Looking Ahead to 2009: The Governance Process and the Governing Board's Assessment Leadership

One of the most significant developments in the life of the institution is perhaps the establishment of the GCC Faculty Senate in the AY 2006-2007 academic year. This milestone may be considered historic, in that this is the first formal governance structure that has taken root at the college since its creation as a community college in 1977. In its almost 30 years of existence, the administration, faculty and staff have finally institutionalized a structure that is expected to foster

dialogue and collaboration in terms of college governance processes[36]. This new development in fact directly addresses one of the major recommendations of the 2006 ACCJC Evaluation Report, as stated below:

> **Recommendation #2**. The college is considering a more formal organization for faculty participation in shared governance such as the initiation of a faculty senate. The college should finish its work on developing a formal system for faculty, staff, and student participation in the governance processes of the college. Such systems should provide clear lines of communication and contribute to timely decision making oriented toward the positive development of the institution. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3).

The following diagram outlines the basic structure of the GCC Faculty Senate, as well as its various components and should give the reader a better understanding of the membership profile of its various committees:

Figure 6. The GCC Faculty Senate Structure
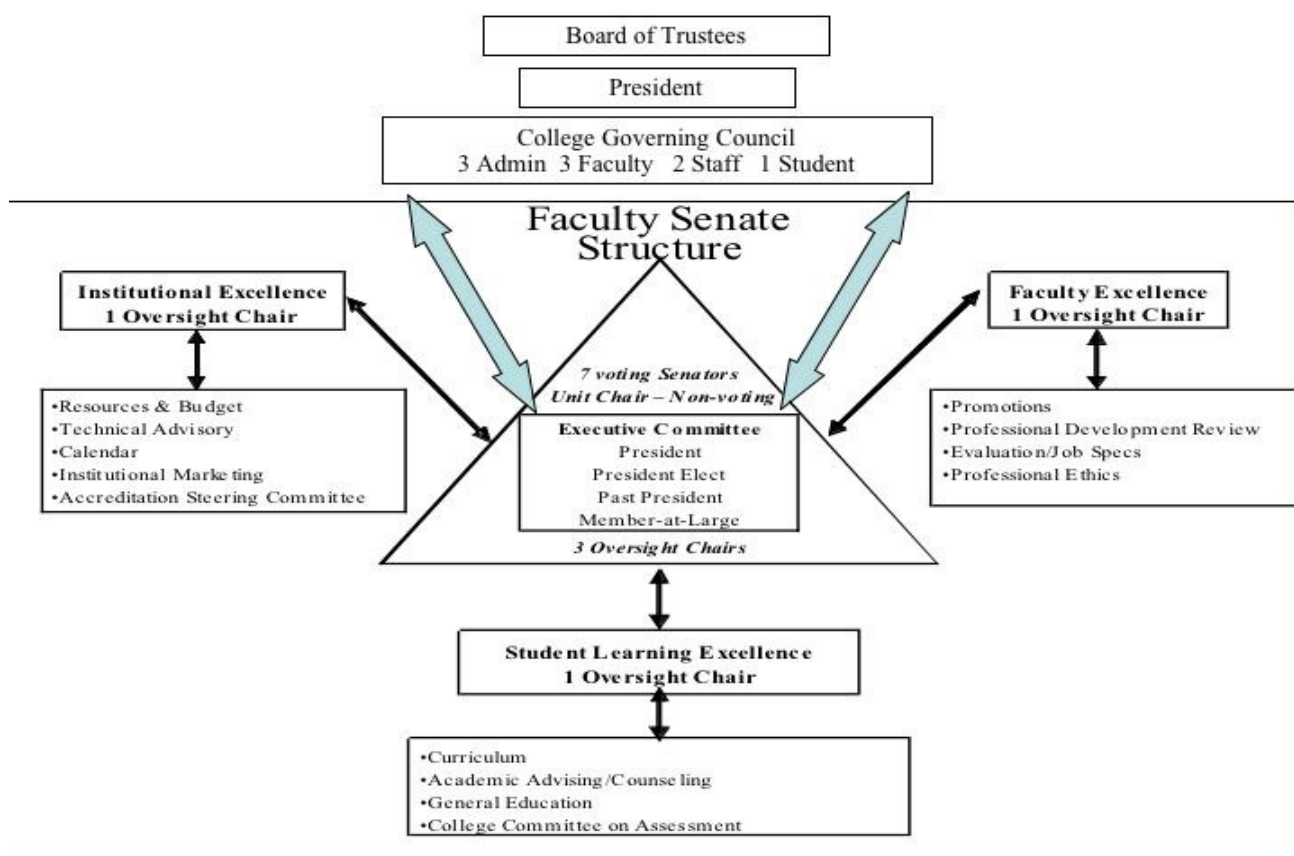
Given this new shared governance structure, the college therefore is well positioned to report a positive outcome for this recommendation in its 2009 midterm progress report. Based on

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[36] See the document "GCC Faculty Senate Committee Assignments" in APPENDIX M to gauge the scope and extent of faculty memberships in governance committees.

information from its own dedicated website (http://www.guamcc.edu/Faculty Senate), the College Faculty Senate "shall serve as the official voice of the members of the college faculty in the process of shared governance. It believes in inclusive dialog that promotes the effective management of the college to the benefit of the community we serve, and shall represent the legitimate consensus of the faculty regarding issues concerning the institution to the College Governing Council, College President and the College Board of Trustees."[37]

The Faculty Senate was fully implemented in Fall 2006, after the year long efforts of an active core group of faculty members and select administrators. Within that period, protocols and processes were conceptualized, developed and formalized into a structure of shared governance in which faculty, staff and students can get involved in decision making processes that impact on the way the institution does business (see Figure 6 on the previous page). Yet, to what extent has this relatively untested process been successful? What has been the nature and scope of faculty participation in decision making processes as a result of this new structure? What concrete strategies have Senate leaders implemented to mobilize various faculty sectors into getting more involved with governance proceedings? In an attempt to answer all of these questions, Senate leaders, in consultation with the Vice President of Academic Affairs and the Assistant Director of the Office of Assessment and Institutional Effectiveness, conceptualized a piece of formative assessment that was intended to fulfill the following objectives:

(1) To document the milestones of the Faculty Senate that have been accomplished since its implementation;

(2) To gauge the perceptions of the leadership, as well as the general membership, of the effectiveness of Faculty Senate processes;

(3) To identify points for discussion and negotiation in order to strengthen the dialogue between and among the constituents involved; and

(4) To utilize the formative assessment results for furthering the objectives of the Senate in terms of accountability and improvement.

The result was a document entitled, "Effectiveness Survey Report of the GCC Faculty Senate,[38]" (March 2005), the Executive Summary of which is reproduced below:

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[37] Visit the GCC Faculty Senate website at http://www.guamcc.edu/ Faculty Senate for more information on its history.

Conceptualized as a formative assessment project, three surveys were utilized to determine the implementation progress of the newly-established GCC Faculty Senate. Membership profile and information, as well as perceptions of shared governance processes, were compiled both quantitatively and qualitatively and then analyzed for general trends and patterns. With the general membership survey generating a 34% response rate and the leadership survey garnering a 92% return rate, it appears that Senate leaders need to implement unique strategies to strengthen buy-in and eventual engagement among other constituents on campus. Moreover, the results reflect that respondents who completed the surveys are already highly involved in Senate activities in the first place. This observation becomes even more pronounced when these findings are superimposed with respondents' assessment of their own expectations regarding the impact of their contributions to the Senate.

Though limited in its generalizability, the study's findings provide the evidence that the formative stages of the Faculty Senate was a period of bountiful challenges. Given its relative infancy, the new Senate structure is still relatively untested, in the minds of several survey respondents. Though some might have a feeling of unease with the new structure and organization, the greater majority nonetheless supports the Senate's goal of shared governance, one that demands substantive involvement and input in decision-making processes at the college. Several points for discussion and dialogue are identified in the report in order to provide clarity and direction to some of the issues emerging from the analysis of the quantitative and qualitative data components.

All of the study's recommendations and the resulting dialogue, must be viewed from a formative (rather than summative) framework in order that further experimentation can occur. What works or not in a newly-developed structure demands patience and perseverance as emphasized by study respondents. Time also lends maturity to the process. As this study has demonstrated, however, a well-conceptualized assessment plan can generate the collective, as well as the individual voices of those who participate in Senate activities, and eventually transform such wealth of insights into concrete strategies that demand continuous accountability and improvement.

The conclusions reached in this study point to the fact that "it is without a doubt that the impetus of its development has injected enthusiasm, optimism, and a sense of institutional belonging

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[38] To give the reader an opportunity to review the methodology and instrumentation utilized in the study, the full text of the report is found in Appendix N.

to most constituents."[39] Given its relative infancy, however, the new Senate structure is still relatively untested, in the minds of several constituents. Though some might have a feeling of unease with the new structure and organization, the greater majority nonetheless supports the Senate's goal of shared governance, one that demands substantive involvement and input in decision-making processes at the college.

Recommendations for the Faculty Senate leadership

Most importantly, the study yielded recommendations which were intended to be practical guidelines for the Faculty Senate leadership to use in advancing its goals and objectives. As grounded in the quantitative and qualitative results of the formative assessment study, they included the following:

(1) Study, weigh, and decide on the merits of the multifarious strategies for improvement as recommended by the respondents of the present study, for they will undoubtedly lead to the better functioning of structure as it exists now;

(2) Promote greater "buy in" and engagement with the new structure (particularly with both fulltime and adjunct faculty) through campus wide measures that encourage sustained interest and commitment to the process;

(3) Publish a Senate newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner;

(4) Conduct regularized training of committee chairpersons on Senate processes and protocols so that they are well equipped and better prepared to handle their multi-layered responsibilities;

(5) Develop a creative, balanced system of incentives and sanctions that will, in the long run, promote commitment, rather than mere compliance, to Senate processes;

(6) Strive for "representativeness" (rather than just "representation") of various constituent voices in next year's survey of Senate effectiveness by administering the survey during the Professional Development Day held on the second semester;

(7) Create and refine a solid assessment plan that would become an integral part of Senate functioning, and that which considers multiple tools and sources of data (i.e., strive for

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[39] "Effectiveness Survey Report of the GCC Faculty Senate," (March 2007), p. 31.

triangulation of evidence), once the Senate becomes more stable in its organization and structure; and

(8)   Bring all the stakeholders to the table (e.g., faculty, administrators, staff, students, and even Board members) and sustain the dialogue that has been started so that the true spirit of shared governance is fully realized.

Points for discussion and dialogue

Three equally-important issues were generated as a result of the study, as well. Framed within the context of the above recommendations, the need for the Senate leadership and the administration to engage in a productive dialogue to provide clarity to the issues identified below was imperative:

(a) *Equity of work.* How does one ensure that committee work is equitable for each faculty member who avails of the one class load allotted for Senate involvement?

(b) *Accountability.* How should accountability be measured? Should collective accountability (e.g. work done at the committee level) prevail over individual accountability (e.g. quantity and quality of work performed by individual faculty)?

(c) *Evidence of performance*. With the adoption of a sound assessment plan, what products or deliverables may be used as evidence for satisfactory Senate performance? Conversely, what conditions need to be created by administration so that a healthy environment for shared governance can flourish?

In the final analysis, the collaborative environment within the college that the new Faculty Senate structure has indirectly created would seem to be its greatest contribution. The web of complex relationships (e.g. faculty-faculty, faculty-admin, faculty-staff, student-admin, etc) that have been developed, or are still developing, point to the importance of cooperation and partnership in a campus where shared governance needs to reign supreme.

End-of- the-year reports

It is also worthwhile to note that the GCC Faculty Senate has built its own dedicated website (http://www.guamcc.edu/Faculty_Senate) where shared governance committees can post meeting agendas and other pertinent information that are truly useful for members. Templates can also be

downloaded from the website for use in recording meeting minutes, as well as action item logs[40]. Pertinent announcements, as well as online discussion forums, are also accessible through this online environment. The reader is encouraged to surf the website to get a better idea and understanding of the GCC Faculty Senate's achievements since its launching in Fall semester 2006.

Within the website, a careful review of the posted items in the shared governance committees reveals some interesting patterns. For example, only three committees – General Education, Technology Advisory, and Professional Ethics – have posted year-end reports that are both comprehensive and instructive.[41] The information contained in these posted year-end reports however is largely uneven. In order to ensure uniformity and consistency of information, it is suggested that a reporting template be developed by the Faculty Senate leadership for the next academic year. Another observation concerns the seemingly lopsided contents of the postings of various shared governance committees. While some committees have posted richly in terms of agendas, announcements and other materials in their respective web pages (e.g. Technology Advisory Committee), other committees have practically ignored this expectation of populating their respective home pages. Because of the relative infancy of the Faculty Senate, however, flexibility and adjustment also needs to be considered in laying out certain protocols, like populating the website and maintaining a home page. It is therefore hoped that these protocols be developed, formalized, disseminated and eventually institutionalized, as the Senate enters its second year of existence. These observations notwithstanding, the Faculty Senate website remains a rich source of information regarding faculty issues and governance processes that impact greatly on the way the institution is run.

Assessment leadership and the governing board

When the next set of accreditors visit the campus in Spring 2012, members of the Board of Trustees who will sit through an interview with the team should no longer be surprised when they are asked this simple question, "What is a student learning outcome or SLO?" In last year's visit, the team reported that the "Board did not indicate strong knowledge of student learning outcomes and assessment, and its relationship to accreditation" (p. 43). Yet, the team acceded that while they appeared not "conversant on the specifics of student learning outcomes," they were nonetheless committed and supportive of the work the college has begun. Yet, albeit there is top level support of

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[40] A sample Faculty Senate Action Item Log is found in APPENDIX O.
[41] See samples of these Faculty Senate year-end reports in APPENDIX P.

the college-wide assessment process from the Board, the team also took the Board to task regarding its mere ceremonial function vis-à-vis the accreditation process. The report was forthright in this respect, when it wrote: _The Board approved the accreditation self-study; however members of the Board did not seem to be well versed on the Commission standards and were not directly involved in the development of the study, other than the sign-off of the documents_ (p. 43)_._

Other team observations included the following:

- The Board of Trustees has a policy manual; however the effective date of many of the policies indicates that they have not been reviewed and/or updated in many years. (p. 42)

- New Board members were informally oriented as to the function and operation of the Board. The Board recognizes the need for more formal board development activities and training. (p. 43)

The implication of the first observation above is clear. As the report stated, "Board policies need to be reviewed on a routine basis to assure currency and appropriateness of the policy" (p. 43). There was also a team recommendation that "after the Board adopts its recently revised manual, it should engage in a review of Board policies" (p. 45). The second observation concerns the lack of formal protocol when it comes to orienting new members to the Board.

A year and a half later, after the accreditors' visit, has the board taken corrective actions to strengthen the members' understanding of assessment and accreditation? Have they adopted the recently revised manual? Have they engaged in a review of Board policies? Have they developed formal standard operating procedures (SOPs) for new member orientation, given the addition of new Board members who were appointed after the accreditation visit in March 2006? In general, how have they addressed the 4th major recommendation in the 2006 Evaluation Report, as stated below?

> **Recommendation #4**. The Board of Trustees is now fully empanelled and evidences a commitment to further the development of the college. Provision should be made to provide training for the Board to assist them in fulfilling this commitment. After the Board adopts its recently revised manual, it should engage in a review of Board policies. (Standards IV.B.1.e, IV.B.1.f, IV.B.1.g)

In order to exert leadership, the accrediting team believes that Board training is essential. The need for more formal board development activities and training was a priority in the team's agenda for the Board. The team also recommended that, after the recently-revised manual is

adopted by the Board, a regular review of board policies be started immediately in order to ensure currency and appropriateness of policies affecting the college and its constituents. The board, for its credit, has made a resolution to adopt the new membership handbook, as well as standing committees, and this is a concrete step toward the right direction.[42] The board leadership has also met with the new President to set a timetable to work on board policy review, and other tasks that relate to the completion of the ISMP document.

Given the leadership change in the Board within the past year, it should continue to move forward with these initiatives it has already started. It should also launch an ongoing internal review process to discuss accreditation issues more systematically, thoroughly, and in a timely manner. After all, the greatest challenge that the Board faces is its commitment to consistency regarding its assessment activities.[43] With the selection of a new President, it is imperative that the Board again renews its energy and commitment toward fulfilling assessment and accreditation expectations through leadership by example.

RECOMMENDATIONS

The recommendations in this year's report (7th AIAR) will be framed against the four (4) major recommendations contained in ACCJC's 2006 Evaluation Report. Likewise, these recommendations are also meant to address the stringent requirements of the new ACCJC reporting template on Student Learning Outcomes (SLOs).

Following the matrix format in last year's report, the four recommendations below have bulleted concrete action strategies under each one of them, and will require collaborative efforts among various college constituents:

Table 20: Matrix of Recommendations and Responsibilities
for AY2007-2008

Recommendation #1: *The college has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The college should assess the effect of these new requirements on student access and success. Based on an assessment of the student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standards II.A.3)*

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[42] See BOT Resolution 12-2006, adopted by the Board of Trustees on August 1, 2006, in APPENDIX Q.

[43] It must be recalled that several assessment-related retreat sessions have been conducted for Board members by the Office of Assessment and Institutional Effectiveness staff in the past 3 years or so. These sessions however have not been continued after the accreditation visit was over. The assessment activities of the Board have also stopped momentarily.

A standardized general education pattern has likewise been established. To further opportunities for students to meet general education requirements at transfer institutions and to provide an opportunity for greater breadth of understanding of the major areas of knowledge including humanities and fine arts, a dialogue should occur to consider adding classes to the general education curriculum. (Standard II.A.3.a)

Planned Action	Responsible Office/Committee	Suggested Timeline
Design and implement a well thought-out study that assesses the impact of the General Education policy in terms of enrollment, student learning, and other relevant variables;	AIE, AAD (VPA), AAD-REG, Gen Ed Committee	Plan the study by Fall 2007; implement by Spring 2008
Systematize the collection and analysis of student data in English and math classes dating back to Fall 2003 when the Gen Ed policy was first implemented. This effort will be led by the college's Institutional Researcher, in partnership with the Registrar;	AIE, AAD-REG, Gen Ed Committee	Fall 2007 through Spring 2008
Seek general input from faculty and Deans; initiate a dialogue with the General Education committee regarding the expansion of the Gen Ed curriculum to include Humanities and Fine Arts courses. This effort will be spearheaded by the Vice President of Academic Affairs, in consultation with relevant Faculty Senate committees;	VPA, AAD, AAD-TSS, AAD-TPS	Fall 2007 through Spring 2008
Produce a Gen Ed impact study report; disseminate results widely to Faculty Senate committees, and engage in campus-wide dialogue; include highlights and synthesis of discussion in 8th AIAR;	AIE, AAD	End of Spring 2008

__Recommendation #2:__   The college is considering a more formal organization for faculty participation in shared governance such as the initiation of a faculty senate. The college should finish its work on developing a formal system for faculty, staff, and student participation in the governance processes at the college. Such systems should provide clear lines of communication and contribute to timely decision making oriented toward the positive development of the institution. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3)

Planned Action	Responsible Office/Committee	Suggested Timeline
Ensure that the recommendations contained in the "GCC Faculty Senate Survey Report" (March 2007) and included on pages 136-138 of this report is monitored and *followed-through* as the Faculty Senate enters its second year. The Faculty Senate President (and President-Elect) will have oversight of this process, in close collaboration with the Governing Council;	FAC-SEN, AAD, Governing Council	Fall 2007 through Spring 2008
Produce a performance report detailing substantive accomplishments in shared governance processes for submission to VPA and AIE; include synthesis and analysis of this report in 8th AIAR;	FAC-SEN, AIE	End of Spring 2008

Recommendation #3: *Working on the strength of its assessment structure, the college should now fully undertake the process of developing student learning outcomes for courses, programs and the institution. As these student learning outcomes are developed, they should be communicated to students, the college community and the public. (Standards II.A, II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.f)*

Planned Action	Responsible Office/Committee	Suggested Timeline
The action strategies under this recommendation are closely hewed with the new requirements implemented by ACCJC this year in terms of its expectation that the college complies with the demands of the **Annual Report Update on Student Learning Outcomes**, as specified in its new 2007 template.		
Work with the various committees of the Faculty Senate (notably, the Curriculum Committee, CCA and the Gen Ed Committee) to establish protocols and processes for addressing needed SLO work in linking Program SLOs to Course SLOs to Course Syllabi, and eventual publication in student catalog: • examine *all* the existing TSS/TPS program	AAD, AD-TSS, AAD-TPS, FAC-SEN, Curriculum Committee, Gen Ed Committee, CCA-AIE	*By the end of Spring 2008* – **30% to 40%** of TPS and TSS program guides and courses examined; SLOs integrated into program guides and course syllabi

guides to ensure that student learning outcomes (SLOs) become an integral part of the document and make the terminology consistent all throughout the guides; • examine *every* course in all the existing program guides to ensure that student learning outcomes (SLOs) become an integral part of the syllabus in each course offered at GCC; • require that syllabi with SLOs in all courses are collected from all programs in a systematic and organized manner, with a specific timeline attached to this process; • plan for the publication of these program and course SLOs in the Student Catalog (both print and online);		*By the end of Spring 2009 –* **50% to 60%** of *project completed* *By the end of Spring 2010 –* 70% to 90% of *project completed* *By the end of Spring 2011 –* **90% to 100%** of *project completed* ***By AY 2011-2012*** –All program and course SLOs published in student catalog
Expand the college's program level approach to assessment to gradually include course level assessments. Formulate a comprehensive training plan that would expand the faculty's level of comfort in using TracDat to cover course level assessment. A delineation would also need to be made regarding the variations between course and program level assessments so that the faculty are properly guided in this transition;	AIE, CCA, AAD	Begin faculty and staff training for TracDat Version 4 by Spring 2008 (new release in Aug 2007 not yet bug-free); Pilot course level assessment (via TracDat ver. 3) with pre-selected courses by Fall 2007
Identify course level changes at the end of each assessment cycle for each of the programs inputted in TracDat, as required by the 2007 ACCJC template. Develop a template to collect the course level data necessary to comply with this	AIE, CCA, AAD	Develop template by Fall 2007; collect course level changes via template by the end of Fall 2007 and Spring

requirement. This will be part of a campus-wide plan to stagger the collection of such course-level data over the span of a 5-year period;		2008
Monitor compliance (with AIE's assistance) with the 5-year cycle in program guide revision;	AAD-TSS, AAD-TPS, AIE, AAD	By the end of Spring 2009, 75% of courses in all programs are under 5 years old
Systematize the mapping of programmatic SLOs to all the courses in each Certificate/AS/AA program, as required by the 2007 ACCJC new template. Training workshop sessions for program faculty will also need to be set up to address this collaborative project among the committees involved;	CCA, AIE, FAC-SEN, Curriculum Committee	By the end of Fall 2008 through early Spring 2009; project should be **50% to 60%** completed by midterm report to the Commission on March 15, 2009
Cognizant of the demands of the new ACCJC template, CCA and AIE will systematize the documentation of programs using particular methodologies (by academic year) in order to comply with the requirements of the annual SLO reporting format;	CCA, AIE	At the end of each academic year
The course assessment feature of TracDat will be explored to document assessment activities at the course level. Faculty training in TracDat, specifically in course-level assessment, will be designed and implemented in the next academic year. A closer monitoring of TracDat data (at the course level) will also be implemented;	AIE, CCA	By mid-Fall 2007
As required by the new ACCJC template, detail changes in individual programs as dictated by assessment findings. A template will need to be	AIE, CCA	Develop template before October 8, 2007 assessment deadline;

created so that programs can report these changes not only systematically, but also incrementally. At the present time, these changes are simply culled from Column 5 (Use of Assessment Results & Follow Up) of assessment reports inputted in TracDat by individual assessment authors. For a more systematic reporting of these results, a new template will guide assessment authors more meaningfully into reporting their action strategies that address assessment findings;		implement immediately

Compile use of assessment results that yielded specific program or course changes, for reporting in 2008 ACCJC SLO template |
Lead the effort to review the existing Gen Ed courses and their respective outcomes with the view that these will be published in the student catalog, as soon as practicable.	Gen Ed Committee	By the end of Spring 2008; publish SLOs of all Gen Ed courses in the student catalog by AY 2008-2009
Since the publication of the Gen Ed curriculum mapping matrix in the 5th Annual Institutional Assessment Report, there has been no systematic effort to monitor the fidelity of the matrix in terms of implementation. The college plans to take a different approach to Gen Ed assessment in the next academic year (2007-20008), and the matrix will be monitored more carefully so that implementation issues may be identified, discussed and resolved;	AIE, CCA	By the end of Spring 2008; include results of monitoring in 8th AIAR
At the present time, there is no systematic and integrated assessment of Gen Ed at the college. Because of the "piecemeal method" utilized to assess Gen Ed, the effort has so far yielded no meaningful patterns across the program because of	AIE, CCA, Gen Ed Committee	Develop plan and logistics by Fall 2007; implement by Spring 2008

methodological issues. With the Gen Ed Committee adopting an advisory role, AIE will take the lead in implementing an institutional approach to Gen Ed assessment in the next academic year, with a definite plan and timeline to accomplish certain Gen Ed assessment activities in time for some productive results by the ACJCC midterm report due in 2009[44].		
Recommendation #4: *The Board of Trustees is now fully empanelled and evidences a commitment to further the development of the college. Provision should be made to provide training for the Board to assist them in fulfilling this commitment. After the Board adopts its recently revised manual, it should engage in a review of Board policies. (Standards IV.B.1.e, IV.B.1.f, IV.B.1.g)*		
Formulate a strategic plan that includes three important components: (1) protocols for new member orientation and training; (2) regular and consistent assessment of Board activities, and (3) careful review of existing Board policies for currency and updating, if and when appropriate.	BOT, PRES, AAD	By the end of Spring 2008
Hold at least one retreat every year for greater familiarity with ACCJC accreditation standards (e.g. Standard 4), assessment terminology (e.g., SLO, ISMP), and institutional assessment processes (e.g. 2-year cycle schedule).	BOT, AIE, AAD, PRES	By the end of Spring 2008
Document policy review activities, as well as other assessment-related initiatives, for reporting in the 8th AIAR.	BOT, AIE	By the end of Spring 2008

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[44] The complete Gen Ed comprehensive assessment plan, patterned after Johnson County Community College, is found in APPENDIX F of this report.

These recommendations, when systematically followed through and monitored closely in terms of implementation, will sufficiently address the four major recommendations contained in the 2006 Evaluation Report. Most importantly, it will address the new data requirements demanded by the recently-released ACCJC template on reporting SLOs. This will ensure that by March 15, 2009 when the midterm progress report is due at the Commission, ample and meaningful assessment evidence would have been collected and analyzed to guide intentional improvements at the course, program and institutional levels, as well as provide the hard data for the annual report update on SLOs as required. By the time the next comprehensive site visit occurs in Spring 2012, it is certainly anticipated that the college's new leadership (as guided by the new President) will more than match the assessment accomplishments of the previous leadership (as led by the former President) in both direction and substance.

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APPENDIX A

The College President's Critical Role in Modeling Assessment:
A Lesson in Leadership by Example
R. Ray D. Somera

Revisiting the Blind Alley of Value Added

Trudy W. Banta, Gary R. Pike

THE COMMISSION ON THE FUTURE OF HIGHER EDUCATION APPOINTED by Secretary of Education Margaret Spellings issued a report in September 2006 entitled *A Test of Leadership: Charting the Future of U.S. Higher Education* (U.S. Department of Education, 2006). Two key commission recommendations are stated: "Higher education institutions should measure student learning using quality assessment data" and "The results of student learning assessments, including value-added measurements that indicate how much students' skills have improved over time, should be made available to students and reported in the aggregate publicly" (p. 23). Anticipating such recommendations, in its Spring 2006 issue of *Perspectives,* the American Association of State Colleges and Universities issued the following statement in an article entitled "Value-Added Assessment: Accountability's New Frontier": "Value-added assessment allows true comparisons of the difference college makes to students across institutions and institutional types, instead of simply reflecting institutional resources and/or reputation" (p. 3). Interest in measuring what students learn in college and using one or a limited number of standardized instruments (thus permitting institutional comparisons) to do that has probably never been more intense. Our purpose in this article is to raise some questions about the capacity of standardized instruments to measure gain, or value added. We describe the ways in which change or growth and development can be measured and summarize what experts over the past four decades have concluded about the reliability and usability of these approaches.

Research-Based Conclusions About Value Added

In a brief, accessible article in a 1984 issue of the *AAHE Bulletin* entitled "The Blind Alley of Value Added," Jonathan Warren, who had spent a portion of his career at the Educational Testing Service (ETS), summed up the thinking of measurement specialists at that time: "In the abstract, the logic of value added gives it great appeal. In practice, I'll argue, it seldom leads anywhere. Its results are too often trivial, difficult to make sense of, and peripheral to most instructional purposes. An undue focus on value added

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ARTICLES

The College President's Critical Role in Modeling Assessment: A Lesson in Leadership by Example

R. Ray D. Somera

THE COLLEGE PRESIDENT'S ROLE in supporting and promoting student learning outcomes and institutional assessment is a herculean one. At Guam Community College (GCC), the president has been performing a crucial role in setting an assessment example for the rest of the college community since he took office on June 16, 2001. Seeking to model an assessment process for all his constituents, at the end of his first year, he agreed to be a guinea pig in a campuswide survey-based evaluation of his performance. This leadership by example proved to be the critical impetus that propelled the college's comprehensive assessment initiative, and six years thereafter, a culture of evidence has gained a stronghold at the institution.

strument called the President's Performance Appraisal Survey, which included nineteen Likert-scale items and three open-ended questions. The data were entered in TracDat, the college's assessment data management software, as an integral part of the CEO's assessment plan. Another measure was content analysis of memos, meeting notes on the president's town hall sessions with students, and management team meeting notes, among other documents. Various administrative units of the college also were tapped to provide the relevant data for this component. Several focus groups were convened so that the voices of GCC constituents could be heard in regard to their qualitative assessment of the president's work. Arranged by the Office of Assessment and

ident 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 improvement." The quantitative data demonstrate that the president's leadership by example was an important factor in constituents' responsiveness to changes at the college undertaken for the purpose of improvement. Three other important factors were his personal integrity, his professional demeanor, and his ability to listen to various points of view. In fact, these are all qualities that may have convinced the president to undergo the first public and transparent evaluation of a CEO's performance in the history of the college. Benefiting the institution in many ways, this leadership by example has produced five annual institutional assessment reports since the 2000–01 academic year. These reports, available and accessible to all GCC constituents through the AIE Web site, have helped to solidify the president's reputation as a leader in establishing and maintaining standards of educational excellence.

> Seeking to model an assessment process for all his constituents, the president of Guam Community College agreed to a campuswide survey-based evaluation of his performance.

⚬↭⚬

Methods and Instrument

Because the president's first evaluation was experimental, it used only one tool (a questionnaire) to generate the feedback necessary for assessment purposes. In 2005, a second round of assessment, which used both direct and indirect measures to appraise the president's performance, was an indicator of assessment maturation at GCC. The primary indirect measure used for this study was an in-

Institutional Effectiveness (AIE), these focus groups included full-time faculty (both senior and junior), adjunct faculty, administrators, staff, students, and student organization leaders.

Integrating Stakeholder Voices for Institutional Improvement

This discussion of results addresses just one of the four intended outcomes of our study. This outcome states that "the pres-

The president's commitment to shared governance is particularly appealing to GCC constituents. This serves him well in crisis situations, when his creativity and problem-solving skills are put to the test.

The president considers initiating dialogue with students to be an integral part of his job. He met twice in the past year (one meeting per semester) with students in town hall meeting formats dubbed "Talking Story with the President." In

these meetings, the president sought collective input in order to address student needs and concerns. A careful review of the meeting notes of the president's two town hall sessions with students in the last academic year reveals that a majority of the issues raised by students concern college policies and procedures, followed by grounds and facilities, instructional programs, and other topics such as cocurricular and extracurricular activities, child care, budget, and a contemplated tuition increase. The president's willingness to face the students and discuss the future of their college with them is a good starting point for a two-way dialogue that can lead to a better learning environment for the students.

Faculty and other constituents also favor dialogue as a means of increasing institutional effectiveness. Several faculty and staff in the study sample referred to dialogue as a form of communication in which each party is equipped with more knowledge and context for decision making. An analysis of the qualitative responses from both the survey and the focus group reveals that constituents expect their president to be communicative and receptive to their concerns and issues. One adjunct faculty member commented, "Talk to the adjunct faculty about their needs. We are human too."

What Makes an Effective CEO?

The president's approval rating is based in large part on respondents' perceptions that he is fully committed to the community college concept and mission. Such perceptions are derived from respondents' formal and informal interactions with him through his written memos and through face-to-face contact. Because the president's most positively perceived qualities cluster on his professional demeanor as well as his personal integrity, the study respondents seem to see him both as a manager and as a friend.

The use of direct measures in this study contributed a great deal to the "per-

sonalization" of the president. The tone, syntax, and textual content of his messages to the college community reveal a president who is supportive and caring.

On the other hand, qualitative data gathered from the survey instrument as well as from the focus groups suggest that the president needs to regularize his practice of communicating with faculty, as well as with other college constituents, particularly on issues that concern them most. Because the data show that many respondents are quite familiar with the president, perhaps he can capitalize on this familiarity to reach out to other stake-

holders in the college community who exhibit feelings of distance and indifference. Through e-mail communication, as well as in face-to-face interaction, his personal tone and "GCC as family" message need to be communicated more often in order to assuage the feelings of some constituents that they have not been given the attention they deserve. It is characteristic of an effective leader to address not only institutional needs but also individual needs in order to create a harmonious working and learning environment for all.

As an integral piece of the college's systematic and regularized assessment initiative, assessment of the CEO's performance demonstrates the willingness of the president and his constituents to engage in a fruitful assessment dialogue to promote institutional effectiveness. Both quantitative and qualitative data point to the different perceptions of constituents about the president's leadership in the areas of college-community relations, integration of varied voices in decision making, and improvement of various aspects of campus life and environment. What has emerged in this discussion is that critical attention must be given to the means and the regularity of information flow between

the president and his constituents. Dialogue and discussion can provide the impetus for a common understanding of issues; thus, improved mechanisms for communication can enhance knowledge and promote organizational cohesion.

Reaping the Benefits

The president has firmly set the tone for assessment through his leadership by example; in that vein, several additional assessment components have been created to document the performance of other college constituents. The board of trustees has gone through two assessment cycles since 2001. The last stakeholder groups to go through an assessment exercise were the GCC Foundation board and the college's academic and nonacademic administrators. These assessment initiatives have been in keeping with Board of Trustees Policy 306, "Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees," which mandates systematic assessment of all departments and units at the college in a two-year cycle. The results and insights documented in these assessment components have provided meaningful points for dialogue on many aspects of administrative functioning at the college. To view these reports, visit the college's assessment Web site at <http://guamcc.edu/assessment/core_documents/inst_reports.html>.

How has the president's bold strategy of modeling assessment for the campus community influenced the way things are done at the college? In a briefing with administrators on their most recently completed electronic survey evaluations (prior to the report's release to the college

It is characteristic of an effective leader to address
not only institutional needs but also individual needs.

Resources

Madison of the University of Arkansas, also tends to focus on themes as opposed to individual courses or sub-areas of mathematics. Among the cross-cutting themes are partnering with faculty in other disciplines, responding to external mandates, collegial efforts at assessment, quantitative literacy, core curricula, coordination of multiple sections, and formative learning via feedback from assessment efforts.

The contributors to *Assessment in the Disciplines* present creative examples—and, often, solutions—aimed at fellow faculty members in the trenches. The focus is on lower-division and general education courses, with some attention given to courses for majors. In fact, knowledge and skill in using knowledge are emphasized more than courses per se.

The challenges of producing future volumes remain. My job as series editor is to identify the best issue editors possible and then to support them in their roles. I invite readers of *Assess-ment Update* who have ideas for contributions to *Assessment in the Disciplines* to contact me. ▦

John A. Muffo is administrator of special projects for the Ohio Board of Regents and series editor of Assessment in the Disciplines, *published by the Association for Institutional Research.*

The College President's Critical Role in Modeling Assessment

community), the president frankly shared his feelings about assessment with his peers. "Do not be afraid of assessment data," he declared with conviction. "The first time around, I felt I was stripped naked and very vulnerable," but "setting the example was imperative to drive home the point that I was dead serious about assessment." One must always keep in mind, he explained, that "good

assessment practices often produce very frank results, sometimes brutally so." As a parting word, the president reminded his colleagues that sustained institutional betterment begins when the college's stakeholders confront harsh realities and work toward making appropriate changes to improve the teaching and learning processes at the institution. ▪

R. Ray D. Somera is assistant director of the Office of Assessment and Institutional Effectiveness at Guam Community College.

APPENDIX A1

GCC Board Training Activities, AY 2006-2007

Guam Community College
TRIP REPORT

TRAVELER:	TITLE:
Latisha Ann N. Leon Guerrero	Student Member, Board of Trustees

DATE OF TRAVEL:	DESTINATION:
July 13-14, 2006	Saipan, CNMI

I. TRAVEL PRODUCTIVITY

A. Trip Objective(s): The objective of the trip was to attend the two-day workshop for board members and presidents for higher education institutions in the West Pacific Region.

B. Benefits Derived: (1) Professional Development: attend workshop sessions designed to inform and educate about the accreditation process and requirements and being a regent/trustee at your institution

(2) Networking with other regents, most especially the Student Regent of the University of Guam (UOG) and the Student Member of Palau Community College (PCC)

II. TRIP EVALUATION

A. Subjective: This two-day workshop was excellent and informing. The most important aspect for me during the workshop sessions was duties and roles of the regent. I have a better understanding of what being a regent means.

B. Objective: This two-day workshop excellent and intense. All the information provided on accreditation and being a regent is very beneficial.

C. Professional Contacts Gained (Include Addresses): Margarita Pangelinan, UOG Student Regent; Shane Salvatore, PCC Student Member; Augusto Delgado, UOG Regent; Peter Ada, UOG Regent; Eloise Furey, Northern Marianas College (NMC) Regent; and Tony Guerrero, NMC President; Larry Gamboa, Project Director, Pacific PostSecondary Education Council;

Jamie Mason, Director, UOG International Programs Development

Revised: July 2000

Guam Community College
TRIP REPORT

TRAVELER: Maria D. Garcia   TITLE: Vice Chairman, Board of Trustees

DATE OF TRAVEL: Oct 10 - Oct 14, 2006   DESTINATION: Orlando, Florida

I. TRAVEL PRODUCTIVITY

A. Trip Objective(s): To represent GCC at the annual ACCT 2006 Community College Leadership Congress and be educated in the roles, responsibilities & issues affecting Board of Trustees.

B. Benefits Derived: The education sessions I attended and discussions with fellow trustees affirmed my understanding of the roles of a board member and allowed me to network w/ fellow trustees, especially those from our Pacific region.

C. Application of Trip to GCC: Gave me ideas on the elements critical to president's contract, provided report on activities of ACCT in the last year, encourage application to GCC President position.

II. TRIP EVALUATION

A. Subjective: Get orientation on the roles of a board member, learn how to conduct a presidential search and evaluate the president, and network w/ fellow trustees around the nation.

B. Objective: Networking w/ other community college trustees on the issues they face, collaborated on how we differ on the operation of our boards, obtained briefing on how to conduct effective president search - evaluation, learned issues affecting community colleges as a whole & how we as trustees can address them.

C. Professional Contacts Gained (Include Addresses): Francisco Irigon (Renton Technical College), Joanne Lim (Portland Community College), Sunil Chand (College of DuPage, IL), Caroline Mills - Trustee - Joanne McFarland - President's (Central Wyoming College), Felix Ramos (Big Bend CC, WA), Ed Quiros (Frank Phillips College, TX), Virginia Slott (Gloucester County College, NJ), Lewis Braxton (Merced CCD, CA). See attached for business cards of some of the contacts.

Guam Community College
TRIP REPORT

TRAVELER: Latisha Ann N. Leon Guerrero	**TITLE:** Student Member, Board of Trustees
DATE OF TRAVEL: October 7 - October 16, 2006	**DESTINATION:** Orlando, Florida

I. TRAVEL PRODUCTIVITY

A. Trip Objective(s): To attend the Association of Community College Trustees (ACCT) 2006 Leadership. Congress.

B. Benefits Derived: (1) Valuable Professional Development: attended workshop sessions designed to provide insight to

(2) Network with trustees from other Community Colleges in the nation.

(3) Expand knowledge on Board/CEO relationships, conducting an effective CEO search, being a student trustee, trustee advocacy, and board self-assessment and president evaluation.

II. TRIP EVALUATION

A. Subjective: The Leadership Congress was excellent! The workshops and meetings I attended informed, as well as educated, me on being a trustee. It also strengthened my belief that GCC is right on target with their Board.

B. Objective: The Leadership Congress workshops and meetings were very thorough. All the workshops that I attended were right on point and very helpful. The main objective of my trip was to be more knowledgeable about being a Board member and our responsibilities. I achieved that objective!

C. Professional Contacts Gained (Include Addresses): Francisoc Irigon, Trustee, Renton Technical College, 3000 N.E. Fourth Street, Renton, WA 98056-4195; Donald Boyce III, Treasurer, Student Assembly, The State University of New York, State University Plaza, Albany New York, 122646; Narcisa A. Polonio, Vice President, Board Leadership Services, Association of Community College Trustees, 1233 20th Street, NW, Suite 605, Washington, DC 20036; Avette D. Ware, Student Trustee, Suffolk, County Community College, 533 College Road, Selden, New York, 11784

GUAM COMMUNITY COLLEGE
Trip Report

Lourdes V. Bautista (signature)

Traveler: Lourdes V. Bautista   **Title:** Administrative Secretary II/ Recording Secretary, BOT

Date of Travel: October 11-14, 2006   **Destination:** Orlando, Florida

I. TRAVEL PRODUCTIVITY

A. **Trip Objective(s):** To provide professional board staff with a focus for continuing to develop and enhance their professional skills, share their expertise, keep abreast of new developments in their profession, and to become more proficient at rendering service to their governing board and trustees.

B. **Benefits Derived:** Afforded me the opportunity: to meet and establish a network with other professional board staff members from various colleges throughout America; to attend several sessions offered such as, Aligning Mission, Vision and Values with Strategy Mapping and the Balanced Scorecared, Good Boards/CEO's Behaving Badly: Conflicts in Ethical Behavior and Leadership, ACCT's Pacific Regional Meeting and Caucus, Business Meeting of the Professional Board Staff Network, the Professional Board Staff Network Interactive Discussion, Asian Pacific Islander and Native American Trustees Meeting.

C. **Application of Trip to GCC:** More aware of the various services and programs ACCT provides. Re-enforces my role as a professional board staff here at the college and to the community we serve.

II. TRIP EVALUATION

A. **Subjective:** The ACCT Annual Leadership Congress is a worthwhile event, which all board members should attend. The convention enables trustees, college presidents, and professional board staff throughout America to meet once a year allowing them to interact with each other, to connect to the communities for which they serve, and to focus on new ideas and technologies that can improve the way they plan and work.

B. **Objective:** First hand exposure to the ACCT community, its purpose, and its goals. Also, to provide me the opportunity to interact with other professional board staff from other community colleges.

C. **Professional Contacts Gained (include addresses):** Professional Board Staff Network Officers (Linda Peltier, President, Gloria Smith, Vice President, Pam Perkins, Secretary, and Carol Gregory, Member-at-Large, Julie Whyte, Past President)Mr. Lewis Braxton, ACCT Pacific Region Chair; Mr. Frank Irigon, Trustee, Renton Technical College, Washington

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of January 25, 2007

Minutes

The meeting of January 25, 2007 was called to order at 6:00 p.m., by Acting Chairperson Ms. Maria D. Garcia. The meeting was held in the GCC Multi-Purpose Auditorium.

I.   ROLL CALL

Trustees Present: Ms. Gina Y. Ramos, Secretary, Mr. Forrest M. Harris, Treasurer, Mr. Antonio B. Jesus, Ms. Latisha Leon Guerrero, Student Trustee.
Trustee not in attendance: Mr. Gregory D. Perez.
Others in attendance: Dr. Herominiano delos Santos, President, Mr. Ken Bautista, Support Staff Advisory Member, Mr. Barry Mead, Faculty Advisory Member, Attorney David Hopkins, Legal Counsel, Dr. John R. Rider, Vice President, Academic Affairs Division, Ms. Mary Y. Okada, Vice President, Business & Finance Division, Mr. John Camacho, Vice President, Administrative Services Division, Mr. Reilly Ridgell, Dean, School of Business & Professional Services, Dr. Michelle Santos, Dean, School of Technology & Student Services, Ms. Cathy Gogue, Assistant Director, Communications & Promotions, Mr. Tony San Nicolas, GCC, Mr. Adolf P. Sgambelluri, former Chairperson and member of the GCC Board of Trustees.

Former Chairperson and member of the GCC Board of Trustees, Mr. Adolf P. Sgambelluri extended his appreciation to members of the Board, to the President, and to the staff and faculty of GCC for their support, hard work and professionalism. At this time, Mr. Sgambelluri passed the gavel on to Acting Chair Maria Garcia.

In response to Trustee Jesus' inquiry as to the scheduling of tonight's meeting, Acting Chair Garcia along with President delos Santos explained that since November 2006, due to various schedule problems of board members, the Board has not been able to meet because of a lack of quorum. However, based on a phone survey to members of the Board, which was done by the administrative & recording secretary, the results were that majority of the members confirmed that they would be available to meet tonight. Attorney Hopkins, upon being asked, confirmed that tonight's meeting has been duly announced and advertised in the media, therefore the meeting is legal and legitimate. After discussions on the matter, Trustee Jesus made the following motion:

MOTION

IT WAS MOVED BY TRUSTEE ANTONIO B. JESUS, SECONDED BY TRUSTEE FORREST M. HARRIS, THAT FOR RECORD PURPOSES, THAT TONIGHT'S BOARD MEETING IS IN ACCORDANCE WITH THE WISHES OF THE BOARD MEMBERS, AND IS IN ACCORDANCE WITH THE RULES AND REGULATIONS, AND IS A VALID MEETING. MOTION CARRIED. (Voting: 5 ayes, 1 absent)

With regard to moving the Board's monthly meeting to every first Thursday of each month, Board members were again surveyed. The results were majority of board members said that Thursday would be a better day for them to be available to attend the meetings. Therefore, the Board's monthly meetings were moved from the first Tuesday of each month <u>to now be held on the first Thursday of each month</u>.

II.   APPROVAL OF MINUTES

   1.   Monthly meeting of October 3, 2006

MOTION

IT WAS MOVED BY TRUSTEE ANTONIO B. JESUS, SECONDED BY MR. FORREST M. HARRIS, THAT THE MEETING MINUTES OF OCTOBER 3 2006 BE APPROVED, SUBJECT TO CORRECTIONS. MOTION CARRIED. (Voting: 5 ayes, 1 absent)

III.   COMMUNICATIONS - None.

IV.   PUBLIC DISCUSSION - None.

V.   REPORTS

   1.   President's Report:

           •   Construction Projects Status Report

President delos Santos shared that with the ongoing financial constraints the college is faced with he celebrates each day when he and his management team are able to make payroll. As of last meeting, the President reported that all projects on campus are completed to include the painting of the campus and the Culinary Arts kitchen.

With regard to the Presidential Search, the President reported that January 15, 2007 was the last day to submit applications.

   2.   Monthly Activities Report: Student Trustee Latisha Leon Guerrero

Trustee Leon Guerrero reported on the following: 1) <u>January 10, 2007</u> – New student orientation was held; 2) <u>January 17, 2007</u>-- Official start of GCC's 2007 Spring semester.

VI.   UNFINISHED BUSINESS

1.   (Draft) Land Use Permit – Between GCC and Mr. Daniel Anderson Mendiola, Registered Farmer, re: Request for approval of water line usage

Draft copies of the Land Use Permit License Agreement, prepared by legal counsel as requested by the Board, were provided in the packets for the Board's review. Attorney Hopkins explained that as requested by the Board at their last meeting, all issues raised by the Board have been discussed with Mr. Mendiola and have been incorporated in the draft Land Use Permit License Agreement (such as, license fee/cost, establishment of a scholarship fund, contribution of harvested produce to support the college's culinary arts program, indemnification provision, and contact information.)

Trustee Jesus expressed that he does not encourage nor does he agree to this Agreement because this will set precedence. Though he knows who the individuals and/or families are his concern is to protect the institution. Trustee Harris added that the contract is well written however shares the same concern with Trustee Jesus that this will set precedence.

President delos Santos clarified that at the time Mr. Mendiola obtained his permit from the Guam Waterworks Authority to tap into the main water line for the installation of his waterline, he did not know that the property belonged to GCC. Instead, he was still under the impression that the property still belonged to the military. Additionally, at the time Guam Waterworks Authority issued the permit to Mr. Mendiola, GWA too did not know that the property belonged to GCC. However, upon learning that the property belonged to GCC, Mr. Mendiola then submitted his request to GCC to allow him permission to be able to keep the water line, which he had already spent a couple thousand dollars for its installation, to continue to be used for his farm's usage.

Upon being asked, Attorney Hopkins pointed out the advantages and disadvantages of the Land Use Permit. The advantages are that the permits will be in place, that there will be an agreement for in-kind or monetary compensation, that ingress and egress will be controlled, etc. The disadvantage is that precedence may be established. Additionally, Attorney Hopkins clarified that the Department of Land Management records and maintains documents. Easements or any other issues relative to property are between the owner of the property and the purchaser or licencee. Land Management is not in the business of approving easements or any other property interests.

Trustee Leon Guerrero at this time suggested that the Board consider that the agreement stipulate a time limit of a year to allow Mr. Mendiola to find another avenue to support his needs.

MOTION

IT WAS MOVED BY TRUSTEE LATISHA LEON GUERRERO, SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD APPROVE THE LAND USE PERMIT LICENSE AGREEMENT WITH A ONE-YEAR TERMINATION. MOTION CARRIED. (Voting: 4 ayes, 1 nay, 1 absent).

President delos Santos noted that he and Mr. John Camacho will work with legal counsel on finalizing the Land Use Permit License Agreement. Upon finalization, the document will be provided to the Board.

VII.   NEW BUSINESS

1.   NAF Special Projects FY 2007 Budget Request

MOTION

IT WAS MOVED BY TRUSTEE FORREST M. HARRIS, SECONDED BY TRUSTEE ANTONIO B. JESUS, THAT THE BOARD APPROVE THE 2007 NAF SPECIAL PROJECTS BUDGET REQUEST. MOTION CARRIED. (Voting: 5 ayes, 1 absent). (Copy attached.)

2.   Authorization to announce Assistant Director for Fundraising

President delos Santos requested the Board's authorization to announce the position of Assistant Director for Fundraising. He reported that at the Foundation Board of Governors meeting held January 24, 2007, he sought the assistance of the Foundation Board to fund the position partially–50% GCC, 50% Foundation. Foundation members however requested that the College submit a proposed agreement between GCC and the Foundation which will outline the financial responsibilities of each.

President delos Santos additionally shared that with the resignations of Messrs. Tom Ahillen and Jere Johnson from the Foundation Board of Governors, the Foundation Board welcomed two new members, Mr. Manfred Pieper, Executive Director for Hilton Guam Resort and Spa, and Mr. Gerard Cruz, CEO for Community First Federal Credit Union. To welcome the two new members, a lunch meeting is currently being planned and organized with the Culinary Arts program as well as a tour of the campus.

MOTION

IT WAS MOVED BY TRUSTEE ANTONIO B. JESUS, SECONDED BY TRUSTEE FORREST M. HARRIS, THAT THE BOARD AUTHORIZE THE ANNOUNCEMENT OF THE POSITION OF ASSISTANT DIRECTOR FOR FUNDRAISING. MOTION CARRIED. (Voting: 5 ayes, 1 absent)

3.   Re-examination of GCC's Mission Statement

Dr. Rider noted that this is on the agenda as a technical requirement. He reported that there are no suggestions for changes to the Mission Statement, however, as an accreditation requirement, what

is needed is for the Board of Trustees to acknowledge that they've re-examined the Mission Statement and approve it as written.

MOTION

IT WAS MOVED BY TRUSTEE LATISHA LEON GUERRERO, SECONDED BY TRUSTEE FORREST M. HARRIS, THAT THE BOARD ACCEPT THE MISSION STATEMENT. MOTION CARRIED. (Voting: 5 ayes, 1 absent)

4.   Trip Report: Association of Community College Trustees Annual Leadership Congress, October 11-14, 2006, Orlando, Florida

Trustees Garcia and Leon Guerrero shared that the convention has provided them the opportunity to network with other community colleges. They highly recommend other board members to attend future conventions. Both Trustees attended pre-convention sessions that dealt with the issue of a Presidential Search. Trustee Leon Guerrero also shared that she was able to meet other student trustees from various community colleges and would like to start a Mentorship program here at GCC.

5.   President's Travel Schedule (February 2007 through April 2007)

President delos Santos requested Board consideration to approve his travel to attend:
- The ASO-GCC Partnership Agreement Signing Ceremony scheduled for February 15, 2007 in Fukuoka, Japan.
- The Pacific Postsecondary Education Council (PPEC) Meeting on February 26, 2007 to be held in Honolulu, Hawaii. As the current chair for PPEC, President delos Santos said that this will be his last meeting as Chair and will turn over the chairmanship to the newly elected chair.

MOTION

IT WAS MOVED BY TRUSTEE FORREST M. HARRIS, SECONDED BY TRUSTEE ANTONIO B. JESUS, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL SCHEDULE FOR FEBRUARY 2007. MOTION CARRIED. (Voting: 5 ayes, 1 absent)

At 7:39 p.m., the meeting recessed for Executive Session.

VIII.   EXECUTIVE SESSION

1.   Personnel Matters
   - Presidential Search Committee Replacement
2.   Labor Management Relations
3.   Legal Matters

At 8:12 p.m., the meeting reconvened to open session.

Presidential Search Committee Replacement:

MOTION

IT WAS MOVED BY TRUSTEE FORREST M. HARRIS, SECONDED BY TRUSTEE ANTONIO B. JESUS, THAT THE BOARD SELECT EITHER OF THE TWO NAMES RECOMMENDED. MOTION CARRIED. (Voting: 5 ayes, 1 absent)

Board of Trustees Meetings:

MOTION

IT WAS MOVED BY TRUSTEE ANTONIO B. JESUS, SECONDED BY TRUSTEE LATISHA LEON GUERRERO, THAT IN THE EVENT THERE IS A LACK OF QUORUM FOR A PARTICULAR SCHEDULED MONTHLY BOARD MEETING, THE CHAIRMAN OF THE BOARD WILL COME UP WITH THE DATE FOR THE NEXT MEETING. MOTION CARRIED. (Voting: 5 ayes, 1 absent)

IX.   ADJOURNMENT

There being no further discussions, the meeting of January 25, 2007 adjourned at 8:18 p.m.

SUBMITTED BY:
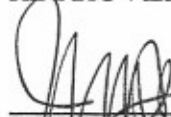
LOURDES V. BAUTISTA
Recording Secretary

ATTESTED BY:

FEB - 1 2007

GINA Y. RAMOS
Secretary

APPROVED BY:

FEB - 1 2007

MARIA D. GARCIA
Acting Chairperson

Attachments:
1.   NAF Special Projects FY 2007 Budget Request
2.   Board Resolution 1-2007: GCC Mission Statement (Re-examination of)

Guam Community College
2007 BUDGET REQUEST - NAF SPECIAL PROJECTS

FISCAL YEAR 2006

PROJECTED EXPENDITURES	ORIGINAL BUDGET	REVISED BUDGET	ACTUAL as of 09/13/06	PROJECTED CARRY OVER	FY 2007 PROJECTION
Special Projects					
CONTINUING EDUCATION (CE)					
Manager's Certification	14,541	8,541			30,445
Health Certificate	59,880	108,943	64,115		42,579
SHRM Learning System	28,245	47,370	6,627		23,913
Teacher's Recertification	46,130	166,502	137,802		249,299
Computer Courses	16,995	26,696	13,288		
Food Service Manager's Preparation Courses	15,595	15,595			
* Other Projects	72,250	195,586	113,680		96,143
Department Incentives	50,346	126			294,920
Total Continuing Education	303,982	569,358	335,512		737,299
TRADES & PROFESSIONAL SERVICES (TPS)					
Vocational Methods I	19,953	30,384	18,156		8,371
Vocational Methods II	15,276	26,941	13,816		8,371
ELL					19,735
CPR First Aid & Safety					23,460
Immunizations					29,549
Early Childhood Dev.					34,249
Project Approach (Reggio)	13,603	9,396	5,750		
Reading Strategies	20,357	9,054	8,201		
Sign Language Interpreting Courses	18,949	18,949	1,906		
In-Home Services Training	2,322	816	534		
CPR First Aid & Safety	1,132	28,200	11,478		
Medical Code & Billing	1,338				
Pharmacology	2,784				
Tour Guide	12,888	5,695	4,965		14,454
Hospitality Institute	10,378	15,442	7,870		184,450
Criminal Justice Academy	58,020	169,848	92,425		140,750
GED	26,857	28,547	15,676		20,946
Adult Basic Education	15,277	24,361	14,913		39,656
Adult High School	15,055	1,954	52		
* Other Projects	85,000	198,948	103,079		
Department Incentives	70,040	51,079			
Total Trades & Professional Services	389,229	619,613	298,820		523,991
TECHNOLOGY & STUDENT SERVICES (TSS)					
Fiber Optics	16,799	17,554	3,258		11,504
Networking Courses (CCNA)	22,366	52,464	24,078		37,964
Telecom Courses (Category 5)	7,450	16,151	10,358		8,053
Instructional Technology Center/Viscom					
Fall Technology Courses	21,339	21,339	875		
Spring Technology Courses	21,339	21,339	875		
* Other Projects	93,500	25,605	20,437		
Department Incentives	33,680	11,524	500		
Total Technology & Student Services	216,473	165,976	60,382		57,521
TOTAL EXPENDITURES	909,684	1,354,947	694,714		1,318,811
PROFIT/(LOSS)	120,920	61,551	127,411		285,881

Notes: * Other Projects budget is projected for projects not anticipated.

Approved by BOT
Jan. 25, 2007

Guam Community College
2007 BUDGET REQUEST - NAF SPECIAL PROJECTS

PROJECTED REVENUES	FISCAL YEAR 2006				FY 2007 PROJECTION
	ORIGINAL BUDGET	REVISED BUDGET	ACTUAL as of 09/13/06	PROJECTED CARRY OVER	
Special Projects					
CONTINUING EDUCATION (CE)					
Manager's Certification	27,000	20,919	1,300		27,000
Health Certificate	79,840	80,840	85,180		134,995
SHRM Learning System	39,800	52,600	6,380		27,000
Teacher's Recertification	55,000	114,111	89,850		376,257
* Other Projects	100,000	216,090	106,136		172,050
Food Service Manager's Preparation Course	16,000	16,000			
Computer Courses	18,000	27,435	8,803		
Total Continuing Education	335,640	527,995	297,649		737,302
TRADES & PROFESSIONAL SERVICES (TPS)					
Vocational Methods I	24,500	35,000	18,435		10,500
Vocational Methods II	17,500	21,000	14,040		10,500
ELL					22,500
CPR First Aid & Safety	3,500	28,200	14,100		22,100
Immunizations	3,500	28,200	14,100		30,000
Early Childhood Dev.					34,300
Project Approach (Reggio)	21,000	21,000	5,750		
Reading Strategies	27,475	23,164	6,001		
Sign Language Interpreting Courses	35,000	35,000	2,891		
In-Home Services Training	2,732	1,024	534		
Medical Code & Billing	1,500				
Pharmacology	1,500				
Tour Guide	22,250	10,009	5,600		20,000
Hospitality Institute	16,875	133,118	48,286		184,450
Criminal Justice Academy	68,259	136,518	142,558		154,880
GED	36,875	36,875	30,771		18,110
Adult Basic Education	20,000	25,555	25,700		42,500
Adult High School	20,000	5,105	130		
* Other Projects	147,966	107,666	75,140		150,000
Total Trades & Professional Services	470,432	647,434	404,036		699,840
TECHNOLOGY & STUDENT SERVICES (TSS)					
Fiber Optics	25,600	26,091	600		11,200
Networking Courses (CCNA)	28,132	49,328	32,680		38,350
Telecom Courses (Category 5)	10,400	22,825	10,675		8,000
Instructional Technology Center/Viscom					
Fall Technology Courses	25,200	25,200	803		
Spring Technology Courses	25,200	25,200	803		
* Other Projects	110,000	92,425	74,879		110,000
Total Technology & Student Services	224,532	241,069	120,440		167,550
TOTAL REVENUE	1,030,604	1,416,498	822,125		1,604,692

approved by BOT Jan. 25, 2007

MISSION STATEMENT

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

WHEREAS, the College seeks to meet the needs of Guam's youth and adult student clientele to achieve their career and quality of life goals; and

WHEREAS, the College endeavors to be perceived by industry clients as a responsive and valued partner in serving the needs of a trained workforce; and

WHEREAS, 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; and

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Mission Statement be scheduled for reexamination in due course by the College community in January of each year; and

NOW, BE IT FURTHER RESOLVED by this resolution, that the following Mission Statement represents the institutional reexamination and adoption of the following Mission Statement for January 2005:

GCC MISSION STATEMENT

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.

Adopted: February 9, 2005
Resolution 3-2005
Re-examined and Adopted: January 25, 2007
Resolution 1-2007

APPENDIX B

**GCC Faculty, Administrators,
and Staff Salary Study**

MEMORANDUM

To: Faculty Senate Resource & Budget Committee

From: Institutional Researcher, AIE

Date: February 28, 2007

Subject: GCC Faculty, Administrators, and Staff Salary Study

Executive Summary

1. At the request of the Resource and Budget Committee of the Faculty Senate, the Vice President of Business and Finance was tasked to coordinate a salary study of the Faculty, Administrators, and Staff. This task was carried out on January 2, 2007.

2. Authority: Guam Code Annotated, Title 17, Chapter 31, GCC Administration; Guam Code Annotated, Title 4, Chapter 4, Personnel Policy; Governor's Executive Order No. 2006-21.

3. This report provides an analysis and evaluation of the Guam Community College salary schedule of its Faculty, Administrators, and Staff.

4. The Guam Community College's salary pay scales for faculty, administrators and staff have not changed since Oct. 1, 1991. The stagnant pay scales and the yearly increase in the cost of living have resulted in continual diminishing purchasing power for its employees. The 1991 pay scales additionally hinder in the recruitment of qualified employees especially in "hard to hire" disciplines.

5. Based on institutional history: From a financial and employment stand point, GCC is seen as a non-competitive institution in both the local and national markets unable to negotiate fair compensation with prospective candidates.

6. GCC has been successful in hiring and filling vacancies based on its professional reputation; not on competitive compensation.

7. Local (ref: Public Law 28-140) minimum wage increase takes effective July 1, 2007. Federal (ref: H.R.2) hourly minimum wage will increase in three steps: from $5.15 to $5.85 in 60 days after the new increase is signed into law, then $6.55 a year later and finally $7.25 a year after that. These increases will result in a great salary compression with the GCC 1991 salary pay scale.

8. Historical data shows that between the years 1999 and 2005 the U.S. Census Bureau reported the average national income rose 21.21%. In that same period GCC average salaries rose only 8.34% due to promotions or increments, not because of an adjustment to the salary schedule.

9. An analysis of salaries indicates that GCC salary averages fall below the U.S. national averages.

10. The University of Guam and the Guam Public School System have addressed their issues brought on by antiquated pay scales in the same way GCC seeks to adjust its pay scales to reflect national U.S. averages. GCC seeks equitable compensation and a fair playing field**.**

The Study Approach

The Budget and Resource Committee of the Faculty Senate requested a pay study of its faculty, administrators and staff. The Human Resources Administrator and the Institutional Researcher were tasked to lead the study. A comparative analysis of U.S. compensation standards and two year educational institutions offering associate degrees were used as the benchmark comparison.

The Human Resource Administrator and the Institutional Researcher solicited the assistance of a working group to conduct the salary study. The group reviewed the following:

- GCC Faculty and Administrators Staffing Pattern FY 2007 (Nov. 2006)
- GCC Faculty and Administrators 1991 Salary Pay Scales
- American Association of University Professors (AAUP) annual Report on the Economic Status of the Profession 2004-2005
- College and University Professional Association (CUPA) Faculty Rate Structure Data for Community Colleges 2006.
- College and University Professional Association (CUPA) Administrative Compensation Survey 2006 as reported by The Chronicle of Higher Education (Volume LIII, Number 1), dated August 25, 2006, and the HigherEdJobs.com.
- CUPA-HR 2005-06 Administrative Compensation Survey Position Descriptions.
- U.S. Census Bureau Historical Income Table
- National Compensation Survey: Occupational Wages in the United Sates, June 2005
- U.S. Department of Labor, Bureau of Labor Statistics, National Compensation Survey, June 2005
- American Federation of Teachers, Survey and Analysis of Teacher Salary Trends 2004

After their review and discussions, the group found the following sources to be current, relevant and comparable to GCC and used the following sources to continue their study:

- GCC Faculty and Administrators Staffing Pattern FY 2007 (Nov. 2006).
- GCC Faculty and Administrators 1991 Salary Pay Scales
- American Association of University Professors (AAUP) annual Report on the Economic Status of the Profession 2004-2005
- College and University Professional Association (CUPA) Faculty Rate Structure Data for Community Colleges 2006.
- College and University Professional Association (CUPA) Administrative Compensation Survey 2006.
- U.S. Census Bureau Income Historical Data

The Faculty Study

Data from the American Association of University Professors (AAUP) and CUPA were used to compare GCC to the national weighted averages for community colleges with two (2) year degree programs. It was determined that specific standards needed to be followed to carry out a comparative analysis between the national data and GCC. To meet these standards the following adjustments were made:

- The nine (9) month pay status was the standard data used and any GCC faculty pay status exceeding nine (9) months was prorated accordingly.
- Compensation by Faculty Rank was used as the standard. This approach would move GCC to correctly reflect the U.S. national market pay measurement system and practice.
- The Faculty Ranks identified for this study are Professor, Associate Professor, Assistant Professor, and Instructor.
- The relative comparison for the Faculty Rank of the Assistant Instructor was the Rank of Lecturer found in the CUPA data.

Minimum weighted averages by Faculty Rank at the national level were used to compare with GCC starting salaries. It was found that the AAUP report did not have the minimum salary data that was needed. However, the CUPA report did. Using Table 27 of the CUPA report, the national average minimum pay by rank was applied to the GCC Faculty pay scale. To address the Assistant Instructor salary, the Lecturer salary found in the CUPA report was used.

Note: weighted average is calculated by dividing the total salaries by the number of Full Time Employees (FTE).

Findings

- The minimum U.S. national weighted average for Professor is $41,342; GCC's minimum pay is $32,436.
- The minimum U.S. national weighted average for Associate Professor is $38,213; GCC's minimum pay is $31,064.
- The minimum U.S. national weighted average for Assistant Professor is $35,139; GCC's minimum is $29,871.
- The minimum U.S. national weighted average for Instructor is $ 31,760; GCC's minimum is $28,678.
- The minimum U.S. national weighted average for Lecturer is $ 29,278; GCC's minimum is $26,520.

GCC Faculty Salary Study – minimum salaries					
	Asst. Inst.	Instructor	Asst. Prof.	Asso. Prof.	Professor
GCC Step 1	26,520.00	28,678.00	29,871.00	31,064.00	32,438.00
CUPA Min. Wtd. Ave.	29,278.00	31,760.00	35,139.00	38,213.00	41,342.00
Variance	10.40%	10.75%	17.64%	23.01%	27.45%

The Administrators Study

Data from the CUPA-HR 2005-06 Administrative Compensation Survey, Position Descriptions and Weighted Averages for Administrators, were used to compare GCC to the national weighted averages for all two (2) year institutions. It was determined that specific standards needed to be followed to carry out a comparative analysis between the national data and GCC. To meet these standards the following approach was taken:

- GCC filled positions were matched with CUPA positions. Each GCC administrator position was reviewed and matched to the CUPA 2006 equivalent position description. The positions were grouped together as determined by the GCC salary pay grade scale. This decision to keep compensation within the framework of the pay grade scale would hold increments (step increase) to follow the existing ratios. Note, this framework follows that taken for the Faculty study.
- To determine the CUPA averages by pay grade, positions were grouped together following the position placement in the GCC pay grade. Averages were then calculated.
- To further calculate CUPA pay grade averages: GCC positions that did not have a matching CUPA position for comparison, an average was determined by calculating the CUPA average for positions in a given pay grade that had a match and applying the pay grade average to those positions that had none.
- For pay grades R and P, the national Administrator salary averages found in the CUPA data were calculated by selecting a predetermined set of relative CUPA positions. Each position is discipline specific. This move was done for two reasons. First, each GCC administrator is responsible for overseeing multiple, not specific, disciplines. Second, it would present a truer national average salary for

the position in a pay grade perspective as opposed to taking the specific discipline approach.

- The GCC salary pay grades identified for this study are pay grades L through S

A final step in the overall analysis was then done. The analysis compared GCC to CUPA pay grade averages. A stable picture of ratios was found that was consistent to each pay grade and with respect to the objective reflected the U.S. national market pay measurement system and practice.

Note: weighted average is calculated by dividing the total salaries by the number of Full Time Employees (FTE).

Findings

- The U.S. national weighted average for CEO (single unit) is $141,685; GCC's salary for the president is $116,985.
- The U.S. national weighted average for pay grade **S** is $96,547; GCC's weighted average is $82,065.
- The U.S. national weighted average for pay grade **R** is $77,810; GCC's weighted average is $64,886.
- The U.S. national weighted average for pay grade **Q** is $71,039; GCC's weighted average is $63,393.
- The U.S. national weighted average for pay grade **P** is $68,932; GCC's weighted average is $57,833.
- The U.S. national weighted average for pay grade **O** is $60,202; GCC's weighted average is $50,938.
- The U.S. national weighted average for pay grade **N** is $52,995; GCC's weighted average is $47,669.
- The U.S. national weighted average for pay grade **M** is $47,733; GCC's weighted average is $43,081.
- The U.S. national weighted average for pay grade **L** is $46,528; GCC's weighted average is $41,172.

Figure 2: GCC Administrator Salary Study

Pay Grade	GCC Average	CUPA Average	Variance
L	41,172.00	46,528.00	13.01%
M	43,018.00	47,733.00	10.96%
N	47,669.00	52,995.00	11.17%
O	50,938.00	60,202.00	18.19%
P	57,833.00	68,932.00	19.19%
Q	63,393.00	71,039.00	12.06%
R	64,886.00	77,810.00	19.92%
S	82,065.00	96,547.00	17.65%
CEO	116,985.00	141,685.00	21.11%

The Staff Study

Authority for staff salaries does not reside with the Board of Trustees (ref: 4GCA and 17 GCA). In accordance with the Governor's Executive Order No. 2006-21 (dated August 31, 2006) and Public Law 28-112 (The Personnel Management Modernization Act of 2006), the Director of Administration shall commence efforts to obtain the services of a private firm to conduct a comprehensive compensation review to update the Unified Pay Schedule. The staff positions of GCC will be included in the salary study. The Human Resources Administrator for GCC has and shall continue to work collaboratively with the Department of Administration's Human Resources Office on the staff salary study. GCC supports and encourages this study.

Conclusion

The Faculty, Administrator, and Staff salary schedules need to be updated. This is supported by the salary comparison analysis completed and its findings.

APPENDIX C

**ACCJC 's Annual Report Update on
Student Learning Outcomes (blank template)**

Annual Report Update on Student Learning Outcomes
2006-2007

Dear Colleague:

This 2006-2007 Annual Report Update on Student Learning Outcomes is a new addition to the Commission's annual reporting requirements. It is intended to assist you, in response to the requests the Commission has received to provide institutions with a framework of what is required for defining expected student learning outcomes, assessing learning, analyzing the assessment results, and using the results to plan and implement changes to improve learning, changes to pedagogy, facilities, etc. The 4-part template describes a framework for the process of implementing student learning outcomes requirements of the Standards. This report will provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards. If you have any questions or require assistance, you may contact Deborah G. Blue, Vice President for Policy and Research at (415) 506-0234 or dblue@accjc.org.

From the ACCJC 2002 Standards
Standard I B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates it resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. See additional details in the Standards.

Standard II. Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. See additional details in the Standards.

2006-2007 Institutional Annual Report Update on Student Learning Outcomes

Part I: Student Learning Outcomes for Courses

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
1. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for all courses?			% of Courses_____	List the courses for which identification of expected student learning outcomes is complete.	List the disciplines for which identification of expected student learning outcomes is complete.
2. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?			% of Courses_____	List the courses for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.	List the disciplines for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.
3. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses?			% of Courses_____	List the courses for which assessment of student learning outcomes is complete.	List the disciplines in which assessment of student learning outcomes is complete for all of its courses.
4. Analyzing the Results of Assessment	Has the college analyzed assessment results for the student learning outcomes for all courses?			% of Courses_____	List the courses for which analyzing assessment results for student learning outcomes is complete.	List the disciplines in which analyzing assessment results for student learning outcomes is complete.

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
5. **Planning and implementing changes to pedagogy, facilities, etc. to improve learning.**	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?			% of Courses_____	List the courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.	N/A

Part II: Student Learning Outcomes for Programs leading to Certificates and Degrees

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
6. Defining Expected Student Learning Outcomes	Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?			% of Programs_____	List the certificate and degree programs for which identification of expected student learning outcomes is complete.
7. Mapping Programmatic Student Learning Outcomes to Courses	Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?			% of Programs_____	List the certificate/degree programs for which mapping expected programmatic student learning outcomes to all the courses required to complete the certificate/degree program is complete.
8. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?			% of Programs_____	List the programs for which identification of appropriate assessment methodologies for courses required to complete the certificate/degree is complete.

Part II: Student Learning Outcomes for Programs leading to Certificates and Degrees

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
9. Assessing Student Learning Outcomes	Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?			% of Programs_____	List the certificate/degree programs for which assessment of expected student learning outcomes for all courses required to complete the certificate/degree program is complete.
10. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?			% of Programs_____	List the certificate/degree programs for which analyzing assessment results for the expected student learning outcomes is complete.
11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?			% of Programs	List the certificate/degree programs for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.

Part III: Student Learning Outcomes for General Education

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
12. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for general education ?			% of Courses_____	List the general education courses for which identification of expected student learning outcomes is complete.
13. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?			% of Courses_____	List the general education courses for which mapping expected student learning outcomes to the expected general education student learning outcomes is complete.
14. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?			% of Courses_____	List the general education courses for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
15. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses in general education?			% of Courses_____	List the general education courses for which assessment of expected student learning outcomes is complete.

16. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses in general education?			% of Courses_____	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete.
17. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?			% of Courses_____	List the general education courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.

Part IV: Student Learning Outcomes for Instructional Support and Student Support Services

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
18. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.) ? Has the college defined expected student learning outcomes for student support services?			% of Instructional Support Courses or other experiences_____ % of Student Support Services Courses or other experiences _____	List the instructional support courses or other experiences for which identification of expected student learning outcomes is complete. List the student support services courses or other experiences for which identification of expected student learning outcomes is complete..
19. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.).? Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.).?			% of Instructional Support Courses or other experiences _____ % of Student Support Services Courses or other experiences _____	List the instructional support services courses or other learning experiences for which mapping expected instructional support student learning outcomes is complete. List the student support services courses or other learning experiences for which mapping expected student support services student learning outcomes is complete.

Part IV: Student Learning Outcomes for Instructional Support and Student Support Services

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
20. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?			% of Instructional Support Courses or other experiences _____	List the instructional support courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?			% of Student Support Services Courses or other experiences _____	List the student support services courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
21. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses or other experiences in instructional support?			% of Courses or other experiences in Instructional Support_____	List the instructional support courses or other learning experiences for which assessment of expected student learning outcomes is complete.
	Has the college assessed student learning outcomes for all courses or other experiences in student support services?			% of Courses or other experiences in Student Support Services _____	List the student support services courses or other learning experiences for which assessment of expected student learning outcomes is complete.

Part IV: Student Learning Outcomes for Instructional Support and Student Support Services

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
22. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses or other learning experiences in instructional support?			% of Courses or other learning experiences in instructional support?_____	List the instructional support courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.
	Has the college analyzed assessment results for all courses or other learning experiences in student support services?			% of Courses or other learning experiences in student support services? _____	List the student support services courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.
23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences?			% of Courses or other learning experiences in Instructional Support?_____	List the instructional support courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.
	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences?			% of Courses or other learning experiences in Student Support Services? _____	List the student support services courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented

APPENDIX D

Proposed USDOE Regulations Regarding Accreditation

April 26, 2007

Memo to: Presidents, Superintendents, and Chancellors

From: E. Jan Kehoe, Ph.D., Commission Chair

Subject: Proposed U.S. Department of Education Regulations
Regarding Accreditation

I know that some of you have been following the discussions in Washington, D.C. around proposed changes to accreditation processes and policies. These discussions started with the Commission on the Future of Higher Education's release of its report, "A Test of Leadership: Charting the Future of U.S. Higher Education" last September. This report was followed by a one-day meeting in November 2006 to solely discuss accreditation issues. In March 2007, the Secretary held a two-day National Summit on Higher Education, and accreditation was one of five key topics discussed.

As you might have guessed with all of the attention given to accreditation, the Department of Education has engaged in serious deliberations about how it would like to see accreditation practices changed. As Secretary Spellings announced last year, the Department's process of setting regulatory requirements for higher education's self-regulatory process of accreditation provides ample opportunity to leverage changes in higher education institutions.

The Secretary announced last fall that the Department of Education would begin negotiated rulemaking sessions on accreditation. The regional accreditors are represented in the negotiations by two individuals selected by the Council of Regional Accrediting Commissions (CRAC) – Steve Crow, Executive Director of the Higher Learning Commission of the North Central Association, and Ralph Wolff, President of the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. Dr. Beno's March 20, 2007 email memo to you described the negotiated rulemaking sessions that began in February.

I'm now writing to alert you to the outcome of the March rulemaking sessions, expressed through the Department's proposed regulations that were prepared for the last set of negotiated rulemaking sessions which is occurring this week. I've attached an electronic copy of the proposed regulations to this email so that you can read the full text of individual sections.   There are several provisions of the proposed regulations that institutions should be aware of, even before negotiations are completed:

Section 602.25 Due Process   The proposed new regulations would require that accreditors insert a due process step into any decision-making process that results or could result in an adverse action (termination or denial of accreditation). Prior to such an action, the institution would need to be notified of the possibility of such action and have the opportunity to provide written materials to be considered. The regulations also provide for counsel during appeal, and for an appeals panel.

These changes would not be out of alignment with current ACCJC policy and process. The ACCJC regards these as clarifying changes to the regulations.

602.20 Enforcement of Standards   The proposed regulations are confusing but seem to state that if an institution is out of compliance with any standard, the commission must initiate adverse action. Other provisions of the regulations require the accreditor to give institutions no more than a full degree cycle (two years for community colleges) to come into full compliance with accreditation standards.

This change would increase pressure on accreditors to take adverse action where warranted.

602.22 Substantive Change   The proposed language reflects the Department's willingness to allow accreditors to give institutions with proven capacity the ability to open and close new sites without a full substantive change review. But institutions given this leeway must prove capacity to deliver quality services, as defined by a specific list of elements, be accredited for 10 years, and be permitted this flexibility only for a period of five years, after which its capacity for sub change with integrity must again be established through a capacity review of some sort. The proposed language also requires accreditors to have a policy that explains at what point the institution's substantive change is so great as to trigger a new comprehensive review. Lastly, the proposed regulations would deny accreditors the ability to provide retroactive approval of substantive changes.

The ACCJC can probably deal effectively with many of the proposed changes in this section, but will need to create a better data base to track and report sub change approvals. The regulation denying accreditors the ability to provide retroactive approval could negatively impact institutions. If this regulation is approved, it appears that the Department of Education would deny all financial aid to students enrolled in such programs until the program was approved by the accreditor and only from the approval date forward. Students would lose financial aid for portions of the program taken prior to approval, or institutions would have to absorb the loss by repaying the Department for financial aid awarded.

Currently, many institutions evolve into a situation that requires a substantive change approval. For example, an institution's on-line education gradually expands, suddenly it comprises 50% of a degree and requires the accreditor's approval. Current process allows the Commission to conduct a review and "grandfather" the program's inclusion in the institution's accredited status. It appears that would no longer be an option.

602.16 Qualitative Standards on Student Achievement   The proposed regulations would require accreditors to determine performance standards for "vocational programs and programs leading to professional licensure or certification" (for example, accounting, law, medicine, and teacher education). In setting such standards, the accreditor would have to consider "completion rates, job placement rates, and, as applicable, pass rates on state licensing examinations or other appropriate measures of occupational competency." The accreditor would be required to show how it weights these variables in calculating the agency's performance standard.

The regulations would also require accreditors to track programmatic performance in the non-career oriented programs. For these programs, the accreditor could permit the institution to establish an expected level of performance, but the institution must specify its educational objectives, base its level of performance in part on "external criteria," and demonstrate its performance against those external criteria using quantitative and qualitative measures that are "externally validated." The accreditor's evaluation would have to include evaluation of the appropriateness of the levels of performance as well as of the documentation of that performance.

The regulations concerning vocational programs, are problematic in that they require accreditors to set the performance standards for each program. The standards would have to be consistent across institutions with the same program, and presumably would have to be consistent across the country. This appears to be a case of the department requiring accreditors to impose a "one-size-fits-all" measurement of vocational/career program performance on institutions. In the non-vocational areas, the emphasis on external criteria and external validation suggest that institutions would have to hire consultants to validate their measurement or performance measures, or would have to use a standardized test that has been validated by a testing agency. This entire section constitutes a very significant change in accreditation practices. Regional accrediting agencies, which accredit the entire institution's quality, currently lack the capacity to set programmatic performance standards. The ACCJC believes that this requirement would significantly change its practices and require the Commission to become much more like the programmatic accrediting bodies that currently accredit some programs at member institutions. It is unclear how an institutional accreditor would be expected to weight the performance of individual programs in its decision about the accredited status of the entire institution.

601.16 Transfer of Credit The proposed regulations require an accreditor's standards on recruitment and admissions ensure that decisions about transfer and acceptance of credit not be made solely on the source of accreditation for the sending institution, and that prospective students receive a complete description of the institution's transfer of credit policies and procedures.

This issue is very controversial and sensitive; institutions regard decisions about transfer as central to upholding institutional educational quality. The current legislation does not mention anything about transfer of credit, so some may think the Department's attempt to regulate in this area oversteps the law. The Higher Education Community is likely to object to this regulation until Congress includes reference to transfer in its law.

The reference to the accreditor "ensuring" that decisions don't solely reflect the accreditation of the sending institution is troubling as accreditation standards cannot "ensure" anything;, they can just "require" things. The ACCJC has already adopted a Transfer of Credit Policy that will largely meet this requirement, but would have to move the language into its Standards of Accreditation.

602.15 Agency Materials The proposed language would no longer require that accreditors keep institutional materials for two cycles, but only for one cycle. This proposed language would require accreditors to provide information to the Department of Education on an institution that is failing, but would prevent the accreditor from notifying the institution that it had provided such information.

Accreditors object to this regulation. It would significantly alter the relationship of openness and trust between accreditor and institution that characterizes the present accreditation process.

602.23 Public Information The proposed regulations would require an accreditor to require each program or institution that it accredits to publish performance information, including all quantifiable data required for meeting accreditation standards on vocational education and related programs.

This language drops the March proposal that accreditors maintain and publish this information, and makes institutions do it. On the other hand, institutions will not appreciate this. Since Section 602.16 describes the "measures" accreditors must use to evaluate vocational programs, this regulation would in effect force institutions to publish comparable data. Institutions might reasonably argue that data on completion and on job placement is dependent on admission requirements and labor market conditions, respectively, and is not fairly compared to data from other institutions.

I urge you, as institutional leaders, to stay abreast of further developments in the negotiated rulemaking sessions concerning accreditation. You may also want to share your views on the proposed changes to accreditation with your representatives in the Congress or with the Department of Education.

The Commission will continue to keep you informed about the process and outcomes of negotiated rulemaking.

EJK:bb

Attachment

APPENDIX E

GCC AVP's Response to ACCJC's New Reporting Template

April 12, 2007

Dr. Deborah Blue
Vice President
Accrediting Commission for Community and Junior Colleges
10 Commercial Blvd., Suite 204
Novato, CA 94949

Dear Dr. Blue:

Accompanying this letter is the 2006-2007 Accreditation Annual Report for Guam
Community College. It is being submitted both electronically and in hard copy by
surface mail. Previously our Vice President for Business and Finance, Ms. Mary Okada,
asked for and was granted an extension for submitting our Annual Fiscal Report to
coincide with when our 2006 audit will be completed. That should occur by April 30,
2007.

I have been the ALO at Guam Community College for the past eight years, and am
accustomed to completing annual reports for the Commission. To say that your new
four-part reporting requirement on SLOs was a surprise is an understatement! While I
used to complete the annual report in a matter of hours, this new requirement has turned
that effort into a weeks-long endeavor. Having said that, I do appreciate the "guidance"
it offers as we work to make sure our already robust assessment practices systematically
capture the kind of data being required by your report.

Because of the questions you've asked, we've found that we need to modify our language
to come into compliance with the new jargon. For instance, we've used the term
"intended learning outcomes" in many of our course documents instead of student
learning outcomes. Also we need to work harder to publish SLOs in the catalog and in
each course syllabus linked to programmatic SLOs and administrative units. We also
need clarification on the delineation between *instructional support* and *student support
services* so that we can better address the data elements required to complete the report
(given our distinction between SLO and AUO [administrative unit outcome]). Most
importantly, the college needs clear examples on how to map service and administrative
outcomes to course or other learning experiences.

In completing the annual report we took the language of the questions very literally, but frankly we need a little more guidance on your interpretation of "other learning experiences" (see question 20) as it relates to student services.

In your recent email you said, *"The Commission is aware of the extent of the detail you are being asked to provide to report on the College's implementation of Student Learning Outcomes. It is intended, however, as a framework to guide the College as you make progress towards full implementation."* I feel compelled to point out that I doubt you are fully aware of the extent of effort it is taking to complete this report, particularly by small colleges with very limited resources. It has taken me almost eight years just to be able to hire an institutional researcher. He is now housed in our Office of Assessment and Institutional Effectiveness (AIE). It took that staff of four more than a week to dig out the requested information. Your questions certainly did not take on the tone of a "framework to guide the College." A "guide" would have been provided in a timely manner so that we could have been systematically gathering the necessary data prior to completing the report. I find myself in the unaccustomed position of not being able to answer many of the questions affirmatively because we were not collecting data in a way that would easily respond to the questions being asked. We've been making very substantial progress, and we thought that was the expectation of the Commission, but these new reporting requirements don't leave many ways to document our accomplishments. I'm wondering now whether the reporting requirements for next year will be introduced in a similar fashion. Frankly, I really don't want to be caught by surprise again. Please let me know in advance if you are going to ask different questions next year.

Having said all of that, and having complained probably more than is necessary, in the final analysis the report is helpful to the future. I hope you find our responses adequate. I can assure you that next year's report will indicate significant progress on SLOs.

John R. Rider, Ed.D.
Accreditation Liaison Officer
and
Vice President for Academic Affairs

Cc: GCC President
        GCC Asst. Director, AIE

APPENDIX F

A New Approach to General Education Assessment at GCC

A New Approach to General Education Assessment at Guam Community College

THE INSTITUTIONAL PORTFOLIO:

A Performance-Based Model for

Assessment of General Education

**Based on the Johnson County Community College (JCCC)
Model, Spearheaded By:**

**Jeffrey A. Seybert, Ph.D.
Director, Research, Evaluation, and Instructional Development**

Guam Community College

PRINCIPLES UNDERLYING
DESIGN OF THE MODEL

- **No standardized testing**

- **General Education is the responsibility of the faculty as a whole**
-not individual departments

- **It should be minimally intrusive for both faculty and students**

- **It should somehow use existing examples of student work (e.g. embedded course assignments)**

Assessment of General Education Learning Outcomes

An "Institutional Portfolio" Approach to Assessment to General Education Learning Outcomes

What Comprises an "Institutional Portfolio"
- A collection of student work ("artifacts") produced throughout the curriculum for each of seven major outcomes: Written Communication, Qualitative Reasoning, Information Literacy, Critical Thinking, Civic Engagement, Individual and Society, Oral Communication
- Reviewed by faculty teams using holistic scoring criteria (rubrics)
- Results are compiled, analyzed, and reported in the aggregate by the Office of Assessment and Institutional Effectiveness
- Results are reported to the General Education Committee which, in turn, reports to the Faculty Senate
- Faculty acts on assessment results

Characteristics of the "Institutional Portfolio" Model
- The outcomes and scoring teams are multidisciplinary thus "responsibility" rests with the institution/faculty as a whole, rather than single departments
- It is invisible to students, obviating the motivation and other significant problems with standardized tests
- It is minimally intrusive for faculty
- It requires no special "sessions," no sacrifice of class time (e.g. for testing), no external incentives for students to perform well
- It is labor intensive and requires significant institutional resources (faculty release time and/or overload pay, technical support)
- It is a dynamic process
- It's "messy"

Assessment Plan Logistics
> **Who Scores:** Four-to-six person interdisciplinary faculty teams
> **How Scored:** Individually by team members or as a group
> **How Many Artifacts:** 100 per outcome per year
> **When Scored:** Fall artifacts in spring; spring artifacts in fall
> **Who Selects Courses:** Office of Assessment and Institutional Effectiveness
> **Who Selects Artifacts:** Faculty in each targeted class
> **Who Collects, Copies, Distributes Artifacts:** Office of Assessment and Institutional Effectiveness

Mathematics Outcome

Outcome Statements: Upon receipt of an associate degree from Johnson County Community College, a student should be able to:

1. Identify relevant data (numerical information in mathematical or other contexts) by
   a. extracting appropriate data from a problem containing extraneous data and/or
   b. identifying appropriate data in a word problem.

2. Select or develop models (organized representations of numerical information, e.g., equation, table graph) appropriate to the problem which represent the data by
   a. arranging the data into a table or spreadsheet and/or
   b. creating pictorial representations (bar graphs, or pie charts, or rectangular coordinate graphs, etc.) with or without technological assistance and/or
   c. selecting or setting up an equation or formula.

3. Obtain and describe results by
   a. obtaining correct mathematical results, with or without technological assistance and
   b. ascribing correct units and measure to results.
4. Draw inferences from data by
   a. describing a trend indicated in a chart or graph, and making predictions based on that trend and/or
   b. describing the important features of data presented in a table or spreadsheet, and making predictions based on that trend and/or
   c. describing the important features of an equation or formula, and making predictions based on those features and/or
   d. making reasonable estimates when given problems involving quantities in any organized or disorganized form and/or
   e. drawing qualitative conclusions about the original situation based on the quantitative results that were obtained.

The mathematics outcomes consist of four major outcomes, numbered 1 to 4. these major outcomes are each subdivided into several subpoints labeled by letters. A major outcome is demonstrated when at least one subpoint has been demonstrated, except for major outcome 3, where subpoint 3.a. must be demonstrated. A subpoint is demonstrated when at least one instance of the subpoint has occurred, except for subpoints 3.a. (which requires at least 70 percent accuracy of the items examined) and 3.b. (which requires at least 2 instances involving different measures).

Rubrics: The following rubric will measure the mathematics outcomes:
5 = All four major outcomes are demonstrated by the use of more than one subpoint per major outcome.
4 = All four major outcomes are demonstrated.
3 = Three major outcomes are demonstrated.
2 = Two major outcomes are demonstrated.
1 = Only one major outcome is demonstrated.
0 = No major outcomes are demonstrated.

Standards: At least 75 percent of all JCCC students earning associate degrees should obtain a score of 4 or more on the mathematics outcomes rubric. At least 95 percent of all JCCC students earning associate degrees should obtain a score of 3 or more on the mathematics outcomes rubric.

Writing Outcome

Outcomes Statement: Upon receipt of an associate degree from Johnson County Community College, a student should be able to write a clear, well-organized paper using documentation and quantitative tools when appropriate.

Outcome Rubrics:

> **6** = Essay demonstrates excellent composition skills including a clear and thought-provoking thesis, appropriate and effective organization, lively and convincing supporting materials, effective diction and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. The writing perfectly accomplishes the objectives of the assignment.
>
> **5** = Essay contains strong composition skills including a clear and though-provoking thesis, although development, diction, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. The writing effectively accomplishes the goals of the assignment.
>
> **4**= Essay contains above average composition skills, including a clear, insightful thesis, although development may be insufficient in on area and diction and style may not be consistently clear and effective. Shows competence in the use of mechanics. Accomplishes the goals of the assignment with an overall effective approach.
>
> **3** = Essay demonstrates competent composition skills including adequate development and organization, although the development of ideas may be trite, assumptions may be unsupported in more than one area, the thesis may not be original, and the diction and syntax may not be clear and effective. Minimally accomplishes the goals of the assignment.
>
> **2** = Composition skills may be flawed in either the clarity of the thesis, the development, or organization. Diction, syntax, and mechanics may seriously affect clarity. Minimally accomplishes the majority of the goals of the assignment.
>
> **1** = Composition skills may be flawed in two or more areas. Diction, syntax, and mechanics are excessively flawed. Fails to accomplish the goals of the assignment.

Standards: Ten percent of students who have met the requirements for an associate degree at JCCC will earn 6 (excellent) on each of the communications rubrics. Thirty percent of students earning an associate degree will score 5 (very good) or 6 (excellent). Eighty percent will earn scores of 4 (satisfactory) or higher and the top 98 percent will earn scores of 3 (minimal accomplishment of educational goals) or higher. The remaining 2 percent of the associate degree recipients are expected to earn the score of 2 (unsatisfactory) on the communication rubrics the score of 1 represents a skill level beneath the expectation of all associate degree recipients at JCCC. Hence, no associate degree recipients are expected to score at the level of 1 on the communications rubrics.

Speaking Outcome

Outcome Statement: Upon receipt of an associate degree from Johnson County Community College, a student should be able to make a clear, well-organized verbal presentation.

Rubrics:

> **Very good/excellent (5-6)** = The communicator presents a message that is exceptionally appropriate for the purpose, occasion, and audience with a purpose that is exceptionally clear and identifiable. The message is supported using material that is exceptional in quality and variety. The communicator uses an exceptionally clear and coherent organizational structure, provides a logical progression within and between ideas, and uses language that is exceptionally clear, vivid, and appropriate. The communicator makes exceptional use of vocal variety in a conversational mode; has exceptional articulation, pronunciation, and grammar; and demonstrates physical behaviors that provide exceptional support for the verbal message.
>
> **Satisfactory (3-4)** = The communicator presents a message that is appropriate for the purpose, occasion, and audience with a purpose that is adequately clear and identifiable. The message is supported using material that is appropriate in quality and variety. The communicator uses a reasonably clear and coherent organizational structure, provides a logical progression within and between ideas, and uses language that is reasonably clear, vivid, and appropriate. The communicator makes acceptable use of vocal variety in a conversational mode; has acceptable articulation, pronunciation, and grammar; and demonstrates physical behaviors that provide adequate support for the verbal message.
>
> **Unsatisfactory (1-2)** = The communicator presents a message that is not appropriate for either the purpose, occasion, or audience or is without a clear and identifiable purpose for the message. The message is supported

with material that is inappropriate in quality and variety. The communicator fails to use a clear and coherent organizational structure, does not provide a logical progression within and between ideas, and uses unclear or inappropriate language. The communicator fails to use vocal variety; fails to speak in a conversational mode; fails to use acceptable articulation, pronunciation, and grammar; or fails to use physical behaviors that provide adequate support for the verbal message.

Standards: Ten percent of students who have met the requirements for an associate degree at JCCC will earn 6 (excellent) on each of the communication rubrics. Thirty percent of students earning an associate degree will score 5 (very good) or 6 (excellent). Eighty percent will earn scores of 4 (satisfactory) or higher and the top 98 percent will ear scores of 3 (minimal accomplishment of educational goals) or higher. The remaining 2 percent of the associate degree recipients are expected to ear the score of 2 (unsatisfactory) on the communication rubrics The score of 1 represents a skill level beneath the expectation of all associate degree recipients at JCCC. Hence no associate degree recipients are expected to score at the level of 1 on the communications rubrics.

Sample Rubric Used By JCCC

Culture and Ethics Outcome

Outcomes Statements: Upon receipt of an associate degree from an associate degree from Johnson County Community College, a student should be able to:
1. Demonstrate a fundamental knowledge of world geography.
2. Demonstrate knowledge of the major cultural issues of a person's own culture as well as other cultures.
3. Demonstrate knowledge of major historical events affecting one's culture and other cultures.
4. Demonstrate familiarity with contemporary global issues.
5. Demonstrate an understanding of major ethical concerns.

Rubrics:
> Demonstrates knowledge of world geography:
>> **4** = Compares and contrasts geographies and their relationship to their respective cultures.
>> **3** = Analyzes the relationship between geography and culture.
>> **2** = Analyzes the relationship between geography and economy.
>> **1** = Identifies major characteristics of political and natural geography.
> Demonstrates knowledge of the major cultural issues of a person's own culture as well as other cultures:
>> **4** = Compares and contrasts cultural issues affecting one's culture and other cultures.
>> **3** = Analyzes major cultural issues.
>> **2** = Identifies major cultural issues in other cultures.
>> **1** = Identifies major cultural issues from one's culture.
> Demonstrates knowledge of major historical events affecting one's culture and other cultures:
>> **4** = Compares and contrasts historical events affecting one's culture and other cultures.
>> **3** = Analyzes major historical events.
>> **2** = Identifies major historical events in other cultures.
>> **1** = Identifies major historical events in one's culture.
> Demonstrates familiarity with contemporary global issues.
>> **4** = Compares and contrasts the effect of global issues on cultures.
>> **3** = Analyzes contemporary global issues.
>> **2** = Identifies several contemporary global issues.
>> **1** = Identities a contemporary global issue.
> Demonstrates an understanding of major ethical concerns:
>> **4** = Develops a comprehensive, rational argument for an ethical position and describes its implications for personal and social behavior.
>> **3** = Analyzes an ethical issue, the pro and con positions and its consequences, and the issue's relation to other ethical issues.
>> **2** = Identifies the ethical dimensions of academic disciplines.
>> **1** = Identifies a general ethical issue.

Standards: The standard of judgment is 60 percent of the students will score 2 or higher on each outcome.

<u>Sample Rubric Used By JCCC</u>

Modes of Inquiry Outcome

Outcomes Statement: Upon receipt of an associate degree from Johnson County Community College, a student should be able to demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results.

Rubrics: Every artifact will be evaluated to determine whether the student has demonstrated the ability to perform each rubric item. The rubric items have been separated for modes if inquiry and for problem solving, and each artifact will be given scores for either or both areas, as appropriate. The following rubric will measure the modes of inquiry outcomes:
1. Identifies an appropriate method of accessing credible information and data resources.
2. Applies the selected method.
3. Organizes results.

If an artifact presents evidence that a student demonstrated the ability to perform a rubric, the artifact will be given a plus (+) score for that rubric.

If an artifact presents evidence that a student did not demonstrate the ability to perform a rubric, the artifact will be given a minus (-) score for that rubric.

If it appears that the assignment did not present an opportunity for students to perform a rubric, the artifact will be given a zero (0) score for that rubric. For example, this may be a result of instances where the instructors=s assignment defined the problem or method of gathering information. The subcommittee scorers should concur on those particular rubrics which received zeroes.

Artifacts scored for Modes of Inquiry must allow the student to perform at least 2 of the 3 rubrics. Only rubrics with plus or minus scores will be counted. A zero score is not counted and does not impact the outcome standard. It is not necessary for the subcommittee scorers to concur on rubrics which receive plus or minus scores. The artifacts are scored as follows:

3 = the student demonstrated the ability to perform all rubrics that the student had the opportunity to perform (3 or 2).

2 = the student was given the opportunity to perform all 3 rubrics and demonstrated the ability to perform 2 of them.

1 = the student demonstrated the ability to perform only one rubric.

0 = the student was unable to demonstrate the ability to perform any of the rubrics.

Standards: At least 80% of the Modes of Inquiry artifacts should receive a score of 3.

<u>Sample Rubric Used By JCCC</u>

Problem Solving Outcome

Outcomes Statement: Upon receipt of an associate degree from Johnson County Community College, a student should be able to demonstrate understanding of solving problems by recognizing the problem; reviewing information about the problem; developing plausible solutions; and evaluating results.

Rubrics: Every artifact will be evaluated to determine whether the student has demonstrated the ability to perform each rubric item. The rubric items have been separated for modes of inquiry and for problem solving, and each artifact will be given scores for either or both areas, as appropriate. The following rubric will measure the problem-solving outcomes:
1. Recognizes the problem
2. Reviews information about the problem.
3. Develops plausible solutions.
4. Evaluates results.

Every artifact will be evaluated to determine whether the student has demonstrated the ability to perform each rubric item. The rubric items have been separated for modes of inquiry and for problem solving, and each artifact will be given scores for either or both areas, as appropriate.

If an artifact presents evidence that a student demonstrated the ability to perform a rubric, the artifact will be given a plus (+) score for that rubric. If an artifact presents evidence that a student did not demonstrate the ability to perform a rubric, the artifact will be given a minus (-) score for that rubric. If it appears that the assignment did no present an opportunity for students to perform a rubric, the artifact will be given a zero (0) score for that rubric. For example, this may be a result of instances where the instructor=s assignment defined the problem or method of gathering information. The subcommittee scorers should concur on those particular rubrics which receive zeroes.

Artifacts scored for Problem Solving must allow the student to perform at least 3 of the 4 rubrics. Only rubrics with plus or minus scores ill be counted. A zero score is not counted and does not impact the outcome standard. It is not necessary for the subcommittee scorers to concur on rubrics which receive plus or minus scores. The artifacts are scored as follows:

4 = the student demonstrated the ability to perform all 4 rubrics.

3 = the student demonstrated the ability to perform 3 rubrics.

2 = the student was given the opportunity to perform 3 rubrics and demonstrated the ability to perform 2 of them.

1 = the student was given the opportunity to either perform 4 rubrics and demonstrated the ability to perform 1 or 2 of them or perform 3 rubrics and demonstrated the ability to perform only 1 rubric.

0 = the student was unable to demonstrate the ability to perform any of the rubrics.

Standards: At least 80% of the Problem Solving artifacts should receive a score of 3.

APPENDIX G

Group A – Monitoring Matrix

	Associate Degree Program	Division/School	# Of Assessment Semester Goals Met	On-Track with the Two-Year Assessment Cycle Schedule?	Assessment Plan Submitted/Modified? Due Fall 2006 (Oct. 9, 2006)	Data Collection Progress Report Memo? Due Spring 2007 (Mar. 12, 2007)	Assessment Report? Due Fall 2005 (Oct. 3, 2005)	Use of Assessment Results By Implementation Memo? Due Spring 2006 (Mar. 13, 2006)	Comments
1	Accounting AS	AAD/TSS	4	Yes	10/3/2006	3/8/2007	10/3/2005	3/10/2006	
2	Automotive Tech. AS/Certificate	AAD/TPS	2	No	9/14/2006	3/13/2007	N/A	N/A	Due to new DC, a new plan was developed and submitted Fall 2006 term (9-14-06)
3	Computer Networking AS	AAD/TSS	3	No	2/17/2006	9/26/2006	3/9/2007	No submission	This program is out of sync with the 2-year assessment cycle schedule.
4	Computer Science AS	AAD/TSS	4	Yes	10/4/2006	3/8/2007	10/3/2005	3/13/2006	
5	Criminal Justice AS	AAD/TPS	4	Yes	10/6/2006	3/7/2007	10/3/2005	3/10/2006	
6	Culinary Arts AA	AAD/TPS	3	No	4/5/2006	No submission	1/9/2006	4/4/2006	
7	Early Childhood Education AS/Certificate	AAD/TPS	4	Yes	9/19/2006	2/26/2007	9/29/2005	2/27/2006	
8	Education AA/Certificate	AAD/TPS	4	Yes	9/19/2006	2/16/2007	9/29/2005	2/27/2006	
9	Hospitality Industry Management AS	AAD/TPS	3	No	4/24/2006	No submission	1/10/2006	4/4/2006	
10	Liberal Arts AA	AAD/TPS	3	No	10/9/2006	3/7/2007	10/3/2005	No submission	
11	Marketing AS	AAD/TPS	4	Yes	11/3/2006	3/5/2007	9/30/2005	9/15/2006	
12	Medical Assisting AS/Certificate	AAD/TPS	4	Yes	10/6/2006	3/13/2007	9/25/2005	2/27/2006	
13	Office Technology AS	AAD/TSS	3	No	3/10/2007	No submission	9/30/2005	3/8/2006	

| 14 | Supervision & Management AS | AAD/TSS | 4 | Yes | 10/9/2006 | 3/4/2007 | 9/29/2005 | 3/13/2006 | |
| 15 | Visual Communications AS | AAD/TPS | 2 | No | 10/9/2006 | 3/5/2007 | No submission | No submission | This program was moved from TSS to TPS in the middle of Fall 2006 term & was out of sync. |

Updated: 5/29/07

APPENDIX G1

Group B – Monitoring Matrix

GCC MONITORING MATRIX
Fall 2005 – Spring 2007
Group B

	Certificate Programs	Division/School	# Of Assessment Semester Goals Met	On-Track with the Two-Year Assessment Cycle Schedule?	Assessment Plan Submitted/Modified? Due Spring 2007 (March 12, 2007)	Data Collection Progress Report Memo? Due Fall 2005 (Oct. 3, 2005)	Assessment Report? Due Spring 2006 (Mar. 13, 2006)	Use of Assessment Results By Implementation Memo? Due Fall 2006 (Oct. 9, 2006)	Comments
1	Accounting Clerk	AAD/TSS	3	No	N/A	10/3/2005	3/10/2006	9/18/2006	The program was deleted May 22, 2006.
2	Automotive Tech. AS/Certificate	AAD/TPS	2	No	9/14/2006	3/13/2007	N/A	N/A	Spring 2006, certificate program assessment report was combined with the AS program.
3	Computer Science Certificate	AAD/TSS	3	No	N/A	10/3/2005	3/13/2006	10/4/2006	Effective Spring 2007, certificate program assessment requirements was combined with the AS program.
4	Cosmetology	AAD/TSS	4	Yes	3/8/2007	9/26/2005	3/16/2006	10/3/2006	
5	Criminal Justice	AAD/TPS	0	No	N/A	N/A	N/A	N/A	This program is depended on the academy program and has not had any courses offered since Fall 2004.
6	Early Childhood Education AS/Certificate	AAD/TPS	4	Yes	9/19/2006	2/26/2007	9/29/2005	2/27/2006	This program's assessment reporting schedule is the same as the AS program. The certificate program was combined with the AS.
7	Education AA/Certificate	AAD/TPS	4	Yes	9/19/2006	2/16/2007	9/29/2005	2/27/2006	This program's assessment reporting schedule is the same as

									the AS program. The certificate program was combined with the AS.
8	Medical Assisting AS/Certificate	AAD/TPS	4	Yes	10/6/2006	3/13/2007	9/25/2005	2/27/2006		This program's assessment reporting schedule is the same as the AS program. The certificate program was combined with the AS.
9	Office Technology Certificate	AAD/TSS	3	No	3/12/2007	No submission	11/24/2006	3/12/2007		
10	Practical Nursing Certificate	AAD/TPS	3	No	3/3/2006	10/5/2006	3/13/2007	No submission		The program was new and became effective Spring 2006 term.
11	Sign Language Interpret ring	AAD/TPS	1	No	4/13/2007	N/A	N/A	N/A		This program was deleted Jan 2002 and was re-activated. The program will begin Fall 2008 term. The plan was reviewed and approved by CCA on 4-20-07.
12	Supervision & Management Certificate	AAD/TSS	4	Yes	3/7/2007	9/29/2005	3/13/2006	9/22/2006		
13	Systems Technology	AAD/TSS	4	Yes	4/27/2007	10/3/2005	3/31/2006	9/27/2006		

Updated: 5/29/07

APPENDIX G2

Group C – Monitoring Matrix

GCC MONITORING MATRIX
Fall 2005 – Spring 2007
Group C

	Admin Unit & Student Services	Division/School	# Of Assessment Semester Goals Met	**On-Track with the Two-Year Assessment Cycle Schedule?**	Assessment Plan Submitted/Modified? Due Fall 2005 (Oct. 3, 2005)	Data Collection Progress Report Memo? Due Spring 2006 (Mar. 13, 2006)	Assessment Report? Due Fall 2006 (Oct. 9, 2006)	Use of Assessment Results By Implementation Memo? Due Spring 2007 (Mar. 12, 2007)	Comments
1	AAD Support Staff	AAD/AVP	2	No	1/13/2006	No submission	10/9/2006	No submission	
2	Admissions & Registration	AAD/AVP	4	Yes	12/7/2005	3/15/2006	10/9/2006	3/13/2007	
3	Continuing Education	AAD/AVP	3	No	3/9/2007	3/13/2006	10/9/2006	N/A	A new plan was approved by CCA 4-27-07. New plan submitted due to hiring of new Program Specialist.
4	Apprenticeship Training	AAD/TPS	4	Yes	10/3/2005	3/9/2006	9/18/2006	3/7/2007	
5	Accommodative Services	AAD/TSS	2	No	4/13/2005	No submission	11/17/2006	No submission	
6	Advisement Services	AAD/TSS	4	Yes	10/3/2005	3/15/2006	10/4/2006	3/13/2007	
7	Assessment & Counseling	AAD/TSS	4	Yes	10/3/2005	3/30/2006	12/1/2006	3/14/2007	
8	Auxiliary Services	AAD/TSS	4	Yes	3/15/2005	3/21/2006	9/13/2006	9/13/2006	Status of the Implementation Memo was inputted in TracDat at the same time as the 5-column data input.
9	Career Placement	AAD/TSS	4	Yes	10/3/2005	3/13/2006	10/9/2006	2//22/07	
10	Center for Civic Engagement	AAD/TSS	4	Yes	10/13/2005	9/19/2006	10/6/2006	2/23/2007	
11	Center for Student Involvement	AAD/TSS	4	Yes	11/14/2005	3/13/2006	10/9/2006	3/12/2007	
12	Health Services Center	AAD/TSS	4	Yes	9/29/2005	3/10/2006	11/17/2006	3/12/2007	

13	Instructional Technology Center (ITC)	AAD/TSS	4	Yes	10/7/2005	3/13/2006	11/17/2006	3/4/2007	
14	Learning Resource Center (LRC)	AAD/TSS	4	Yes	9/30/2005	3/10/2006	12/1/2006	3/8/2007	
15	Work Experience	AAD/TPS	4	Yes	10/24/2005	3/21/2006	10/4/2006	3/9/2007	
16	Facility Maintenance	ASD	3	No	1/30/2006	No submission	11/24/2006	3/12/2007	
17	Management Information Systems (MIS)	ASD	4	Yes	10/3/2005	3/10/2006	10/5/2006	3/9/2007	
18	Planning & Development (P&D)	ASD	4	Yes	10/3/2005	3/13/2006	10/9/2006	3/12/2007	
19	Safety Office	ASD	4	Yes	6/2/2005	3/16/2006	12/1/2006	3/12/2007	
20	Budget & Contracts	BFD	3	No	10/7/2005	3/13/2006	9/22/2006	N/A	Effective Spring 2007, this unit's AUO will be incorporated with Business Office submissions because the Budget Officer resigned.
21	Business Office	BFD	4	Yes	9/29/2005	3/13/2006	10/9/2006	3/12/2007	
22	Financial Aid	BFD	3	No	10/6/2005	3/13/2006	10/9/2006	No submission	
23	Human Resource Office (HRO)	BFD	4	Yes	10/3/2005	3/3/2006	10/9/2006	3/9/2007	
24	Materials Management (MM)	BFD	4	Yes	9/29/2005	3/13/2006	10/9/2006	3/12/2007	
25	Board of Trustees	CEO	0	No	N/A	N/A	N/A	N/A	
26	Communications & Promotions	CEO	4	Yes	10/17/2005	3/9/2006	12/1/2006	3/12/2007	

Updated: 5/29/07

APPENDIX G3

Group D – Monitoring Matrix

GCC MONITORING MATRIX
Fall 2005 – Spring 2007
Group D

	Special Program	Division/School	# Of Assessment Semester Goals Met	On-Track with the Two-Year Assessment Cycle Schedule?	Assessment Plan Submitted/Modified? Due Spring 2006 (March 13, 2006)	Data Collection Progress Report Memo? Due Fall 2006 (Oct 9, 2006)	Assessment Report? Due Spring 2007 (March 12, 2007)	Use of Assessment Results By Implementation Memo? Due Fall 2005 (Oct 3, 2005)	Comments
1	Adult Basic Ed/Adult Secondary Ed (ABE/ASE)	AAD/TPS	4	Yes	3/8/2006	9/19/2006	3/12/2007	10/3/2005	
2	Automotive Body (HS)	AAD/TPS	2	No	10/9/2006	3/13/2007	No submission	N/A	New plan was developed due to new department chair effective Spring 2006
3	Automotive Technology (HS)	AAD/TPS	2	No	10/9/2006	3/13/2007	No submission	N/A	New plan was developed due to new department chair effective Spring 2006
4	Construction Trades (HS)	AAD/TPS	1	No	12/7/2005	No submission	No submission	No submission	This program has had no submission since Spring 2006.
5	Educational Talent Search (ETS)	AAD/TSS	4	Yes	4/6/2006	9/18/2006	3/5/2007	2/13/2006	
6	Electronics & Networking (HS)	AAD/TSS	1	No	3/7/2005	10/6/2006	3/14/2007	No submission	This program is out of sync with the 2-year assessment cycle schedule.
7	General Education	AAD/AVP	3	No	3/20/2006	10/6/2006	3/12/2007	N/A	Effective Spring 2007, this program is on a new schedule as a result from CCA/GenEd joint meeting to discuss ACCJC's new template.
8	Lodging Management Program (Secondary)	AAD/TPS	2	No	1/9/2006	4/3/2006	No submission	N/A	New program effective Fall 2005.
9	Marketing (HS)	AAD/TPS	4	Yes	11/24/2006	3/6/2007	3/26/2007	9/30/2005	
10	Nursing Assisting (HS)	AAD/TPS	4	Yes	2/24/2006	10/5/2006	3/9/2007	9/19/2005	

11	Project AIM	AAD/TSS	4	Yes	4/6/2006	10/2/2006	3/9/2007	2/15/2006	
12	ProStart (Secondary)	AAD/TPS	2	No	12/20/2005	4/3/2006	No submission	N/A	New program effective Fall 2005.
13	Visual Communications	AAD/TPS	1	No	11/17/2006	3/5/2007	3/6/2007	No submission	Due to changes in DC in the middle of the Fall 2006 term, this program was out of sync.

Updated: 5/29/07

APPENDIX G4

Assessment Compliance Rate for Fall 2006

Assessment Compliance Rates for Fall 2006
Due October 9, 2006

Group A – Assessment Plan in TracDat	Number = 15 Alternative Schedule = 2 15 – 2 = 13	Programs Involved
Met the Deadline	12	1. Accounting Approved 2. Automotive Approved 3. Computer Science Resubmit 4. Criminal Justice Approved 5. Culinary Arts Approved 6. Early Childhood Education Approved 7. Education Approved 8. Hospitality Industry Management Approved 9. Liberal Arts Approved 10. Medical Assisting Approved 11. Supervision & Management Approved 12. Visual Communications Approved
Did not meet the deadline	1	1. Office Technology Approved *
Requested for an extension	0	
Out of sync/alternative schedule	2	1. Computer Networking – submitted Data Collection Memo 2. Marketing – Submitted Implementation Memo & Assmt Plan for AY06-07 Plan Approved Note: Marketing is now in sync as of 10-9-06.
Total Group A	**15**	
Compliance rate, Group A	**15/15 = 100%**	
CFS compliance rate, CCA members	**14/14 = 100%**	Note: CFS on file and sent to authors.
Compliance rate per CFS-CCA recommendations	**13/14 = 92%**	* no response from author indicating that changes were made per CCA recommendations.

Group B – Implementation Memo	Number = 8 Alternative Schedule = 2 8– 2 = 6	Programs Involved
Met the Deadline	5	1. Accounting Clerk 2. Computer Science 3. Cosmetology 4. Supervision & Management 5. Systems Technology Note: The following Certificate programs are not included in the count because they are either combined with the AS program, or it is cycle dependent: • Criminal Justice • Early Childhood Education • Education • Fire Science Technology • Medical Assisting
Did not meet the deadline	1	1. Office Technology * (TracDat report was Approved & CFS sent to author, however did not meet the deadline to make the recommended changes. Needs follow up by the dean.)
Out of sync/alternative schedule	2	1. Automotive (Plan approved & recommended changes were made, dyad/triad was advised to review the changes.) 2. Practical Nursing
Requested for an extension	0	
Total Group B	8	
Compliance rate, Group B	8/8 = 100%	
CFS compliance rate, CCA members	2/2 = 100%	Note: CFS in file and sent to authors.
Compliance rate per CFS-CCA recommendations	1/2 = 50%	* no response from author indicating that changes were made per CCA recommendations.

Group C – Assessment Report in TracDat	Number = 25 Alternative Schedule = 1 25 – 1 = 24	Programs Involved
Met the Deadline	21	1. AAD Support Staff Resubmit 2. Accommodative Services Approved * 3. Admissions & Registration Approved * 4. Advisement Services Approved * 5. Apprenticeship Training Program Approved 6. Budget & Contracts Approved 7. Business Office Approved 8. Career Placement Center Approved 9. Center for Civic Engagement Approved 10. Center for Student Involvement Approved 11. Communications & Promotions Approved 12. Continuing Education Approved * 13. Heath Services Center Approved 14. Human Resources Approved 15. Instructional Technology Approved * 16. Learning Resources Approved 17. Management Information Systems Approved * 18. Materials Management Approved 19. Planning & Development Resubmit 20. Safety Office Approved * 21. Work Experience Approved *
Did not meet the deadline	3	1. Assessment & Counseling **yet to be rated by CCA; submitted after CCA's last meeting of the semester** 2. Facilities Maintenance Approved 3. Financial Aid Approved
Out of sync/alternative schedule	1	1. Auxiliary Services Approved
Follow up by AVP	2	1. AAD Support (expired 1-3-07) 2. Continuing Education (expired 12-15-06 – **needs follow up by the dean**)
Total Group C	**25**	
Compliance rate, Group C	**24/25 = 96%**	
CFS compliance rate, CCA members	**24/24 = 100%**	Note: CFS on file and sent to authors.
Compliance rate based on CFS-CCA recommendations	**16/24 = 67%**	* no response from author indicating that changes were made per CCA recommendations.

Group D – Data Collection Memo	Number = 13 Alternative Schedule = 4 13 -4 = 9	Programs Involved
Met the Deadline	7	1. ABE/ASE 2. Educational Talent Search 3. Electronics & Computer Networking Resubmit 4. Lodging Management Program 5. Nursing Assisting 6. Project Aim 7. ProStart
Did not meet the deadline	1	1. Construction Trades **needs follow up by the dean**
Out of sync/alternative schedule	5	1. Automotive Body Approved 2. Automotive Technology Approved 3. Marketing Program Approved 4. General Education **Plan is yet to be rated by CCA** 5. Visual Communications Approved
Requested for an extension	0	
Total Group D	**13**	
Compliance rate by author, Group D	**8/8 = 100%**	
CFS compliance rate	**5/5 = 100%**	CFS in file and sent to author.
Compliance rate based on CFS-CCA recommendations	**5/5 = 100%**	

Out of sync programs

Group A	2
Group B	2
Group C	1
Group D	4
Total	9

Compliance rate based on CFS-CCA recommendations for Fall 2006 term

Group A	11/12 = 92%
Group B	1/2 = 50%
Group C	16/24 = 67%
Group D	5/5 = 100%

APPENDIX G5

Assessment Compliance Rate for Spring 2007

Assessment Compliance Rates for Spring 2007
Due March 12, 2007

Group A – Data Collection Memo due	Number = 15 Alternative Schedule = 3 15 – 3 = 12	Programs Involved
Met the Deadline	10	1. Accounting 2. Automotive 3. Computer Science 4. Criminal Justice 5. Early Childhood Education 6. Education 7. Liberal Arts 8. Marketing 9. Supervision & Management 10. Visual Communications
Out of sync/alternative schedule	3	1. Computer Networking – TracDat Data Input (Report) approved 3-9-07 by CCA * 2. Medical Assisting ─ Implementation Memo 3. Office Technology ─ Implementation Memo & Assmt Plan approved by CCA 3-16-07
Did not meet the deadline	2	1. Culinary Arts 2. Hospitality Industry Management
Total Group A	**15**	
Compliance rate, Group A	**13/15 = 87%**	
CFS compliance rate, CCA members	**1/2 = 50%**	* Note: CFS on file and sent to authors.

Group B – Assessment Plan due	Number = 8 Alternative Schedule = 2 8 – 2 = 6	Programs Involved
Met the Deadline	3	1. Cosmetology Plan Approved 3-16-07 * 2. Office Technology Plan Resubmit 3-16-07 3. Supervision & Management Plan Approved 3-9-07 * Note: The following Certificate programs are not included in the count because they are either combined with the AS program, or it is cycle dependent: • Automotive Technology • Criminal Justice • Early Childhood Education • Education • Fire Science Technology • Medical Assisting
Did not meet the deadline	1	1. Computer Science ─ requesting approval from CCA to combine reporting requirements with the AS program.
Out of sync/alternative schedule	1	1. Practical Nursing ─ TracDat Data Input (Report) rated Resubmit by CCA on 3-16-07 *
Requested for an extension	1	1. Systems Technology (extension expires 4-9-07)
Total Group B	**8**	
Compliance rate, Group B	**3/6 = 50%**	
CFS compliance rate, CCA members	**3/4 = 75%**	* Note: CFS in file and sent to authors.

Group C – Implementation Memo due	Number = 24 Alternative Schedule = 2 24 – 2 = 22	Programs Involved
Met the Deadline	19	1. Admissions & Registration 2. Advisement Services 3. Apprenticeship Training Program 4. Assessment & Counseling 5. Business Office 6. Career Placement Center 7. Center for Civic Engagement 8. Center for Student Involvement 9. Communications & Promotions 10. Facilities Maintenance 11. Heath Services Center 12. Human Resources 13. Instructional Technology 14. Learning Resources 15. Management Information Systems 16. Materials Management 17. Planning & Development 18. Safety Office 19. Work Experience
Did not meet the deadline	3	1. AAD Support Staff 2. Accommodative Services 3. Financial Aid
Out of sync/alternative schedule	2	1. Auxiliary Services 2. Continuing Education ─ TracDat Plan submitted to be reviewed by CCA 3-23-07
Total Group C	**24**	
Compliance rate, Group C	**19/22 = 86%**	

Group D – Assessment Report due	Number = 13 Alternative Schedule = 3 13 - 3 =10	Programs Involved
Met the Deadline	7	1. ABE/ASE Report Approved 3-16-07 * 2. Educational Talent Search Report Approved 3-9-07 * 3. General Education Report yet to be rated by CCA 4. Marketing Program Report Approved 3-9-07 * 5. Nursing Assisting Report rated RESUBMIT 3-16-07 * 6. Project Aim Report Approved 3-9-07 * 7. Visual Communications Report Approved 3-9-07 *
Did not meet the deadline	3	1. Construction Trades needs follow up by the dean 2. Lodging Management Program needs follow up by the dean 3. ProStart needs follow up by the dean
Out of sync/alternative schedule	3	1. Automotive Body – Data Collection Memo submitted 2. Automotive Technology - Data Collection Memo submitted 3. Electronics & Computer Networking AY06-07 Plan is yet to be rated
Total Group D	13	
Compliance rate by author, Group D	7/10 = 70%	
CFS compliance rate	6/6 = 100%	* Note: CFS in file and sent to author.

Out of sync programs

Group A	3
Group B	1
Group C	2
Group D	3
Total	9

Compliance rate based on CFS-CCA recommendations for Spring 2007 term

Group A	13/15 = 87%
Group B	3/6 = 50%
Group C	19/22 = 86%
Group D	7/10 = 70%

APPENDIX G6

GCC's Two-Year Assessment Cycle Schedule
Effective Spring 2007

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE
EFFECTIVE SPRING 2007

	GROUP A	GROUP B	GROUP C	GROUP D
	ASSOCIATE DEGREE PROGRAMS	CERTIFICATE PROGRAMS	STUDENT SERVICES & ADMINISTRATIVE UNITS	SPECIAL PROGRAMS
SPRING 2007	Gather data continuously; submit data collection memo (download from AIE website, Quick Links) **DEADLINE: MARCH 12, 2007**	Review existing plan and incorporate modifications; TracDat input required **DEADLINE: MARCH 12, 2007**	Implement use of assessment results; submit implementation memo (download from AIE website, Quick Links) **DEADLINE: MARCH 12, 2007**	Prepare and submit assessment report; TracDat input required **DEADLINE: MARCH 12, 2007**
FALL 2007	Prepare and submit assessment report; TracDat input required **DEADLINE: OCTOBER 8, 2007**	Gather data continuously; submit data collection memo (download from AIE website, Quick Links) **DEADLINE: OCTOBER 8, 2007**	Review existing plan and incorporate modifications; TracDat input required **DEADLINE: OCTOBER 8, 2007**	Implement use of assessment results; submit implementation memo (download from AIE website, Quick Links) **DEADLINE: OCTOBER 8, 2007**
SPRING 2008	Implement use of assessment results; submit implementation memo (download from AIE website, Quick Links) **DEADLINE: MARCH 10, 2008**	Prepare and submit assessment report; TracDat input required **DEADLINE: MARCH 10, 2008**	Gather data continuously; submit data collection memo (download from AIE website, Quick Links) **DEADLINE: MARCH 10, 2008**	Review existing plan and incorporate modifications; TracDat input required **DEADLINE: MARCH 10, 2008**
FALL 2008	Review existing plan and incorporate modifications; TracDat input required **DEADLINE: OCTOBER 13, 2008**	Implement use of assessment results; submit implementation memo (download from AIE website, Quick Links) **DEADLINE: OCTOBER 13, 2008**	Prepare and submit assessment report; TracDat input required **DEADLINE: OCTOBER 13, 2008**	Gather data continuously; submit data collection memo (download from AIE website, Quick Links) **DEADLINE: OCTOBER 13, 2008**

ACCJC/WASC MID-TERM REPORT: March 15, 2009

APPENDIX H

**Dean Reilly's Email
re: Advisory Committee Minutes**

Ray D. Somera

From: Reilly Ridgell [rridgell@guamcc.net]

Sent: Tuesday, January 23, 2007 3:27 PM

To: Barbara Jacala; Lois Gage; cdennis@guamcc.edu; robertb@guamcc.edu; Kelly Sukola; Marsha Postrozny; Richard K. Skipper; Barry Mead

Cc: Ray D. Somera; Johanna Camacho

Subject: advisory committees

I have been informed by Assessment that nobody, I repeat, nobody in the School of Trades and Professional Services had meetings with their advisory committee during FA 06 and provided minutes to Assessment as required.

This is unacceptable. Advisory committees are crucial to the College maintaining its legitimacy.

I am hereby directing all of you to do the following:

- If you had a meeting but failed to provide the minutes to the assessment office, do so now.
- If you did not have a meeting, set one up for Spring 07 semester (that would be this one).
- If you are not sure who is on your advisory committee, check with Johanna.
- If you don't have an advisory committee, create one. Give the names to Johanna so the letters can go out from the President.

We can't claim to be meeting the needs of the community if we don't have a formal structure for ascertaining those needs. This situation is serious and needs to be addressed immediately.

Reilly

PS: programs that need advisory committees are the following: ABE/ASE; Allied Health; Automotive; Construction; Criminal Justice Education; Marketing; Tourism & Hospitality; Visual Communications.

APPENDIX I

Minutes of Advisory Committee Meetings, AY 2006-2007

Guam Community College
Adult Education -Advisory Committee

M I N U T E S

February 16, 2007

PRESENT: Linda Villagomez   Yvonne Pangelinan
            Josephine Palomo   Frankie Garcia

Meeting time: 1:05 p.m.

(YP) Carla Borja has relocated off island. She is no longer the chairperson. The
      committee needs to re-elect a new chairperson. This will be done at our next
      meeting when all members are present.

(YP) Erwin Tudela was invited to attend this meeting but was unable to join us.

(YP) GCC is now handling the adult high school program. All registration fees are
      waived, students must pay for their books. Shots must be up to date.

(FG) Frankie Garcia will be launching the community outreach program at Mangilao
      Community Center on March 14 – May 31. The Merizo, Agat and Santa Rita
      community centers program will end on March 6. The regular class cycle is
      March 19 – May 15. It is very difficult to find teachers in the south.

(YP) We need to find one more board member and then we will vote for the new
      chairperson at our next meeting.

(JP) It would be much better if the committee meets twice a year or every six months.
      Also, it would be helpful if each member gets a packet so they can understand all of
      the programs and it would be so helpful when trying to recruit new members.

(FG) The external diploma program had one successful graduate. His name is Mark
      Brandin.

(YP) The GED CD online is very good and has been successful.

(JP) Will seek the next member of the advisory committee she has a possible prospect,
      also would like to see more programs.

(FG) We may see a bigger population of students with the new grant.

Meeting adjourned: 1:30 p.m.
Note taker: Natasha Taitano

Guam Community College
Nursing Advisory Committee
November 28, 2006
4:30pm

Present were Teodora "Dori" Palima, Karen Cruz, Kathryn Wood, Lois Gage, Vera Dela Cruz.

I. Practical Nursing program update
    a. Program started with 20 students and ended with 16; some students dropped out due to pregnancy and other personal matters
    b. GCC will pay for NCLEX-PN review course and NCLEX-PN examination fees for its students
    c. Moving pharmacology to the first semester
    d. Moving Nursing Trends to the second semester
    e. Course evaluations from students have gone back and forth from wonderful to terrible
    f. Medical assisting students are moving towards the PN program as well.
    g. We are open to suggestions from the nursing community.
    h.
II. University of Guam & GCC
    a. It has been clarified that LPN students will need to do over all nursing classes at UOG due to length of program, which DC has been informing students inquiring on articulation to UOG
    b. Karen: per Maria, LPN to RN will be a generic program level
    c. It is suggested that LPNs work for a year and then go on to RN education.
    d. Lois encourages students to challenge GCC Foundations course by taking exam to verify basic skills
    e. nursing assistant program has more credits than Foundations course
    f. Karen mentioned last class at UOG recommended to take LPN exam; current students at UOG want an opportunity to take NCLEX-PN and Lois recommended and supported this idea because it will allow students to gain confidence before taking the RN exam
    g. Karen was concerned about the delay to continuing RN education
    h. Kathy: cap of 40-45 students completing prerequisites; about 76 completed but are at bottom of list – does GCC want them? Lois advised that GCC program has 150 on the waiting list but we will talk to any student having questions for nursing education.
    i. Karen mentioned the idea of sending them to the Philippines with a requirement to come back to serve time on Guam as payback. Dori mentioned there might be a problem due to alignment of program requirements from each institution and would like to see refresher courses offered for foreign nurses and nurses coming back into the field.
    j. UOG review courses are set up for their students but others can participate but is not widely open due to GMH. It was mentioned that GMH's NCLEX review class was cancelled due to low enrollment.

        k.   UOG second step program, NCLEX is not required.

        l.   UOG contact for NCLEX and Second Step program is Maria Solomon.

        m. Lois suggested team teaching; smaller portions each semester; GCC will soon have two full-time faculty plus current adjuncts; may be able to bring in a second group in Summer or Fall of 2007

        n.   Karen and Kathryn informed Lois that most nurses on the island work more than one job.

        o.   UOG has required 75% pass rate while GCC has an 80% pass rate requirement. Those who don't test are considered fails.

III.   Nursing Assistant program

        a.   Lois informed all that students are not taking the CNA exam because of other opportunities learned in health occupations; some decide they don't want to be a CNA and perhaps look into other interesting fields

        b.   Certification ratios are a concern due to GBNE program requirements of 80% pass; students who don't take the exam are considered fails

        c.   Upon Lois' suggestion the testing date for this program has been moved closer to program completion; skills part passing due to clinical hours required; skill-a-thon planned to get ready; students to be interviewed initially as to who will take tests or not and give numbers to GBNE

IV.   Job Market

        a.   Per Karen, the job market can absorb both GCC and UOG students based on LPN status

        b.   Statistics: 80%, 2 years; off-island, off to have a family, some repeat the program

V.   Nursing salaries

        a.   A government Hay study was done by GMH funds; release of results are pending; this affects possible increase in nursing salaries; LPNs start at $9.00 per hour

        b.   Lois had spoken with Senator Kasperbauer earlier in the year and he said, "It was being looked into".

        c.   Karen informed that the three-year review period has passed and the Hay study was supposed to address this issue; LPNs have attended CNA meetings but there is no advocacy

VI.   Naval Hospital

        a.   Provides leadership only, no clinical

        b.   Lois trying to meet with nursing supervisor

VII.   Meeting ended at 5:30pm

Approved by:

/s/
LOIS GAGE, Department Chair

Attachments

<u>SkillsUSA State Competition</u>

Minutes

Meeting Date : February 9, 2007
Location: GCC, Rm. 501

Called to order : 3:30 p.m.

Present : Rick Appleton, Steve Camacho, Jonathan Ceria, Manny Cacairo, Keith Pocaigue, Mike Fejeran, Dan Lawcock, Ric Mendiola, Joel Egana, Christopher Dennis.

Absent : Jesse Munoz

The following activities/discussions took place during the meeting:

<u>Action</u>

1.   It was agreed that the number of task stations be set at nine.

2.   The number of competitors will be no more than nine, five from the High School and four from the College.

3.   The assignment of task areas is as follows:

        a.   Cars Plus : Brakes & Information Research
        b.   Triple J   : Electrical/Electronics & Engine Performance
        c.   Prestige   : Steering/Suspension
        d.   Nissan   : Engine Performance & Engine Repair
        e.   Atkins Kroll : To be decided.

4.   It was agreed that a draft of the tasks be submitted to Christopher Dennis, before February 23, 2007.

Adjourned: Dan moved to adjourn, no objections, motioned carried. Meeting adjourned at 4:30 p.m..

Guam Community College
Automotive Service Technology Advisory Committee
Minutes of Meeting Held May 7, 2007
Place: GCC, Rm. 504

Members Present: Jesse Munoz, Michael Fejeran, Vince Medler, Zaldie
                       Tobias, and special guest Dean Reilly Ridgell.

Members Absent: Dawn Radalgo

School Representatives Present: Christopher Dennis and Dean Reilly Ridgell

Meeting was called to order by temporary chairperson Christopher Dennis at
10:25a.m. , Christopher Dennis introduced the new members, they are as follows:
      Jesse Munoz: Technical Instructor, Atkins Kroll Toyota Division
      Michael Fejeran: Assistant Service Manager, Triple J Motors
      Vince Medler: Owner, Medler'z Auto
      Zaldie Tobias: Sales Representative, Napa Auto Parts

Dean Reilly Ridgell welcomed the members and expressed his appreciation in
their involvement with the Automotive Service Technology Advisory Committee.
He proceeded to explain the importance of the committee and how the actions of
the committee can be beneficial not only to the school and their respective
businesses, but also the community of Guam.

 Christopher Dennis suggested, to the committee, that the NATEF (National
Automotive Technicians Education Foundation guidelines for advisory
committees be followed. Samples of the advisory committee functions and
purposes as well as the by-laws, from NATEF, were given to the members. The
members will make suggested corrections and submit a draft at the next meeting.

 Election of officers was held and the following members were selected
unanimously:

      Chairperson: Michael Fejeran
      Vice Chairperson: Zaldie Tobias
      Secretary: Jesse Munoz

 Next Meeting: August, 2007

 Jesse Munoz made a motion to adjourn. Vince seconded, no objections, motioned
carried. 11:30a.m.

 Minutes prepared by: Christopher Dennis

Business Advisory Committee Minutes
for September 6, 2006

Participating: Chairperson Pete Camacho, Members Al Erguiza, Kenneth Crisostimo, Michelle Wei, and Program Administrator, Salvatore G.T. Sgambelluri

(1) Chairperson Pete Camacho inquired status of the VEA hardware and software procured for the SM business students.

SM Program Administrator reported to the Chairperson the SM business students were given a central classroom this fall 2006 through the efforts of the Dean TSSRoom Cl, a totally renovated new classroom. Through centralization, ten SM courses scheduled for two terms in Room Cl are as follows: (1) SMI08 Introduction to Business, (2) SM205 Purchasing, (3) SM208 Personnel Supervision, (4) SM211 ECommerce Management, (5) SM215 International Management, (6) SM220 Management Skill Development, (7) SM225 Leadership, (8) SM230 Business Law Applications, (9) SM240 Labor & Employment Law, and (10) SM245 Ethics.

Unfortunately, Room Cl has been closed for all but a few days this term due to vendor contract problems-"tile curing." Due to the "tile curing" problem, the ability to centralize SM classes as well as provide central use of VEA procured laptops has not been possible. Given this fact, however, I assured the Chairperson our SM students' learning environment has not compromised because SM classes relocated this term to Room D3 and Room D8 have PCs and supporting printers on site. These SM relocations have been coordinated through the assistance of the Student Administrator.

Program Administrator reported additional procurement of two white boards, one instructor laptop, one color scanner, one multimedia projector, one projector screen, and one lockable instructor desk for Room Cl.

(2) The Chairperson asked on Assessment updates. Program Administrator informed Chairperson Group "B" SM Certificate & Group "A" SM Associates Degree procedural and substantive compliance dates will be met October 2006. Chairperson mentioned he will be available for artifact evaluation

(3) The Chairperson challenged committee members to guest speak and share their practical experience with business students at GCC. Member Mr. Al Erguiza, Accounting Advisor, committed to a Tuesday, September 26 slot for SM230 Business Law Applications, speaking on Audit issues and manager liabilities. Mr. Ken Crisostimo, RCA Union Consultant, committed to a November 2006 guest spot for SM204 Labor Law. Michelle Wei declined for this term.

(4) Chairperson requested a follow-up e-mail on Room Cl "tile" challenges before end of fall term.

Business Advisory Minutes
Michelle's Coffee Shop
March 9, 2007
12:00 P.M.

Members Present: Mr. Paul Parvin, GCC Rep. Mr. Kenneth Conception, Union Rep. and Bunny Sgambelluri, SM Program Administrator

Old Business:
- SM AS Assessment Reporting: Assessment report due March 12, 2007 "Update Data Reporting" fall 2006 data collected and student results entered in TracDat and compliance date met;
- SM Certificate Reporting: New Certificate assessment plan due March 12, 2007;
- Proposed SLOs in SM courses for tracking: SM211 E-Commerce Management, SM225 Leadership. New Certificate Plan entered into TracDat and compliance date met;
- SM220 Management Skill Development course guide on hold in Curriculum Committee. Program Administrator will follow-up with Committee;
- SM205 Purchasing course guide work-in-progress with new Purchasing Adjunct;
- SM208 Personnel Supervision course guide draft due to Business Department Chair spring 2007.

New Business:
Accounting Department submitted VEA grant fall 2006 for WiFi laptops & Charging Cart. Proposed system similar to SM laptop WiFi system in C1. VEA grant approved March 8, 2007. Approved WiFi system will be staged in Room C22 & C23 for accounting majors.

Meeting Adjourned.

Business Advisory Committee
Minutes for
March 23, 2007
Ladera Tower Lunch @ Noon

Participating: Members Al Erguiza, Pilar Pangelinan, Sandy Balbin Mei Xuejen, and
               Program Administrator, Barbara Bouchard-Miller

(1) Pilar Pangelinan summarized the details of the VEA Grant awarded to the Accounting
    Department late February 2007 with an end date late November 2007.

    The grant allows the purchase of 25 IBM Think Pad notebooks and a storage cart on
    wheels for portability between classrooms where accounting courses are being
    offered to students. The grant also provides monies for two GCC employees to attend
    a stateside conference for training on civic engagement processes. Al Erguiza
    inquired where the conferences will be held. Jeri James is planning to attend the
    conference in Arizona this summer. Pilar Pangelinan has not yet chosen a service
    learning conference to attend. Al suggested she look for a conference in or near
    Washington D.C. Pilar also engaged in conversation regarding the difficulties
    establishing partnership relations with Guam nonprofit agencies for her students in
    Accounting Principles II (Corporation Accounting). Nonprofit Board members are
    reluctant to share information with outsiders about their financial data and statements.
    Mei suggested the College set up its own business for students to operate.
    Historically, school based student run stores (student store) has not been successful
    and was ruled out as an option.

    The grant also allows the purchase of the current version of QuickBooks for the new
    course AC233 Accounting on the Computer with QuickBooks. Continuing Education
    is offering the course in April and will use the new software as a teaching tool for
    students. A purchase order was submitted Friday March 23 for the QuickBooks
    software purchase.   The Accounting Program has been updated that will allow
    students to take this new course as an elective towards their degree requirements.

    Al Erguiza stated that QuickBooks is the standard software for all GPSS student store
    computer software and for training in the high school business courses. He also
    stated that ethics training for individuals seeking accounting positions is currently
    viewed as essential for government jobs with Guam. Pilar and Barbara admitted that
    there is little or no course objectives in any of the current accounting courses. It was
    agreed that this is an area that needs further review and possible incorporation into the
    Accounting Program.

    The VEA grant requires that a committee be formed for two site visits to accounting
    classrooms to determine the effectiveness of the new technology supporting the
    accounting program. Mei Xuejen volunteered as the student representative. Al
    Erguiza will be a member of the committee representing the adjunct faculty category.

Four more members of the Business Advisory Committee will need to be identified. Members should contact Barbara via email if they want to help.

(2) Barbara presented to the group proposed changes to the current Supervision and Management Program. Technical requirements will change. Currently, students chose three courses from a list of seven options. This list will change. Two options will be dropped: EN125 Introduction to Speech and EN194 Technical Report Writing. Two options will be added: MK 1123 Principles of Marketing and MK205 Entrepreneurship. Bunny Sgambelluri will prepare the program documents to implement the changes.

(3) Sandy Balbin informed the group that the Office of Technology Certificate Program will be revised. A survey establishing a need for the certificate program will be conducted first.

Guam Community College
Career Placement Center
Advisory Group

MEETING MINUTES

10:00 a.m., Thursday, February 1, 2007
Instructional Technology Center, Room 1107

<u>Present</u>: Vicente Guerrero, Student Member; Tricia Shimizu-Portin, DPHSS, Works Program; Christine San Nicolas, DPHSS-Works Program; Ruth Leon Guerrero, Executive Director, Department of Labor-One Stop Career Center; Patricia Terlaje, Counselor, GCC's Counseling Department; Christine B. Sison, Program Specialist, GCC's Career Placement Center.

I.   Welcome/Sign-In
II.   Minutes-November 16, 2007 Distributed/Reviewed/Approved
III.   OLD BUSINESS
        One Stop Career Center Workforce Development 2006 Survey Results-
        Ruth Leon Guerrero, Executive Director of Department of Labor's One Stop
        Career Center reported to Advisory group that surveys results from October
        2006 conference have been contracted out by UOG to a third party to tally
        results. Dr. Anita Enriquez will get back to Ms. Ruth Leon Guerrero once
        statistics have been compiled.   Advisory Members were issued a copy of the
        survey results from November 18, 2004 Guam Workforce and Economic
        Summit "The Power of E3…fueling Guam's Economy."

IV.   NEW BUSINESS

        a) Activities to address workforce issues:
           Christine Sison shared with committee members flyers and forms for the
           following events planned for the students/public. Items 1 and 3 are co-
           sponsored by Center for Student Involvement, Counseling, TRIO
           Programs and Career Placement Center.
                1. Friday, February 9, 2007-Mini-Training Conference
                2. Friday, March 3, 2007- GCC/GDOL One Stop Career Center
                    Partners hosting the "Career Technical Education and Job Fair",
                    11 a.m.- 2p.m. at Micronesia Mall
                3. Friday, March 16, 2007-Leadership Conference

        b) Employer Feedback survey- Committee members reviewed the follow up
           survey developed by the Center. Comments are as follows:
           1. Replace the word candidates with applicants
           2. Replace the word organization to company
           3. Include question, "Why did you choose this candidate?"
           4. Optional section, Company Name, Contact Person, Contact Number

5. Eliminate question #10 regarding hiring/recruiting for the company.
6. Remove "hygiene" in response to question, #5

V.   OPEN DISCUSSION

1. Labor Market Information-
Ruth Leon Guerrero reported to the group a recent report by CNN the top 5
Career Majors based on the Fortune 500 hires as follows:
1.   Accountants
2.   Business Management-(including M.B.A.)
3.   Computer Science
4.   Electrical Engineering
5.   Mechanical Engineering

2. Other group discussions:
    a.   Career Interest should be detected early

    b.   Teaching Strategies, Teachers need to be screened early on before
               sending into the workforce, after the 1st month, teachers on
               probation; Students studying Education should be monitored
               especially in their practicum, if not doing well, recommend a
               different teacher.

    c.   GCC's Counseling role reported by Patty Terlaje

    d.   Career Training Conference for Guam Career Counselors,
               Employment Developers, Program Managers related to Workforce
               Development. –

               -The committee agreed upgraded training is needed on island to
               address the needs and trend of new clients.
               -The committee recommended combining resources (grant monies
               and activity coordination) to put on an on-island
               conference/training for those that assist with the career transition
               of its clients.
               -Bring in professional trainers from off-island for job coaching and
               other needs for on-island Career Counselors, Employment
               Developers, Program Managers of Career/Work Development
               program.
               -Some recommended training by the group:

         1.   Global Certified Development Facilitator Train the Trainer
             Training;
         2.   Job Coaching

3. Training for guiding clients in to the career development process
4. Working to place individuals with disabilities
5. Case Management as per U.S. Department of Labor guidelines
6. Interest Inventory Tools –Personality, Interest, Work Values…etc.

-Committee recommended partnering with Department of Labor
  Career
One Stop Centers; Guam Community College; Department of Public
Health and Social Services, and other places such as DISID/DVR;
Guma Mami; Oasis; Catholic Social Services; Able Industry…etc.
Group proposes for May 2006.

CAREER PLACEMENT CENTER ADVISORY COMMITTEE MEETING
10:00 a.m., Thursday, September 7, 2006
ASD Conference Room Student Services & Administration Building

MINUTES

Present: Patricia Terlaje, Counselor, GCC Assessment & Counseling Department; Ramon Quinene, Owner, ABACA Pacific Accounting; Christine P. San Nicolas, Social Worker, Department of Public
Health and Social Services-JOBS Program; Tricia Shimizu-Portin, Social Worker, Department of Public Health and Social Services-JOBS Program Vincente Guerrero, Computer Science Student and Christine B. Sison, Program Specialist, GCC Career Placement Center.

I.   Welcome-Sign In/Introductions

II.   Minutes Issued

III. Old Business

      Review of Role of Advisory

IV.   NEW BUSINESS

   a. A Myers Briggs Inventory-Personality Assessment was conducted by Patricia Terlaje of Assessment and Counseling. Advisory group members were given the opportunity to learn about their personality and how this plays with the many roles in our life (work, home, school.. .etc.)

   b. Tour of Facilities and Career Resources. Members were given a quick tour of Career Placement Center's location and the career resources available. Later, members were given a tour in the new Information Technology Center (ITC).

   c. Workforce Issues-Dressing/ Attire; Ethics; Skills-Tabled for next meeting.

   d. Recommendations- Tabled for discussion upon receipt of the Career One Stop Conference-2006 Workforce Investment Survey Report.

V.   OPEN DISCUSSION/ ANNOUNCEMENTS

      Copies ofthe GCC's Student Mini-Training Conferences and Career Talk, were provided to the members. Members felt many of the training topics were great and would like to offer their employees and individuals outside of GCC. Some members wouldn't mind paying for their employees

      These events are sponsored by GCC student activity funds. Christine addressed some concerns such as the liabilities and funding these activities.

      Patricia added to see what can be done to include outside community members. We don't want to discourage or turn away potential individuals.

      Christine indicated we could look at the trainings as an opportunity to generate funding for the center with limited resources to address the workforce needs in the community.

VI.   NEXT MEETINGS-Tentatively scheduled
November 16,200710 a.m., ASD Conference Room
February 1, 2007, 10 a.m., ASD Conference Room
April 19, 2007 10 a.m., ASD Conference Room

VII. Adjournment

Advisory Committee Meeting Computer Science Department Minutes
Meeting Date: Friday, October 27, 2006
Place: Room D8B

PRESENT: Vincent Dela Cruz, Administrator, Computer Division, Guam Public
System, Michael Setzer II, Elaine Fejerang, Zhaopei Teng

1. Michael Setzer, Elaine Fejerang and Zhaopei Teng talked about computer science department planned to rewrite Computer Science program description to reflect the numerous changes that have evolved since the current description was created.

2. Computer Science faculty planned to rewrite several Computer Science course guides this semester

3. Elaine Fejerang explained how GCC faculty senate works and how it is different from the governance. She also talked about Computer Science Charter, which would work with the new Faculty Senate Structure.

4. Zhaopei Teng is doing some research on how to integrate CS 151 with Microsoft, Office Specialist certificate.

5. Vincent Cruz shared with us that GPSS employees need a lot of training. He is going to do a survey and gather the information about what computer skills the employees need and work with GCC to have regular employee training.

Advisory Committee Meeting Agenda

Location: Room D8B

Friday, April 27, 2007

Attendance: Al Erguiza, GPSS Senior Internal Auditor
Zhaopei Teng: Assistant Professor of Computer Science Department of Guam
Community College

1. Zhaopei Teng introduced to Al Erguiza about the GCC faculty senate.
2. Zhaopei Teng informed Al Erguiza that Computer Science Charter was approved by TAC and the role the computer Science faculty will play in the college.
3. Al Erguiza said a large number of teachers and staff in GPSS need training in basic computer skills. We discussed how to work with GPSS to bring its employees to GCC for their training needs.
4. We discussed the various trends in the computer science field.
5. Zhaopei told that Computer Science decided to add Java and probably VBA courses to its program. Al Erguiza said these programming skills will provide our students with more job skills and they will be more marketable.

<div align="center">
Guam Community College Advisory Committee
Cosmetology Minutes Nov. 20, 2006
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I. The meeting was called to order by Chairperson Frank BIas. at 1:15 pm Oct. 23 in Rm. 103, BId. 100.

Members present: Ines Bukikosa, Ron Abshire, Dion Lizama, Frank BIas and Renee Perez.

Members absent: Marcey Tiong and Salome Wessling

Old Business:

II. Health Certificate
III. Math and English requirements
IV. Revision of the Program
V. Recruitment

New Business:

a) Ron started with the issue of health certificate renewals. Public law having a refresher course as required. This is not happening. Dion spoke of the importance of sanitation and everyone seemed to agree. A three hour review yearly was agreed upon

b) Ron gave a review of the program changes with Co/Op and in everyone's favor. Questions arose about compensation

c) Math and English requirements were discussed. Reading requirement are needed for the Board exam and unsure of the math requirement

d) Discussion arose around the request of an individual wanting to take this for self enrichment purposes.

e) Questions about the pass/fail rate of our students was discussed. We do not have access to this info.

f) Discussion of the manner that existing students in the program would be handled.

Other:

None

Meeting Adjourned at 3:30 pm.

Submitted by Ron Abshire

Guam Community College
Advisory Committee - Cosmetology
Minutes
Mar. 19, 2007

The meeting was called to order by Chairperson Frank Blas.

At 1:00 pm Oct. 23 in Rm. 103, Bld. 100.

Members present: Ines Bukikosa, Ron Abshire, Marcey Tiong, Frank Blas and Renee Perez.

Members absent: Salome Wessling and Dion Lizama

Old Business:

- Math and English requirements
- Revision of the Program
- Recruitment

New Business:

- Ron started with the issue of health certificate renewals. Public law having a refresher course as required. This is not happening. Dion spoke of the importance of sanitation in our last meeting and everyone seemed to agree. A three hour review yearly was agreed upon.

- Ron gave a review of the program changes with Co/Op and in every one's favor. No compensation for the student.

- English requirements were discussed. ESL needed but not required.

- Discussion arose around the request of an individual wanting to take this for self enrichment purposes.

- Questions about the pass/fail rate of our students was discussed. We do not have access to this info.

- Discussion of the manner that existing students in the program would be handled.

Other:
    None

Meeting Adjourned at 2:30 pm.
Submitted by Ron Abshire

GUAM COMMUNITY COLLEGE
Criminal Justice Advisory
Spring Semester
Meeting of April 27, 2007

Minutes

The meeting of April 27, 2007, was called to order at 1:10 p.m., by Department
Chairperson Ms. Kelly Sukola. The meeting was held in Room A-10.

I.   ROLL CALL

Members Present: Kelly Sukola, CJ Department Chairperson; Donna Cruz, CJ Faculty;
Jonathan Quan, CJ Faculty; Jose Munoz, SS Faculty; Ofcr. Tom Tomasiak, GPD; Mr. Joe
Taitano, DYA; Lt. Patrick Tydingco, Guam Airport Authority (GIAA); Police Chief
Doris Aguero, Port Authority.

Members absent: JohnRic Mendiola, Customs; Lt. Mae Quitugua, DepCor; Danny
Bautista, Guam Fire Department; and Sgt. Raymond Fernandez.

Others in attendance: Vince Castro, GIAA; Jeffry Cruz and B.C. Santos, DYA; Lt.
Timothy Santos, GPD; Edward Toves, Judiciary of Guam; Carmelita C. Nededo and
Francine T. Rocio, Port Authority.

II.   INTRODUCTORY

Members introduced each other. The Chairperson outlined the current CJ programs and
the purpose of the CJ advisory committee. She expressed the need to address concerns
regarding the CJ certificate program and the CJ academy trainings with meeting the
community's needs.

Chairperson handed out the requirements for the Certificate and Associates in Criminal
Justice. She went on to explain the handouts, and called on each member for their input.
Mr. Jose Munoz stressed the importance of expressing any changes needed for the CJ
certificate program or the CJ academy training.   Mr. Jonathan Quan added the possibility
of changes in the certificate program requirements.

Lt. Tim Santos, GPD; pointed out that some graduates of the CJ academy required more
training while hired by the Guam Police Department, and also stated that others were
sharp. Chairperson explained the differences with the cycles; a full CJ academy and the
Supplement cycles. Mr. Quan wants to increase the training hours while the former GPD
Chief wanted to shorten the cycles.

Lt. Santos wants all recruits/cadets to complete all the same trainings, and also all
recruits/cadets should meet POST certification. President delos Santos appointed Chief
Ishizaki as the director of the POST committee in 2006. Chairperson informed members

present that the POST committee met but was not successful in accomplishing any goals. Discussion regarding the Bill 40 and 78, Senator Ishizaki brought to the floor, took place. Not all members were knowledgeable of the law. Members will look into it.

Chairperson brought the issue on the training status i.e., vehicles and weapons. Lt. Santos spoke of the two agencies (GCC and GPD) in negotiating the price for each academy if the agency has to provide their own weapons and vehicles. Chairperson reminded the members that GCC does not currently charge for the use of the firing range.

Lt. Tydingco, Guam Airport; reported that Airport police hired graduates of the Basic Law Enforcement and Supplemental cycles, and reported that a lot needed to be monitored, and re-trained on certain subjects i.e., report writing. He went on to express concerns with discipline and respect. Both lieutenants Santos and Tydingco commented on the lack of discipline. Chairperson explained that the supplemental cycles have no discipline or rigorous type of training. Members' emphasized the need for discipline from start to finish and increased training time to ensure appropriate and consistent training and discipline.

Lt. Santos wants juvenile and corrections to be part of the curriculum. He addressed the importance of recruits/cadets going to both the juvenile and adult correctional facility as part of the internship program.

Lt. Santos would also like GCC to offer advanced training i.e., supervisory, managerial and writing skills for POs. Capt. Ed Toves, Judiciary of Guam; elaborates on the money issue with the government, which is a problem in sending officers to training. What he would like to include as part of a cycle is some type of follow-up survey in evaluating the graduate immediately following job placement to identify any problems. Lt. Santos would like the Field Training Officer (FTO) to be part of the certificate training.

Capt. Toves explained how the military police graduate through basic career development courses, with skill levels ranging from 1-7. Skills will determine where officers will be placed. He also indicated that the military keeps records of all employees on a spreadsheet with all trainings and duties they've performed. Also, additional Evaluators test the individuals in addition to the instructors and if they pass they are certified.

Part of mainland academies, as per Lt. Tydingco, requires re-occurring trainings. Lt. Santos would like to see some type of direction to have all agencies agree with basic trainings as part of the academy and put in place additional training for promotional purposes. Chairperson explained that GCC could sponsor any type of training and/or course through Continuing Education.

Mr. Joseph Taitano, DYA; agrees with POST certification and in-house training. He would also like the recruits/cadets to have extensive internship at each law enforcement agency. Also, the internship should include a revolving schedule so all the recruits/cadets can experience the realistic working conditions at these agencies.

No further discussion.
Meeting adjourned at 2:32 p.m. Next meeting to be held Fall 2007.

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Education Advisory Committee Meeting
March 15, 2007

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Meeting called to order at 9:00 am by Marsha Postrozny

Members present: Josephine Santos, Catherine Schroeder, Sarah Leon Guerrero, and Marsha Postrozny

Marsha opened the meeting by explaining the roles and responsibilities of advisory members. Presented list of other members and asked for recommendations for additional members.

Discussion:

Sign Language Interpreter Program

A) Josephine S. explained that GPSS urgently needs educational interpreters and is committed to sending school aides and teaching assistance to GCC.
B) Ms. Santos shared information on cochlear implants, cost and impact on the deaf and hard of hearing program.
C) Cathy S. recommended incorporating a sign language component into the early childhood and education programs.

Head Start

A)   Ms. Schroeder informed us of the current requirements for head start teachers. Upon the reauthorization of the head start act, teachers aids will be required to obtain an AA degree. By 2012, head start teachers will be required to have a BA degree.
B)   She is exploring the possibility of the department offering a family services credentialing course to certify her family advocacy providers. This course would be offered through continuing education. Ms. Schroeder will provide Marsha with the information so she can work out a proposal with cost breakdown.

Future meetings

-Marsha mentioned that attendance for all members is difficult and finding a day and time for all to attend would be difficult. The two mentioned that they have a flexible schedule and prefer to have a two week notice for future meetings.

Meeting adjourned at 11 am.
Minutes prepared by Sarah Leon Guerrero

Guam Community College
Minutes from Education Advisory Committee
Sept 22, 2006 at Rm 201   12:00-1:00 pm

I.   Call to Order
        Members present included Melissa Cruz, Teresita Fejarang, Sarah Leon
        Guerrero, and Marsha Postrozny, Ekawati Lui

II.   DC shared assessment report
        Discussion on graduation numbers from Spring 2006
        Concern was addressed on the low enrollment in upper level sign   language
        classes.
        Action Plan: Look into grants available and start discussions with   GPSS to train
        aides in the deaf and hard of hearing program.

III.   Changes in our department
        Marsha shared that more time can be focused on updating   course
        guides/program in interpreting now that Allied Health is a   separate department.
        Sarah L.G. recently revised Certificate in sign language interpreting.

IV.   Community Issues
        Students and community members are still asking for more sign   language
        courses and to put sign language interpreting back on the   regular schedule

        More must be done to educate the community regarding the use of trained
        interpreters vs. "signers."

        Does the department want to be a clearinghouse to assign   interpreters for local
        assignments? If so, policies must be developed, interpreters must be identified
        and a method for   certification/evaluation must be identified.

V.   Concerns
        Future meetings. Committee decided to meet once a semester. Date,   time
        and place will be determined by DC.

        New members: Committee wants to invite Bing Leon Guerrero, Deaf   and
        Hard of Hearing coordinator, GPSS as a member.

Meeting adjourned at 1:00 pm.

Advisory Committee Meeting
Electronics Department
October 27, 2006,11:00 a.m.
Esmeralda Restaurant

Present: John Limtiaco, Terry Kuper,Gerry Dominquez, Joe Gumataotao, Frank Salas, Mike Dacaney, Matthew Ho, Cork Vanderford, Doris Manibusan
Introduction of Members - John Limtiaco

-John Limtiaco-,Program Offered- Computer Networking A.S., each courses that we have here are going to be offered in the professional electives. Where students will have to actually take the general educational, technical requirements and the advance technical requirements. Then from there they can take certain courses on part D which is professional electives. These are the courses that they can complete, 8 credits that we can have them take. We might even up the credits but its hard to do that, pretty soon its going to be a bachelor's degree. We don't offer a bachelor degree. Weare looking at implementing these courses, replace the Intro to PS systems. We might replace it with IT Essentials Course.

-Vanderford-the IT Essentials course aligns to the CompTIA, the A+ certification? or IT Essentials I & II, I is hardware, II is software.
-Gerry- You know John, from the Caterory 5 wiring certification, is there a need to move up to Caterory 6.

-John-We hav~n't written the change of program, what I'm trying to do is called the Data Cabling Installment, it's going to be Category 3 to Category 6, that's what we are looking at. The only reason why I haven't change that, is we are looking at changing the Fiber Optics as well as CAT5. We are looking at doing these things but because of the time frame, we have courses that are going through right now and actually trying to work on certain course before we work on courses that are being offered.

-Matt - John, I have a few students ask me about the Computer Networking I, II who are interested in taking these courses but the college never offered those courses.

-John - Yes, CISCO IIIIIIIVIV is offered. It's not called CISCO because we have to align it the college level.

-John - One of the things that we are looking at is that from this programs here the IT Essentials, it's a new course so as a department we going to offer these to the High Schools first. Offered, Iron out all the things, fine tune the course and the following year offer to post secondary students. This is what we did with CISCO as well. Same situation, offered in high school for a year, before we actually offered it in the post secondary, so we can actually evaluate the course to see if we need to add more things, then we add something there. That's the place where we can actually evaluate this course rather than

directly offer it to post secondary, is to give it a chance first to the secondary to see kind of things needs to improve on these courses. These IT Essentials courses will be align with the A+ and Network + as well. A+ Certification is offered through Prometric Testing. The only thing we need to have permission to offer is the Network +. So we can offer these certification test at Guam Community College. That's the reason why we're establishing these other courses is to offer in October. Another thing that we are looking at as well and trying to work with computer science is to offer microsoft certification courses. For our department do the mcse program. Weare going to try to coordinate this with the computer science group and hopefully they don't have problems with us offering

    -Vanderford-Actually, I'm a big fan of that, but,I also see the need for other operating systems and basic management skills and documentation.

    -Frank- I like to reinforce that, we need program management.

these courses.

-John- We were trying to do that and have the other departments offer that, like construction management. I believe it should go into the construction management program, there's a lot of construction going on.

-Vanderford- Like they say, it doesn't matter which project is, if your qualify as a project manager you can do anything. I have a couple of people taking online classes for project management and we've got some positive feedback. They've learned to be key factors that whether online classes is hands on or interactive as real class.

-John-Copy of the minutes is routed to the Dean. The Dean reviews this as well, we are not the only ones who takes note on this. Project Management, I see a big need for that cause all the constructions coming up, and projects are up, telecommuncation, masonry. I will talk to Bunny Sgambelluri, he is trying to do one program ofthat, maybe we can actually get him to take note on project mangement program.

-John-Another thing, that we got certified just recently by FAA. The courses that we teach at the College meets the needs for their students in FAA. If they need to take their basic foundation courses like electronics, mathematics and physics they can actually take it at GCC rather than to send them off island. We were actually certified by FAA and there's going to be a MOD agreement saying that we are FAA Certified. We were evaluated for four days, FAA from Washington DC and Hawaii were here to look at our programs in mathematics, electronics, computers and the science department. The only other college that's certified in the pacific is Hawaii.

-John-Any inputs from you guys.

-Frank-Couple of things that are coming up/Information Assurance, Network Security, that's got to be covered sometimes.

-Kuper-If you look in your folder, you'll see Network Security I & II, we'll be starting that.

-Frank-Another thing is wireless networking.

Electronics Department

-Kuper-That's another thing that we're working at.

-Frank- Those two are pretty significant things coming up with some DOD Site. How come you don't offer bachelor's of science, maybe one day you'll look at that, you guys are full time community college. You guys should be looking at that, it could provide a lot of technical things. DOG is pretty good, but they are not centering towards the technical stuff, they are still centering in science and business.

John- We focus on Associates and Certificates.

-Frank-I think in California, there are some community colleges that offers bachelors degree. Someone should look at it.

-Matt-I graduated from DOG, computer science major and what I do now at GCC is totally different.

-Frank-It's closer to the industries then DOG.

-John-Gerry any inputs, Gerry handles a lot of the communication products here in Guam, CalPac, Cable Service Group, outside plan, telephone.

-Gerry-Actually we deal with Networks, outside plan, copper and fiber. Just for your information, got a flash that Europe are in CATIO Cabling. That's why I was asking CAT5. You mentioning wireless, see how tremendous movement within the industries, there's no way we can just focus on it once you go category. As soon as you bring it to the market, its all ready obsolete. There's got to be a different answer, although we do know that more and more they are trying to return their copper network and just maximize it. But, there'll be a time where you just have to pull it and do something, either fiber or wireless.

-Frank-Network Security is very important lets built our confidence then do wireless.

-Mike-So Electronics Program is not offered.

-J ohn- W e offer the basic electronics courses. We found out that courses for Electronics Engineering wasn't meeting the needs in the workforce. That's why we change it to computer Networking.

-Mike-Still don't plan on going into RF. As long as there's satellite out there, there's a need for RF.

-John-Maybe offer a course in Fiber Optic to include modulation.

-Frank-or Telecommunication and it covers everything outside of computer networking.
Meeting is Adjourned.

Marketing Advisory Committee
Meeting Minutes; February 15, 2007
Guam Community College
Technology Center
Room 1210

Members present: Richard K. Skipper; Stephen V. Nygard; Ryan Torres; Gina Ramos

Members not present: Daniel K. Matsuno (off-island); Katherine I. Chargualaf; Rhaj
Sharma

Guests: Wes Gima; Paul Parvin

Minutes by: Richard K. Skipper

I.   Call to Order: 4:32 pm
II.   Approval of minutes: no minutes to approve
III.   Old Business: none
IV.   Tour of Technology Center
V.   New Business:
       1. Introduction of Committee Members and Guests (R. Skipper)
          a. R. Skipper will invite Jason Sakazaki to rejoin the Committee.
       2. Purpose of the GCC Advisory Committee (R. Skipper)
       3. Election of Officers
          a. Stephen V. Nygard - Chair
          b. Richard K. Skipper - Secretary
       4. Update status of Curriculum (R .Skipper)
          a. Proposed Associate of Science in Marketing program document
             distributed.
          b. Sequence of Marketing Courses distributed and synergy with Super
             Vision and Management and Visual Communications Department
             explained.
          c. Ryan Torres will research Customer Service certification
             for secondary students and report his findings at the next
             Committee meeting.
       5. Program Assessment (R. Skipper)
          a. Ryan Torres will validate the Associate of Science in Marketing
             assessment results.
          b. R. Skipper will invite Katherine Chargualaf to validate the secondary
             Marketing assessment results.
       6. Open Discussion of Issues
          a. Committee was evenly divided on the issue of teaching Marketing
             students on dual platforms or just Mac. R. Skipper will research who
             on Guam is using what platform and software. He will seek
             information on jobs and computer preferences from the Guam

Marketing Association, the Society of HR Management, and the Chamber of Commerce.
   b. Committee discussed ways to take advantage of the impending influx of military personnel and dependents. Gina Ramos will raise the issue with the GCC Board of Trustees.
   c.
Adjournment: 5:35 pm

Tour of the Technology Center

GCC Marketing Advisory Committee Meeting Minutes
April 18, 2007; Lone Star Restaurant

Members Present: Ryan Torres, Katherine Chargualaf, Stephen Nygard, Richard K. Skipper

Members not present: Dan Matsuno. Rhaj Sharma, Gina Ramos, Jason Sakazaki

Guests: GCC Adjunct Associate Dean Eric Chong, Devin Frazier

I.   Call to Order 11:45
II.   Tthe February 15, 2007 Meeting Minutes were approved
III.   Old Business
   a.   Ryan Torres - NRF (Customer Service) Certification
      1. Ryan really liked the Retail Readiness Certification Prep book and thought it could be a basis for future Customer Service training. He thought Macy's might start applicants with this certification out at a higher pay level.
      2. The Committee agreed this certification would be most beneficial for "non-national" companies that don't have their own customer service training program. They suggested GCC offer the certification internally; then go outside the existing marketing program to the public.
      3. Katherine Chargualaf suggested the department look at the Tourism Customer Service Training Program and obtain instructional materials at the International Career Development Conference later this month.
      4. Rick Skipper will investigate certification further.
   b.   Rick Skipper – updated the Committee on the recently approved Associate of Science program document.
   c.   Employment data from the Guam Department of Labor was reviewed by the Committee.
IV.   New Business
   a.   The Committee and Dean Chong interviewed Devin Frazier for a Delta Epsilon Chi Scholarship. By unanimous vote, The Committee awarded Devin Frazier a $500 scholarship.
V.   No future meetings have been scheduled. Over the summertime, the members will communicate via email.
VI.   Adjournment at 1:00

Meeting Minutes
Visual Communications Advisory Committee Meeting
Friday, April 20, 2007 GCC Technology Center
Room 1210

I.   Call to Order: 4:17 PM
II.   Roll Call
      Present: Rick Skipper, Alan A. J. Rosario, Ron Castro, Roland Miranda
      Not Present: James Terbio, Norman Lauron, Joseph A. Rosario
      Guests: Paul Parvin, Wes Gima
III. Approval of March 1, 2007 Meeting Minutes: Tabled.
IV.   Old Business
      a. Election of Officers: Tabled
      b. Job data: R. Skipper showed the Committee statistics on marketing jobs
         garnered from the Guam Department of Labor and asked if anyone had
         similar data for visual communications. No one did. A survey was
         suggested.
      c. Update on Curriculum: R. Skipper showed the Committee the new
         Associate of Science program document. The following comments were
         made:
              i.   A. J. Rosario said that most users of web pages are Windows, but
                   the distinction between Mac and Windows is going away.
              ii. Ron Castro thought we should be teaching In Design and Quark.
              iii. A. J. Rosario suggested we teach customer service - people skills
                   – because of the need to interact with agencies.
              iv. Copyright laws should be taught in the Advertising course.
              v.   Ron Castro, and the others, believe that drawing skills are needed
                   for storyboarding. Since we no longer teach Concept Drawing,
                   we will have to incorporate this instruction into another course
                   (possibly, Design Principles and Concepts).
      d. Coop / Work Experience opportunities:
              i.   R. Skipper distributed contact information for the work
                   experience coordinators.
              ii. Roland Miranda raved about the expertise of our graduates.
              iii. Roland Miranda said the Industry on Guam is short on good
                   graphic artists at the moment. He is looking for a graphics
                   designer now.
      e. Formation of any sub-committees: Tabled.
V.   New Business:
              i.   A. J. Rosario volunteered to be a guest speaker on the subject of
                   client relations.
VI.   Next Meeting date: None scheduled.
VII. Adjournment: 5:00 PM for a tour of the facilities.

Visual Communications Advisory Committee Meeting Minutes
March 1, 2007; GCC

A. CALL TO ORDER: 4:00 P.M.

B. ROLL CALL:

Members Present: Richard K. Skipper, James Turbio, Ron Castro, Joseph Rosario

Members not present: Alan Rosario, Norman Lauron, Roland Miranda

Guests present: Wes Gima, Paul Parvin

C. APPROVAL OF MINUTES:

None

D. OLD BUSINESS:

None

E. NEW BUSINESS:

1. Rick S. went over the purpose of the committee and the role of its members.
   a. James T. and Joseph R. requested Robin Roberson contact them directly about coop opportunities and procedures.
2. Officers will be elected at the next meeting.
3. Rick S. updated the committee on the status of the curriculum.
4. No one on the committee volunteered to validate the preliminary program assessment results. (Each member did receive consolidated ratings of the student artifacts collected last semester.)
5. No subcommittees were formed.
6. Open discussion
   a. On the subject of whether or not GCC should teach classes on both Mac and PC: The committee unanimously agreed that the majority of the print and video industry is Mac based while web is more PC; and that GCC should stick with just Macs because Mac is the industry standard and students who have been PC oriented prior to enrollment in VisCom can easily learn the Mac platform.
   b. The committee agreed that it is a good idea for VisCom students to take marketing classes and visa versa. Not only should graduates understand "theory", but they should also have diverse "hands-on" skills.
   c. The committee agreed that GCC should be training persons for all three – web, print and video. However, the committee felt that traditional print media (e.g. newspapers) are slowly being replaced by web.

d. The committee felt companies on Guam are bringing more production in-house instead of hiring ad agencies. Agencies are doing more promotions/events.
e. The committee wanted GCC to teach radio along with video, especially when it comes to storyboarding.
f. As far as course structure, the committee felt that longer classes and shorter duration classes were better.
g. As far as ways to improve enrollment the committee thought GCC should recruit in the high schools, use display boards, like the ones Nissan gave to GCC, and develop "hot" videos.
h. The committee felt GCC should be certifying students in each of the three disciplines – print, video, web.
i. Ron C. felt we should be teaching students Photoshop & Illustrator before the Principles of Design class so students could do projects in that class.

F. NEXT METING DATE:

Friday, April 13, 2007, 4:00 P.M., GCC Technology Center, Room 1210

G. ADJOURNMENT:

5:25 P.M.

Minutes by:

Rick S.

SIDE NOTE: Joseph Rosario will host three of our student for a Special Project beginning March 7, 2007

APPENDIX J

Quarterly Reports Submitted to GCC Board of Trustees

GUAM COMMUNITY COLLEGE
Office of the President

May 3, 2007

TO: GCC BOARD OF TRUSTEES

The following reports are provided for your information:

1.   Academic Affairs Division (Dr. John R. Rider, Vice President)
      Americans with Disabilities Compliance Semi-Annual
      Report, Spring 2007

2.   Business & Finance Division (Mary Y. Okada, Vice President)
      Bank Balance Report, AS of March 31, 2007

Thank you.

GUAM COMMUNITY COLLEGE
SCHOOL OF TRADES AND PROFESSIONAL SERVICES

April 27, 2007

TO: Dr. Herominiano delos Santos, President

VIA: Dr. John R. Rider, Academic Vice President

FROM: Jose U. Munoz, ADA Coordinator

SUBJECT: ADA Semi-Annual Report: Spring 2007

This report reflects activity for Spring, 2007. The College has issues of compliance with some of its facilities. Nonetheless all new construction completed this quarter is accessible and ADA compliant with the exception of the Technology Center. The installation of Automatic doors for the Technology Center is a remaining concern. The College presently is in compliance with the number of designated accessible parking stalls. Initiatives are continuing to make the campus compliant through the Office of the Administrative Services Division and the Office of Accommodative Services.

Funding continues to be a problem. If accessibility and compliance initiatives are to continue, additional funding is needed. Facilities must be improved and the payment of service providers such as note takers, sign language interpreters, and mobility assistant service providers must continue.

Requests and concerns with compliance were registered through the Administrative Services Division or the Office of Accommodative Services with copies sent via e-mail to this office. Currently there exists no system or process for managing institutional ADA concerns.

The College recently participated in the 13th Annual GSAT Assistive Technology Conference. The Conference was an exposition of services, programs and technologies available to persons with disabilities. A representative of the College's Office of Accommodative Services presented at the event. The conference was held at the Westin Resort Guam on April 20 – 21, 2007.

An Advisory Committee to the Office of Accommodative Services has been formed and has scheduled regular meetings. This committee serves to assist the College as it looks at ways to provide and improve services for persons with disabilities. Plans exist to implement a compliance committee to meet every quarter to discuss ADA compliance issues, resolutions and processes.

Should you require any further information, please contact me at 735-5570 or via e-mail:
jumunoz@guamcc.edu

Jose U. Munoz
ADA Coordinator

Cc: Dr. Michelle Santos, Dean, TSS

GUAM COMMUNITY COLLEGE
LISTING OF BANKS AND BALANCES
AS OF March 31, 2007

GUAM COMMUNITY COLLEGE

FIRST HAWAIIAN BANK

- GENERAL FUND CHECKING*	601,115.45
- PAYROLL FUND CHECKING*	3,967.80
- FEDERAL CHECKING ACCOUNT*	105,807.60
- MAXIMIZER SAVINGS ACCOUNT*	46,393.25
- TIME CERTIFICATES OF DEPOSIT*	Liquidated
-MARKETING LAB AT G.W.H.S.	4,099.48
-MARKETING LAB AT J.F.K.H.S.	23,542.81
-MARKETING LAB AT S.S.H.S.	21,936.62
-MARKETING LAB AT S.H.S.	38,586.67

*First Hawaiian Bank has collarteralized these accounts by depositing funds at Chase Manhattan Bank.

BANK OF HAWAII

- REGULAR CHECKING ACCOUNT (STUDENT ACTIVITY)	182,936.64

BANK OF GUAM

- CAPITAL PROJECTS FUND	235,383.82
- TIME CERTIFICATES OF DEPOSIT	Liquidated
- TOBACCO SERIES A INVESTMENTS	0.00
- TOBACCO SERIES B INVESTMENTS	1,867,329.28

GUAM COMMUNITY COLLEGE FOUNDATION

MERRILL LYNCH

- MONEY FUND CHECKING	50,615.54

THE VANGUARD GROUP

- POOLED INVESTMENT MARKET	7,862,284.04 **

**Investment pool balances by fund at market value as of March 31, 2007.

GUAM COMMUNITY COLLEGE
Office of the President

April 5, 2007

TO: GCC BOARD OF TRUSTEES

The following reports are provided for your information:

1. Academic Affairs Division (Dr. John R. Rider, Vice President)
   2007 First Quarter Reports (Jan - Mar)

2. Business & Finance Division (Mary Y. Okada, Vice President)
   Quarter reports ending March 31, 2007

Thank you.

Guam Community College
Academic Affairs

MEMORANDUM

TO: PRESIDENT

FROM: AVP

DATE: 3/30/07

SUBJECT: 2007 First Quarter Reports from Academic Affairs (Jan. – Mar.)

Attached are several reports from my division:
- School of Trades and Professional Services
- School of Technology and Student Services
- Office of Continuing Education

These reports are informational, requiring no action.

The following issues are underway or have been completed by my office:

- The Faculty Senate is progressing well through its developmental phase. A preliminary assessment of what works and what doesn't will be conducted in April based on information that is currently being gathered.
- The Luminis/ Banner SunGard Project is basically on schedule and the "go live" date of June 1 is still intact.
- I am continuing to work on the creation of a certificate program in Emergency Management using FEMA sponsored curriculum. The curriculum documents are being reviewed now for submission to ACCJC for review by the Substantive Change Committee.
- The Institutional Strategic Master Plan (ISMP) is on schedule.
- New annual reporting requirements from ACCJC are being reviewed, but will undoubtedly influence the assessment practices of the entire College in the coming months.

JOHN R. RIDER, Ed.D.

Quarterly Report, 1st Quarter 2007

School of Trades and Professional Services

Adult Education – Provided training seminar for adult high school adjunct teachers.

Apprenticeship – There are currently 162 active apprentices. About 130 of them are registered in classes this Spring.

Automotive – Held the Skills USA automotive service technology competition on March 17. All five major Guam car dealers participated. One post secondary and one secondary student were winners and will go to the national competition in Kansas City this June.

Construction – Work continues on building 200. Grant funding will be sought to help develop new refrigeration, electrical, and plumbing shops.

Education – Developing sign language interpreting curriculum.

Allied Health – First medical assisting Skills USA competition held. One winner (post secondary) will be going to Kansas City in June.
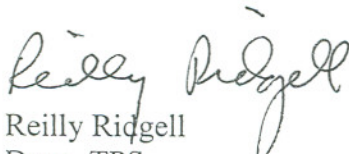
English Language Institute – Articulation with UOG finally received for EN 111, EN210.

Marketing – DECA competition held for high school students.

Social Science & Criminal Justice – Waiting for the MOA to begin a new GPD training cycle. Homeland Security curriculum finished.

Tourism & Hospitality – Held competitions in LMP and ProStart (both secondary). Winning teams will go to the mainland for competitions there.

Respectfully submitted:

Reilly Ridgell
Dean, TPS

GUAM COMMUNITY COLLEGE
TECHNOLOGY & STUDENT SERVICES
OFFICE OF THE DEAN

Board of Trustees Quarterly Report for January–March 2007

1. **Accommodative Services** – Students utilizing this service have been visiting the counselors. These students have been very understanding during Julie's absence. Assistance will be provided by other faculty beginning in April.
2. **Assessment and Counseling** – The department participated in GCC day at Southern High School which was a great success. Karen was able to go to the ACRN Strategic Planning Conference held in Washington DC. A lot of great information on the current student and career needs were discussed.
3. **Business Department**–Three faculty attended the International Business Conference in early March sponsored by UOG and institutions. Our faculty were guests at the conference and their registration fee was kindly waived. New course guides were written for SM205 and SM208 with adjunct collaboration.
4. **Career Placement** – The March 3rd CTE and Job Fair was a success with over 500 community participants. This also show cased the partnership with DOL. Classroom presentation are ongoing and 10 have been held over the last 10 weeks.
5. **Center for Student Involvement** – 122 new students attended the new student orientation in January. In February the 3rd leadership mini-conference was held and in March the annual 'Students Leading Students' conference was held and over 158 students attended.
6. **Civic Engagement**- Collaborated with Career Placement Center and DOL in the GCC Career Technical Education & Job Fair on March 3 at the Micro Mall and held service learning training for Guam Public School System's Professional Development Day at GWHS.
7. **Computer Science**- Course guide revisions were completed for CS101 and assessment was completed on time. M. Setzer presented on Google Earth, on material obtained from WorldComp06, DefCom06 conferences during Professional Development Day
8. **Electronics**–The FAA MOA was signed on March 23rd. New curriculum documents are being written and approved to update some of the older classes.
9. **Enrollment Services**–The office has been heavily involved in assisting with recruitment activities and gathering campus wide involvement. The support from this office has been instrumental in the success of the various events held for outside groups (i.e. DOL, SHS, etc.)
10. **Health Services**–Assisted 2,949 people in the clinic dealing with issues from walk-in questions, to shots, to clearance, to medical interventions–two students were transported to GMH.
11. **Instructional Technology Center**- The Instructional Technology Center (ITC) coordinated and offered a total of 3 different workshops for Faculty Development Day on February 19, 2007. The workshops introduced faculty to the various electronic devices, i.e., PDAs, Electronic Whiteboards and Open Source products that can be integrated into their classrooms to enhance student learning. ITC also

provided an overview and timeline of our Banner and MyGCC implementation project.

12. **Library**–The new library computer research room was set up with 23 brand new computers. Also, the library is managing the Gannett Grant and the computers have been ordered and the specialty items are being researched. We will need to update the Dynix Library Systems with the Horizon Information System in the very near future.

13. **Math, Science, Cosmetology**- This semester brought us the highest enrollment in Cosmetology in years–all the course documents have gone through AAC and been approved. Science has been working to provide feedback on the A&E for the new allied health building. Math has been trying to identify tutors to assist students currently enrolled in math and needing assistance.

14. **Student Services**- The night deposit box was installed and should be ready for use upon faculty's return from Spring break.

15. **Trio Programs**- Project AIM completed its required objective and entered 175 participants into the program. ETS will still need 70 out of 600 participants to recruit before the end of the program year in August. ETS appeal for reconsideration of the grant for funding was not successful.

Submitted by: _____
            Dr. Michelle Santos, Dean

CLASSES OFFERED THROUGH THE UNIVERSITY OF SAN DIEGO:

- **Application of Psychological Type Theory for Educators:** There were 17 students that successfully completed the course and earned 3 Graduate Credits.

CLASSES OFFERED THROUGH CONTINUING EDUCATION:

- **CCNA IV Computer Networking IV:** There are 6 students currently enrolled and upon completion, will earn 4 College Credits.
- **Basic Skills:** There were 17 students that successfully completed the non-credit course.
- **High Intermediate ABE:** There were 20 students that successfully completed the non-credit course.
- **Basic Skills:** There were 32 students that successfully completed the non-credit course.
- **High Intermediate ABE:** There were 7 students that successfully completed the non-credit course.
- **High Intermediate ABE Math/Science:** There were 18 students that successfully completed the non-credit course.
- **Basic Skills Math – Mangilao Community Center:** There were 21 students that successfully completed the non-credit course.
- **High Intermediate ABE Math/Science:** There were 23 students that successfully completed the non-credit course.
- **English as a Second Language Level 17:** There were 10 students that successfully completed the non-credit course.
- **ABE High Intermediate – Mangilao Community Center:** There were 19 students that successfully completed the non-credit course.
- **ABE High Intermediate Math – Mangilao Community Center:** There were 16 students that successfully completed the non-credit course.
- **English as a Second Language Level 11 B:** There were 15 students that successfully completed the non-credit course.
- **Scaffolding Competent Person Training:** There were 9 students that successfully completed the course and earned 0.8 CEUs.
- **CCNA III Computer Networking III:** There were 7 students that successfully completed the course and earned 4 College Credits.
- **Basic Skills Math – Agat Mayor's:** There were 14 students that successfully completed the non-credit course.
- **Basic Skills Math:** There were 35 students that successfully completed the non-credit course.
- **English as a Second Language Level 11 A:** There were 9 students that successfully completed the non-credit course.
- **ABE GED Prep Math:** There were 12 students that successfully completed the non-credit course.
- **English as a Second Language Level 11 B:** There were 18 students that successfully completed the non-credit course.
- **English as a Second Language Level 14 A:** There were 17 students that successfully completed the non-credit course.
- **Food Production Principles:** There were 18 students that successfully completed the course and earned 4 College Credits.
- **International Cuisine:** There were 15 students that successfully completed the course and earned 4 College Credits.
- **Buffet & Catering:** There were 15 students that successfully completed the course and earned 3 College Credits.

- **CAT5 Wiring & Testing:** There were 5 students that successfully completed the course and earned 2 College Credits.
- **Network Security 1:** There are 5 students enrolled in the course and upon completion students will earn 4 College Credits.
- **ABE GED Prep Reading:** There were 16 students that successfully completed the non-credit course.
- **ABE High Intermediate Reading:** There were 19 students that successfully completed the non-credit course.
- **ABE High Intermediate Reading:** There were 30 students that successfully completed the non-credit course.
- **High Voltage Cable Splicing:** There were 6 students that successfully completed the course and earned 4 College Credits.
- **ETA Testing – CAT 5:** There were 5 students that successfully completed the exam.
- **Sewing Techniques:** There were 5 students that successfully completed the non-credit course.
- **Notary Public:** There were 6 students that successfully completed the non-credit course.
- **In-Home Service Training:** There were 97 students that successfully completed the non-course.
- **Fiber Optic Installation:** There were 8 students that successfully completed the students earned 3 College Credits.
- **Radon Measurement & Mitigation** – There were 17 core trainers that completed training with Colorado Vintage Inc., and results from both Radon Mitigation and Measurement national examinations came in with a pass rate of 75% for Measurement and 60% for Mitigation.

Tourism & Hospitality Department (for Assessment Reporting)
Number of Instructors involved: 3

- Health Certification Workshops for the General Public
- Health Certification Workshops for Public and Private Schools

Month	Total Number of Students Registered	Number of successful completion	Non-Completers (Percent)	Rescheduled
Jan 07'	336	248	25 %	87
Feb 07'	338	263	22 %	75
Mar 07'	339	292	31 %	107
Total Served	**1013**	**803**	**78 %**	**269**

- Hospitality Institute (for Assessment Reporting)

Month	Course Number & Description	Total Number of Students Registered	Number of successful completion	Percent	Total CEUs earned	Total Credits Earned Upon Completion
Jan 07'	HS 245 A	18	18	100%	0	4
	HS 247 A	15	0	0%	0	4
Feb 07'		0	0	0%	0	0
Mar 07'	HS 246 A	15	0	0%	0	3

ENROLLMENT COUNTS
₍OCTOBER '06 – MARCH '07)   **CE: 3,564**

(Oct '06 – Dec '06)   *CE: 1,932*
(Jan '07 – Mar '07)   *CE: 1,632*
(Apr '07 – Jun '07)   *CE:*
(Jul '07 – Sept '07)   *CE:*
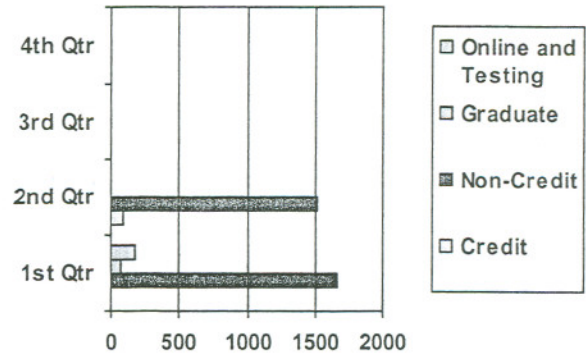
ENROLLMENT COUNTS (January '07 – March '07)	CE	Cumulative (October '06 – March '07)
Post secondary credit courses:	85	98
Non-Credit courses:	1,515	3,180
Graduate Credits	17	93
Prometric & Pan Testing	15	193
Total Number	**1,632**	**3,564**

As of __March 30, 2007 (Subject to change)__

Respectfully Submitted By,

Lolita C. Reyes
Associate Dean

4

GUAM COMMUNITY COLLEGE
OFFICE OF THE VICE PRESIDENT
BUSINESS AND FINANCE
671-735-5547
671-734-5238 (fax)
myokada@guamcc.edu

March 30, 2007

MEMORANDUM

TO: President

FROM: Vice President for Business and Finance

SUBJECT: Activity Reports

I have enclosed the activity reports for the Business & Finance Division for the quarter ending March 31, 2007.

If you have any questions regarding this, please let me know.

Mary A. Y. Okada
Mary A. Y. Okada

Financial Aid Office

Qtr Report Jan-March 2007

The FAO has awarded to date in 2006-2007 the following:

892 Students Pell $1,427,245.00

          FWS   45,000.00 appx

          SEOG   22,000.00 appx

The FAO is currently processing Pell payments for SP07.

Concurrently with all Pell related activity, the FAO has been in Banner training and has input most of the tables necessary for functioning. We should complete the table building process in the next week if registration is not too heavy.

GUAM COMMUNITY COLLEGE
Materials Management
Quarterly Activity Report

Month/Year: January, February, March 2007

Total Amount of Purchases: $423,981.15

Total Amount of Contracts:
(includes construction projects, $53,453.03
Educational consultants)

**Total Amount of Travel
Authorizations:** $51,368.76

**Total Amount of Invoices
Processed:** $782,782.69

Bid Invitation: **Computer Technology (GCC-FB-M7-002)** Bid awarded to
Computerland, Sanford Technology and Option PC Supplies
Allied Health Instructional Equipment (GCC-FB-M7-003)
Bid awarded to JMI Medical Systems, Inc., M.D. Wholesale,
MedPharm Corp. and Pharmedel

**Total # of Purchase orders
Processed (includes travel
Authorizations and contracts):**   288

Other Significant Activity: No significant purchases for the college during this period.
Bids on hold for the following projects: 1) Allied Health
Building 2) Generator for the Technology Center

Business and Finance
HUMAN RESOURCES OFFICE

To: Vice President, Business & Finance

From: Administrator, Human Resources

Subject: Quarterly Report

Date: March 30, 2007

For the period of January, February and March, 2007, the Human Resources Office performed the following activities in providing HR services to our 217 full-time employees, 14 part time employees, 244 Adjuncts (contracts) and the public.

- Assisted 322 signed-in customers (applicants, employees, general public).

- HR Administrator continued work with the Academic Vice President and Search Committee on Presidential Search. Process began on July 11, 2006. Job Announcement opened on September 15, 2006 and closes on January 15, 2007. Committee reviewed applications packets during the months of January and February; interviewed qualified candidates in March. Committee Chair will submit recommendations to BOT on April 5, 2007.

- Prepared and processed 1 LTA full-time job announcements to establish eligibility lists (Adjunct Associate Dean).

- Evaluated and rated 15 applications for full-time positions. Coordinated 15 employment interviews for full-time positions and hired 3 full-time LTA faculty and 1 full-time LTA administrator (Program Specialist for CE).

- Conducted 2 exit interviews due to resignation and retirement.

- Prepared and processed 32 employee performance evaluations and salary increments.

- Evaluated and rated 34 new applications for Adjuncts.

- Prepared and processed 244 personnel contracts (Adjunct, Continuing Education, MOU's).

- Conducted reclassifications of position for grant requests.

- Assisted Management and Employees with employee relations issues (i.e. informal grievances, informal due process and employment complaints). 0 formal grievances filed, all complaints resolved at informal levels.

- Coordinated and/or conducted 2 other trainings (i.e. dealing with Difficult People and managing your Time). 2 employees attended the trainings.

- Prepared FY08 personnel staffing pattern for FY08 Budget Request.

- Administrator work is on-going with the "Human Relations Officer Coordinating Council" for government of Guam; updating personnel rules & regulations; government wide classification and salary study (GCC Staff). Ref: Public Law 28-112, Personnel Management Modernization Act of 2006.

- Administrator completed work with working group for Faculty and Administrator Salary Study.

- Specialist II completed work on IPEDS and EEO.

    HR Staff and Administrator training and work with SunGard (i.e. Luminis and Banner) are on-going. HR Administrator currently serves on numerous SunGard project committees (i.e. Core Team Leaders, Policy and Procedure Development and Communications).

March 29, 2007

Memorandum

TO: Vice President Business & Finance

FROM: Controller

SUBJECT: Quarterly Activities Report – Business Office
             January to March 2007

The following are the accomplishments and activities that occurred in the Business Office
from January 1 to March 29, 2007.

Accounts Payable

Month	Checks Processed	Payments
January	284	$1,646,123
February	273	1,111,877
March	261	936,822
Totals for 2nd Quarter	818	$3,694,822

The number of checks processed and the dollar amount of payments decreased
significantly from the first quarter of the fiscal year. The decrease is a result of the cash
flow situation GovGuam and the agencies are experiencing.

FY 2006 Appropriation
As of March 29, 2007 Guam Community College is waiting for the release of FY 2006
TEFF funds in the amount of $2,845,269.

FY 2007 Appropriation
A total of $7,897,277 has been requested and $3,957,682 has been received from the FY
2007 appropriation. The outstanding amount due to GCC is $3,939,595. Amounts
requested and currently outstanding are:

- General Fund - $1,760,797
- TEFF - $1,865,437
- LPN - $252,731
- MDF – $60,630

Fifty percent of the fiscal year has expired and Guam Community College has received
27% of the FY 2007 appropriation. Based on the amount originally appropriated for FY
2007 GCC would need to receive $1,773,982 per month for the next six months to
receive 100% of the allotment.

Quarterly Activities Report
Business Office
January 1 – March 29, 2007

FY 2006 Audit
A follow up conference with the Public Auditor and Deloitte Touche was conducted on March 6, 2007. Timelines were confirmed for the preliminary unaudited financial statements to be submitted as well as a deadline of April 30, 2007 for the audit report to be released by the Public Auditor.

Tobacco Settlement Funds
The balance in Tobacco Settlement Fund B as of February 28, 2007 is $1,862,000. Up to 90% of earnings from the Endowment Fund Series B investment may be used for approved projects.

Returned Checks
During the first six months of fiscal year 2007 a total of $2,278.00 of checks were returned to GCC from the bank. Internal collection efforts combined with the efforts of a collection agency resulted in $3,380.00 being collected with an additional $154.00 in fees being collected. The amounts collected were for checks returned during FY 2007 and prior fiscal years.

Banner/SunGard
The Controller and members of his staff continued to attend training for the Banner system. Although Accounts Payable and bank reconciliation was covered, due to the system being down and the internet link being excessively slow, proper training for Accounts Payable did not take place. Additional training is necessary before going live.

GUAM COMMUNITY COLLEGE
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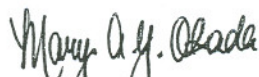
December 29, 2006

MEMORANDUM

TO: President

FROM: Vice President for Business and Finance

SUBJECT: Activity Reports

I have enclosed the activity reports for the Business & Finance Division for the quarter ending December 31, 2006

If you have any questions regarding this, please let me know.

Mary A. Y. Okada

Mary A. Y. Okada

Copy: BOT, 1-25-07

GUAM COMMUNITY COLLEGE
Materials Management
Quarterly Activity Report

Month/Year: October, November, December 2006

Total Amount of Purchases: $2,785,606.13

Total Amount of Contracts:
(includes construction projects, $90,993.96
Educational consultants)

**Total Amount of Travel
Authorizations:** $33,209.34

**Total Amount of Invoices
Processed:** $1,970,950.68

Bid Invitation: **Network Server for Electronics (GCC-FB-M7-001).** Three Prospective Bidders purchased a bid packet however, only one bidder submitted a bid. Contract was qwarded to Computersmart dba Megabyte.
Computer Technology (GCC-FB-M7-002) The Bid Opening was held on Thursday, December 14, 2006. Ten prospective bidders attended the mandatory pre-bid conference and four bidders submitted a bid. The bids submitted are currently under evaluation and will be awarded by January 2007.
Allied Health Instructional Equipment (GCC-FB-M7-003) The pre-bid conference was held on Thursday, December 21, 2006. The Bid Opening is scheduled for January 5, 2006.

Request for Proposal: **Automated Teller Machine Services (GCC-RFP-M7-001)** - Three offerors attended the pre-proposal conference however, only 1 submitted a proposal. A Notice of Intent to Awarded was issued to Government of Guam Employees Federal Credit Union..

**Total # of Purchase orders
Processed (includes travel
Authorizations and contracts):** 411

Other Significant Activity: Materials Management started FY2007 with the processing of purchase orders for the renewed annual contracts: custodial services, copying services, legal services, utilities (power, phone and water), and other services for architectural and engineering and risk management. Purchase orders were also processed for property, auto, and crime insurance premiums as well as text book orders for Spring 2007 and computers for labs.

Business and Finance
HUMAN RESOURCES OFFICE

To: Vice President, Business & Finance

From: Administrator, Human Resources

Subject: Quarterly Report

Date: December 28, 2006

For the period of October, November and December 2006, the Human Resources Office performed the following activities in providing HR services to our 217 full-time employees, 10 part time employees, 293 Adjuncts (contracts) and the public.

- Assisted 501 signed-in customers (applicants, employees, general public).

- Prepared and processed 9 full-time job announcements to establish eligibility lists (including continuous RN announcements and Presidential Search). Administrator work is on-going with the Academic Vice President and Search Committee on Presidential Search. Process began on July 11, 2006; Job Announcement opened on September 15, 2006 and closes on January 15, 2007.

- Evaluated and rated 51 applications for full-time positions. Coordinated 19 employment interviews for full-time positions and hired 16 full-time (permanent & temporary) employees and 3 staff promotions.

- Participated and hire 2 employees from the GTA/PPP programs.

- Prepared and processed 5 faculty for advancement-in-rank and 8 employees for professional certification for FY06.

- Evaluated 9 faculty requests for certificate of eligibility for advancement-in-rank for FY07.

  Conducted 4 exit interviews due to resignation, transfer and termination of limited term appointment.

- Prepared and processed 8 employee performance evaluations and salary increments.

- Evaluated and rated 33 new applications for Adjuncts.

- Prepared and processed 293 personnel contracts (Adjunct, Continuing Education, MOU's).

- Conducted reclassifications of position for Continuing Education and grant requests.

- Assisted Management and Employees with employee relations issues (i.e. informal grievances, informal due process and employment complaints). 0 formal grievances filed, all complaints resolved at informal levels.

- Completed mandatory training for "Violence in the Workplace Policy and the Drug Free Workplace Policy and Smoking/Pugua Chewing Policy". Training was conducted on Oct. 9, Oct. 13 and Dec. 15, 2006. 205 employees completed the mandatory training.

- Coordinated and/or conducted 10 other trainings (i.e. New Employee Orientation, Tobacco Cessation, Stress Management, etc). 57 employees attended the trainings.

- Administrator work is on-going with the "Human Relations Officer Coordinating Council" for government of Guam; updating personnel rules & regulations; government wide classification study. Ref: Public Law 28-112, Personnel Management Modernization Act of 2006. Roundtable meeting and update with Legislature is scheduled for Dec. 29, 2006.

- HR Staff and Administrator training and work with SunGard (i.e. Luminis and Banner) are on-going. HR Administrator currently serves on numerous SunGard project committees (i.e. Core Team Leaders, Policy and Procedure Development and Communications).

- Administrator working on Faculty Salary study. Specialist II working on IPEDS.

- *Note: HR Personnel Leave during this quarter: Specialist I (Rojas) leave = 4 weeks.*

December 28, 2006

Memorandum

TO: Vice President Business & Finance

FROM: Controller

SUBJECT: Quarterly Activities Report – Business Office
             October to December 28, 2006

The following are the accomplishments and activities that occurred in the Business Office
from October 1, 2006 through December 28, 2006

Accounts Payable

Month	Checks Processed	Payments
October	267	$ 951,723
November	667	2,378,193
December	510	3,217,645
Totals for 1st Quarter	1,444	$6,547,561

Investments
During the quarter Guam Community College liquidated the last certificate of deposit.
Proceeds in the amount of $1,026,476 were deposited into the FHB Maximizer Savings
account.

FY 2006 Appropriation
As of December 28, 2006 Guam Community College is waiting for the release of FY
2006 TEFF funds in the amount of $2,845,269.

FY 2007 Appropriation
A total of $1,343,000 has been received from the FY 2007 appropriation. Amounts
requested and currently outstanding are:

- General Fund - $1,280,000 (half of November and all of December)
- LPN - $126,366 (November and December)
- MDF – $36,380 (October through December)

FY 2006 Audit
The entrance conference with the Public Auditor and Deloitte Touche was conducted on
December 21, 2006. Timelines were established for the preliminary unaudited financial
statements to be submitted as well as a deadline of April 30, 2007 for the audit report to
be released by the Public Auditor.

MEMORANDUM

To: Mary Okada, Vice President, Business & Finance

From: Mieki Lonsdale, Financial Aid Coordinator

Date: December 29, 2006

Subject: Quarterly Report Oct-Dec 2006

The FAO has completed awarding of Pell grants, SEOG and work-study for Fall term 2006.

Current award totals are:

Pell	$1361369.71
SEOG	24400.00
FWS	43537.00

Scholarships were awarded for various donors for a total of: $7800.00

Applications processing for the Spring 2007 term is ongoing.

BY EMPLOYER

1	Barrett Plumbing	8
2	DOA/UOG	1
3	DOA/GMHA	1
4	Black Construction Co.	8
5	Carrier Guam	0
6	Dick Pacific Const.	0
7	East West Rental	0
8	Fiesta Resort Guam	1
9	Guam Marriot Hotel	1
10	Guam Plaza Hotel	1
11	Guam Power Authority	75
12	Guam Shipyard	36
13	Hard Rock Café	2
14	Hawaiian Rock Products	6
15	Hilton Guam	2
16	Horizon Lines	1
17	Hotel Nikko	1
18	Hyatt Regency Guam	2
19	J&B Modern Tech.	2
20	JWS Refrigeration	6
21	Leo Palace Resort	0
22	Matson Navigation	0
23	Nissan Motors	1
24	Onward Beach Hotel	2
25	Outrigger Guam	0
26	Mangilao Golf Club	1
27	Perez Bros.	1
28	Raytheon Technical Services	0
29	Santa Fe Hotel	0
30	The Doctor's Clinic	0
31	TLC Day Care	2
	TOTAL:	161

BY COORDINATOR

Barry	9
Cathy	1
GAS	151
Tony	0
Total	161

GENDER

Male	144
Female	17
Total	161
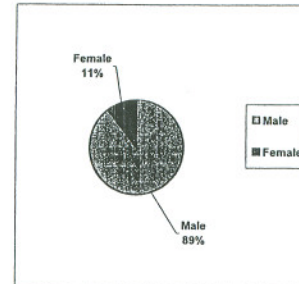
TRADE:

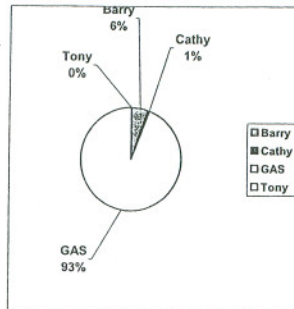|		
1	A/C Refrigeration Mechanics	9
2	Auto Body Repairer	3
3	Auto Mechanics	2
4	Cooks	10
5	Early Childhood Associate	2
6	Electric Meter Repairer	7
7	Electrician, Substation	10
8	Electricians	6
9	Electronic Technician	1
10	Heavy Equipment Operator	7
11	Housekeepers	1
12	Instrument Technician	17
13	Lineman	16
14	Machinist	5
15	Maint. Building Repairer	1
16	Marine Machinery Mechanics	2
17	Office Manager/Admin. Services	1
18	Operating Engineer	1
19	Painter	4
20	Pipefitter	5
21	Plumber	9
22	Power Plant Operator	16
23	Relay Technician	7
24	Rigger	2
25	Sheetmetal Worker	4
26	Shipfitter	6
27	Shipwright/Carpenter	3
28	Truck Driver, Heavy	0
29	Welder	4
	TOTAL:	161

Number of New Apprentices:		37
Number of Terminated Apprentices:		18
Number of Completed Apprentices:		5

PROGRAM SPONSORS:

Guam Contractor's Assoc.	GCA	30
Guam Hotel & Rest. Assoc.	GHRA	12
Department of Administration	DOA	2
Individual Not Joint	INJ	3
Guam Power Authority		75
Guam Shipyard		36
Perez Bros., Inc.		1
TLC Day Care		2
(Total INJ Apprentices)	(113)	
		161

STANDARDS DEVELOPED AND APPROVED:

1	Atkins Kroll
2	Bisnes Mami Inc.
3	Essence Hair & Body Studio
4	F.A.C.S
5	Genos and Anthony's
6	Guam Contractor's Association
7	Guam Hotel & Restaurant Association
8	Guam Power Authority
9	Guam Technical Institute
10	Honey Bear Kids Center
11	Mangilao Golf Club
12	Micronesian Hospitality
13	Nissan Motors Guam
14	Pacific Micronesian Tours
15	Perez Bros.
16	Planet Hollywood
17	The Doctor's Clinic
18	TLC (Tina's Learning Center)
19	W.B. Flores & Company

STANDARDS IN THE WORKS:

1	Cybertec
2	E.D.U Fun Learning Center

NEW EMPLOYERS:

DOA/University of Guam
DOA/Guam Memorial Hospital Authority

Guam Community College
Academic Affairs

MEMORANDUM

TO: PRESIDENT

FROM: AVP

DATE: 12/29/06

SUBJECT: 2006 Fourth Quarter Reports from Academic Affairs (Oct. – Dec.)

Attached are several reports from my division:
- School of Trades and Professional Services
- School of Technology and Student Services
- Office of Continuing Education
- Registrar's Office
- Apprenticeship

These reports are informational, requiring no action.

The following issues are underway or have been completed by my office:

- The Faculty Senate is progressing well through its developmental phase. A preliminary assessment of what works and what doesn't will be conducted in April based on information that is currently being gathered.
- The Luminis/ Banner SunGard Project is experiencing some delays because of equipment and software difficulties. The problems are being addressed and our "go live" date of June 1 is still intact.
- I am continuing to work on the creation of a certificate program in Emergency Management using FEMA sponsored curriculum. Gathering information to validate need and instructional capability is proving more difficult than anticipated.
- The Institutional Strategic Master Plan (ISMP) continues to be developed and refined. The next cycle will begin in January. This project is somewhat behind because of the immense amount of staff time required for Luminis/Banner training.
- Preparations are in progress for the Faculty Development Day on February 19th. Dr. John O'Brien from Century College in Minneapolis, MN will be the keynote speaker

JOHN R. RIDER, Ed.D.

Quarterly Report, 4th Quarter 2006

School of Trades and Professional Services

Adult Education – During the 4th Quarter 23 students passed the GED. A total of 252 students are enrolled in Adult Basic Education classes at GCC, DOC, Merizo, Agat, and Santa Rita.

Apprenticeship – There are currently 147 active apprentices. Most have already registered for Spring Semester.

Automotive – Working with GPSS to design automotive shop for new high school.

Construction – Working with GPSS to design carpentry shop for new high school. Working on building 200 renovations and creating shops in 600.

Education – Continuing to manage Public Health and other grants.

Allied Health – Preparing for two cohorts of 20 students each for January. Will be hiring new full time instructors.
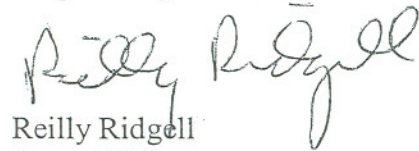
English Language Institute – Moving out of T Buildings to F building. T Buildings will be given away or destroyed.

Marketing – GW Store lab, now on GCC campus, will begin selling snack items in January.

Social Science & Criminal Justice – Working with GPD on new cycle.

Tourism & Hospitality – Waiting for new kitchen to be finished to be able to use it starating in January.

Respectfully submitted:

Reilly Ridgell
Dean, TPS

Board of Trustees Quarterly Report for October – December '06

<u>Student Services</u>

Center for Student Involvement:
- Completed the GCC Student Organization Handbook for use by students organizations and all students/faculty wishing to develop new GCC students organizations.
- There were over 300 students that attended the "Update with the President" meetings.
- A mini-conference organized in partnership with the Rotary Club of Guam Sunrise was very successful. There were over 100 students in attendance.

Counseling:
- The four secondary counselors built and maintained effective working relationships with the counselors and other personnel at the Guam Public School System high schools. This relationship building was an important factor towards ensuring success as they assisted the GPSS counselors with the course scheduling of students into GCC's secondary vocational-technical programs.
- Postsecondary and secondary counselors conducted several workshops and/or classroom presentations on recruitment and/or topics related to career development for hundreds of students, including a request from Guam High School. Training for GPSS counselors and other personnel was also conducted by the postsecondary counselors during September 2006. This training was funded by the Guam Career Resource Network (GCRN) federal grant.
- Postsecondary counselors have actively participated in Luminis and Banner training as the college transitions towards online registration. They also continue to provide academic, career, and personal counseling to hundreds of students on a walk-in and by appointment basis at the college and through a once a week service at Guam's One Stop Career Center.

Health Service Center:
- There were a total of 3,085 students and employees served for the quarter.
- Volunteer work was provided to the elderly residents of the St. Dominic's Nursing Home in Barrigada Heights.
- Both faculty members, Gynis Almonte and Cecilia delos Santos attended separate conferences for the 2006 Leadership Development Seminar in Washington D.C. and the Annual Diabetes Nursing Conference at Guam Hilton.

TRIO Programs:
Educational Talent Search:
- ETS recruited, identified and serviced to date, 420 participants for the 2006 – 2007 Academic year.
- ETS provided tutoring workshop during the Christmas Break to all our participants. We had a great turnout and a very successful two weeks in December.

- USDOE Annual Performance Report for 2005-2006 for ETS was completed on time and submitted on November 29, 2006.

Project AIM:
- Project AIM recruited identified and serviced 121 participants for the 2006-2007 Academic Year to date.
- Project AIM Supplemental Grant Aid will be reviewing 39 participants who met the criteria.
- Disability Training for staff and tutors was facilitated by CEDDARS.

Instructional Technology Center:
- The SunGard Project continues to roll on with training in Student, Finance, Financial Aid and Luminis all occurring in the last three months. Work is already underway in the planning, updating and entering of data into the system. Despite current setbacks, we still remain committed to meeting our deadlines.

Learning Resource Center:
- Staff members attended Workplace Violence Prevention and Drug Free Workplace Refresher Training October 13th, 1:00pm to 3:00pm.

Center for Civic Engagement:
- GCC received approval for $12,500 Grant funds for the CCE from Hawaii Pacific Islands Campus Compact.
- Pilar Pangelinan, Geri James, and Eric Chong represented GCC's CCE at JFK's Staff Development, where they presented a workshop on "Introduction to Service Learning".

Respectfully Submitted By,

Lolita C. Reyes
Acting Dean, TSS

CLASSES OFFERED THROUGH THE UNIVERSITY OF SAN DIEGO:

- **Applying Research Based Practices to Teaching Reading in the Elementary Grades:** There were 32 students that successfully completed the course and earned 1 Graduate Credit.
- **Remediation of Reading and Comprehension Deficits in Elementary School Students (CRP for Elementary Teachers:** There were 4 students that successfully completed the course and earned 3 Graduate Credits.
- **Teaching Thinking and Writing Skills (Language for Learning, Language for Thinking or Reasoning & Writing Training):** There were 3 students that successfully completed the course and earned 3 Graduate Credits.
- **The Role of Peer-Coaching in the Direct Instruction School-Wide Reform Model:** There were 11 students that successfully completed the course and earned 3 Graduate Credits.
- **Implementation of School-Wide Reform Initiatives and Accountability Systems:** There were 8 students that successfully completed the course and earned 3 Graduate Credits.
- **Administration and Supervision of Direct Instruction School-Wide Reform Initiatives:** There were 4 students that successfully completed the course and earned 3 Graduate Credits.
- **Principles of Instructional Design:** There were 11 students that successfully completed the course and earned 3 Graduate Credits.
- **Teaching Strategies for English Language Learners:** There were 34 students that successfully completed the course and earned 3 Graduate Credits.

CLASSES OFFERED THROUGH THE UNIVERSITY OF GUAM:

- **NONE**

CLASSES OFFERED THROUGH CONTINUING EDUCATION:

- **Early Childhood Development:** There were 20 students that successfully completed the course and earned 1 College Credit.
- **Community First Aid & Safety/CPR:** There were 35 students that successfully completed the non-credit course.
- **English as a Second Language (non-resident):** There were 45 students that successfully completed the non-credit course.
- **Scaffolding Competent Person Training:** There were 14 students that successfully completed the non-credit course.
- **OSHA 500:** There were 3 students that successfully completed the course and earned 2 college credits.
- **OSHA 510:** There were 5 students that successfully completed the course and earned 2 college credits.
- **OSHA 3095:** There were 5 students that successfully completed the course and earned 1 college credit.
- **Customer Service:** There were 16 students that successfully completed the course and earned 0.6 CEUs.
- **Front Desk:** There were 16 students that successfully completed the course and earned
- **GED & Battery Testing:** There were 96 students that successfully completed the non-credit course.
- **ABE High Intermediate & Math/Science:** There were 252 students that successfully completed the non-credit courses.
- **ServSafe Managerial Certification Course:** There were 31 students that successfully completed the non-credit course and earned a Certificate of Completion.

Tourism & Hospitality Department (for Assessment Reporting)
Number of Instructors involved: 3

- Health Certification Workshops for the General Public
- Health Certification Workshops for Public and Private Schools

Month	Total Number of Students Registered	Number of successful completion	Non-Completers (Percent)	Rescheduled
Oct 06'	585	484	17%	101
Nov 06'	379	288	24%	91
Dec 06'	176	137	22%	39
Total Served	**1,140**	**909**	**20%**	**231**

- Hospitality Institute (for Assessment Reporting)

Month	Course Number & Description	Total Number of Students Registered	Number of successful completion	Percent	Total CEUs earned	Total Credits Earned Upon Completion
Oct 06'	NONE	0	0	0%	0	0
Nov 06'	NONE	0	0	0%	0	0
Dec 06'	NONE	0	0	0%	0	0

Criminal Justice & Social Science Department (for Assessment Reporting)
Number of Instructors involved:

Month	Course Number & Description	Total Number of Students Registered	Number of successful completion	Percent	Total CEUs earned	Total Credits Earned Upon Completion
Oct 06'	NONE	0	0	0%	0	0
Nov 06'	NONE	0	0	0%	0	0
Dec 06'	NONE	0	0	0%	0	0

- **Prometric Testing Center**

Month	Number of Participants
Oct '06	5
Nov '06	1
Dec '06	4
Total Served	**10**

- **Pan Testing Center**

Month	Number of Participants
Oct '06	138
Nov '06	26
Dec '06	4
Total Served	**168**

- ed2go online

Month	Number of Participants
Oct '06	0
Nov '06	1
Dec '06	1
Total Served	**2**

MEMORANDUM OF AGREEMENTS:

- An MOA between HOST and Guam Community College regarding testing was signed on December 1, 2006 by the College President.
- An MOA between Guam Water Work Authority and Guam Community College regarding two courses for training was signed October 23, 2006 by the College President.
- An MOA between Argosy University and Guam Community College regarding Room Rental was signed by the College President.

CONTINUING EDUCATION PROVIDED QUOTATIONS FOR SPECIFIC SERVICES FOR THE FOLLOWING BUSINESSES:

- **Guam Public School System** – Safe Training, Search & Seizure, CPR/FIRST AID
- **Parks & Recreation** – Room Rental Facilities
- **Guam Police Department** – Health & Wellness (CEUs)

ENROLLMENT COUNTS
(OCTOBER '06 – DECEMBER '06)   CE: 1,932

    (Oct '06 – Dec '06)   CE: 1,932
    (Jan '07 – Mar '07)   CE:
    (Apr '07 – Jun '07)   CE:
    (Jul '07 – Sept '07) CE:

By Percentage

□ 7% □ 0%
■ 21%
□ 72%

□ Credit   ■ Non-Credit
□ Graduate Credit   □ Prometric Testing
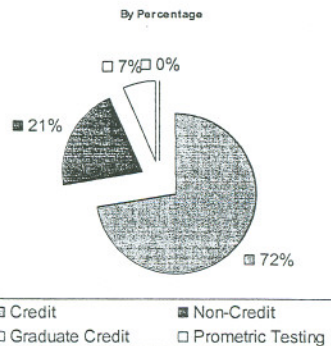
ENROLLMENT COUNTS (October '06 – December '06)	**CE**	**Cumulative** (October '06 – December '06)
Post secondary credit courses:	13	13
Non-Credit courses:	1,665	1,665
Graduate Credits	76	76
Prometric & Pan Testing	178	178
Total Number	**1,932**	**1,932**

As of December 29, 2006 (Subject to change)

Respectfully Submitted By,

Lolita C. N

Lolita C. Reyes
Associate Dean

Board of Trustees Report
December 29, 2006
Admissions and Registration Office

Fall Enrollment Count

Degree	Student Count		Course Sum		Credits Sum	
	2006FA	2005FA	2006FA	2005FA	2006FA	2005FA
Associate of Arts	183	159	566	514	1,587	1,331
Associate of Science	725	799	2,285	2,636	5,761	6,460
Certificate	240	200	913	734	2,193	1,652
Criminal Justice Academy	14	0	48	0	152	0
Adult High School	77	193	225	595	559	1,392
Industry Certification	0	2	0	8	0	24
Journeyworker Certificate	122	122	228	200	714	600
Undeclared Student	425	334	992	742	2,765	1,966
TOTAL	**1,786**	**1,809**	**5,257**	**5,429**	**13,371**	**13,425**

Prepared by: Patrick L. Clymer
                 Registrar
Source: NIAS Student Information System

Guam Community College

Enrollment Count

Schl	Degree		Student Count	Course Sum	Credits Sum
2006FA					
GCC	AA	ASSOCIATE OF ARTS	183	566	1587
GCC	AS	ASSOCIATE OF SCIENCE	725	2285	5761
GCC	CERT	CERTIFICATE	240	913	2193
GCC	CJAS	SUPPLEMENTAL CYCLE -	14	48	152
GCC	HS	ADULT HIGH SCHOOL	77	225	559
GCC	JC	JOURNEYWORKER CERT	122	228	714
GCC	UNDECL	UNDECLARED STUDENT	425	992	2765

Summary for 'TTerm' = 2006FA (7 detail records)

Grand Total | 1786 | 5257 | 13731 |

Guam Community College

Enrollment Count

Schl	Degree		Student Count	Course Sum	Credits Sum
2005FA					
GCC	AA	ASSOCIATE OF ARTS	159	514	1331
GCC	AS	ASSOCIATE OF SCIENCE	799	2636	6460
GCC	CERT	CERTIFICATE	200	734	1652
GCC	HS	ADULT HIGH SCHOOL	193	595	1392
GCC	IND	INDUSTRY CERTIFICATIO	2	8	24
GCC	JC	JOURNEYWORKER CERT	122	200	600
GCC	UNDECL	UNDECLARED STUDENT	334	742	1966

Summary for 'TTerm' = 2005FA (7 detail records)

Grand Total   1809   5429   13425

MEMORANDUM

To: President

Via: Vice President, Academic Affairs

From: Registrar

Subject: Completion Rates for Fall 2006 Semester

Enrollment for the Fall 2006 semester generated **5,282** course registrations.

Outcomes to date are:

		2006FA	%	2005FA	%
A.	Successful Outcomes:				
	Earned Credit for the course:	3,209	60.75%	3,197	58.89%
	No Credit, but successfully completed course:		0.17%	10	0.18%
	Total Successful Outcomes:	3,218	60.92%	3,207	59.07%
B.	Unsuccessful Outcomes:				
	Did not Earn Credit:	835	15.81%	1,107	20.39%
	Withdrew from the course:	630	11.93%	692	12.75%
	Total Unsuccessful Outcomes:	1,465	27.74%	1,799	33.14%
C.	Outcome Pending:				
	No Grade:	53	1.00%	15	0.28%
	Incomplete:	123	2.33%	103	1.90%
	In Progress:	423	8.01%	305	5.62%
	Total Outcomes Pending:	599	11.34%	423	7.79%
	TOTAL REGISTRATIONS:	5,282		5,429	

cc: *Deans*

2006FA Grade Distribution

RTF 0%
RA 0%
RD 0%
RF 1%
RB 0%
P 5%
NC 0%
NG 0%
I 2%
F 12%
D 3%
CR 0%
C 10%
B 15%
AU 0%
A 27%
<> 1%
Z 8%
W 12%
TF 3%
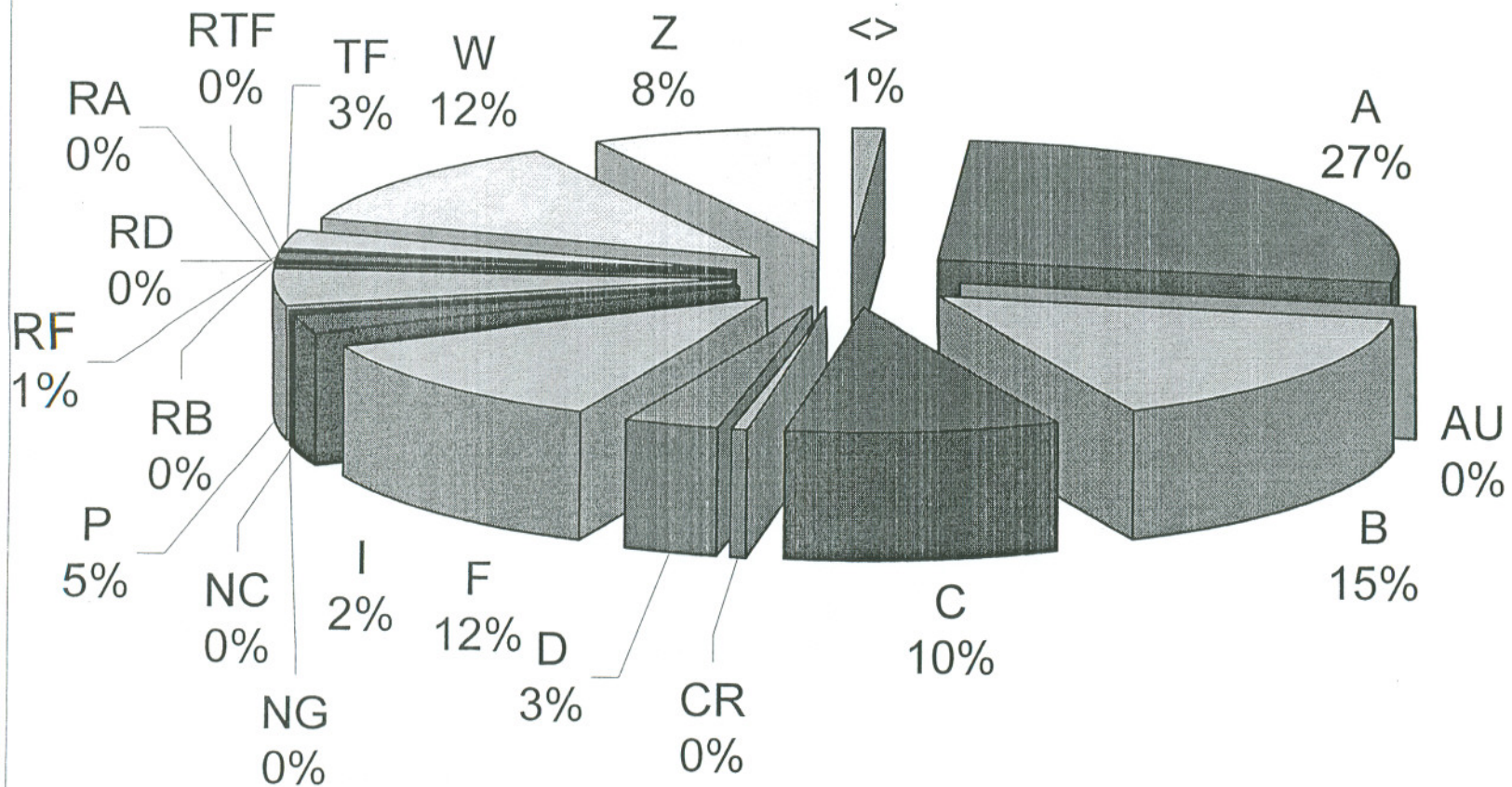
2006FA Grade Distribution-Summary

Pending, No Grade: 1%

Pending, Incomplete: 2%

Pending, In Progress: 8%

Unsuccessful, Withdrawal: 12%

Successful, Credit Earned: 61%

Unsuccessful, No Credit Earned: 16%

Successful, No Credit Earned: 0%
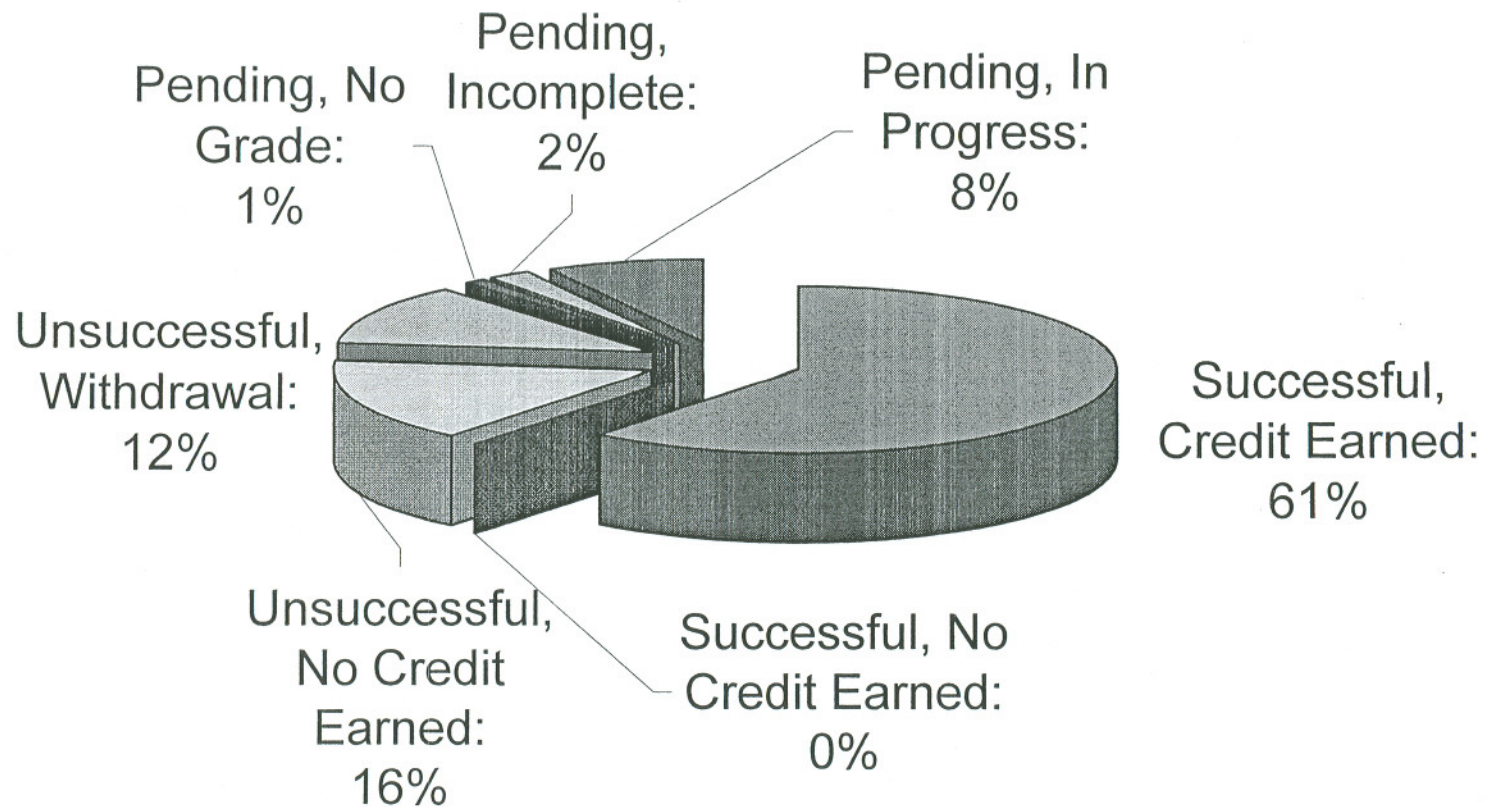
GUAM COMMUNITY COLLEGE
Office of the President

October 3, 2006

TO: GCC BOARD OF TRUSTEES

The following reports are provided for your information:

1. Academic Affairs Division (Dr. John R. Rider, Vice President)
    2006 Third Quarter Reports (July - September)

2. Business & Finance Division (Mary Y. Okada, Vice President)
    Quarter reports ending September 30, 2006

Thank you.

Guam Community College
Academic Affairs

MEMORANDUM

TO: PRESIDENT

FROM: AVP

DATE: 9/28/06

SUBJECT: 2006 Third Quarter Reports from Academic Affairs (July – Sept.)

Attached are several reports from my division:

- School of Trades and Professional Services
- School of Technology and Student Services
- Office of Continuing Education
- Registrar's Office
- Apprenticeship

These reports are informational, requiring no action.

The following issues are underway or have been completed by my office:

- The Faculty Senate is progressing well through its developmental phase.
- The Luminis/ Banner SunGard Project is on schedule and on budget.
- I am continuing to work on the creation of a certificate program in Emergency Management using FEMA sponsored curriculum.
- The Institutional Strategic Master Plan (ISMP) continues to be developed and refined. The next cycle will begin in January.
- Preparations are in progress for the Faculty Development Day on October 9th. More information will be shared with Board members as it becomes available. Trustees should try to attend if possible.
- I will be a member of an accreditation team visiting Windward Community College, Oahu, Hawaii the week of October 22nd.

JOHN R. RIDER, Ed.D.

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

Board of Trustees Report
September 28, 2006
Admissions and Registration Office

Fall Enrollment Count

Degree	Student Count		Course Sum		Credits Sum	
	2005FA	2006FA	2005FA	2006FA	2005FA	2006FA
Associate of Arts	159	175	514	544	1,343	1,701
Associate of Science	801	705	2,639	2,214	6,512	6,646
Certificate	197	234	727	884	1,657	2,379
Adult High School	193	78	595	227	1,401	632
Industry Certification	2	0	8	0	24	0
Journeyworker Certificate	122	122	200	228	612	725
Supplemental Cycle-CJ	0	15		53		168
Undeclared Student	335	454	746	1,093	1,993	3,398
TOTAL	**1,809**	**1,783**	**5,429**	**5,243**	**13,542**	**15,649**

Prepared by: Patrick L. Clymer
                 Registrar

Source: NIAS Student Information System

Guam Community College

Enrollment Count

Schl	Degree		Student Count	Course Sum	Credits Sum

2006FA

Schl	Degree		Student Count	Course Sum	Credits Sum
GCC	AA	ASSOCIATE OF ARTS	175	544	1701
GCC	AS	ASSOCIATE OF SCIENCE	705	2214	6646
GCC	CERT	CERTIFICATE	234	884	2379
GCC	CJAS	SUPPLEMENTAL CYCLE -	15	53	168
GCC	HS	ADULT HIGH SCHOOL	78	227	632
GCC	JC	JOURNEYWORKER CERT	122	228	725
GCC	UNDECL	UNDECLARED STUDENT	454	1093	3398

Summary for 'TTerm' = 2006FA (7 detail records)

Grand Total   1783   5243   15649

Quarterly Report, 3rd Quarter 2006

School of Trades and Professional Services

Adult Education – Neighborhood classroom programs in Adult Basic Education are now active in Santa Rita, Agat, and Merizo.

Apprenticeship – Working with Department of Labor to help develop rules and regulations for the Guam Registered Apprenticeship Program.

Automotive – Work has begun on Secondary curriculum to include direct articulation to the post secondary program.

Construction – Carpentry shop now operational. Work continues on new refrigeration, electrical/plumbing, and welding shops.

Education – Enrollment numbers for FA06 are up in Early Childhood and Education classes.

Allied Health – Recruiting for new cohort in Practical Nursing has more than 100 interested in joining the program.
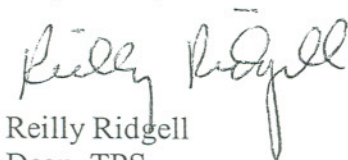
English Language Institute – Work continues to re-institute the tutoring program for the reading classes.

Marketing & Visual Communications – New curriculum for Visual Communications working its way through the process.

Social Science & Criminal Justice - Preparations are underway for a new police cycle pending resolution of some concerns.

Tourism & Hospitality – Work continues on 400 main kitchen. Meanwhile, Culinary Arts students using Culinary Classroom in 400 while GW high school students are using the old kitchen in 300.

Respectfully submitted:

Reilly Ridgell
Dean, TPS

CLASSES OFFERED THROUGH THE UNIVERSITY OF SAN DIEGO:
- **Administration Interpretation and Application of Career:** There were 15 students that successfully completed the course and earned 1 Graduate Credit.
- **Applying Research Based Practices to the Teaching of Mathematics in the Elementary Grades (Elementary and Middle School Teachers):** There were 34 students that successfully completed the courses and earned 3 Graduate Credits.

CLASSES OFFERED THROUGH THE UNIVERSITY OF GUAM:
- **NONE**

CLASSES OFFERED THROUGH CONTINUING EDUCATION:
- **Early Childhood Development:** There were 4 students that successfully completed the course and earned 1 College Credit.
- **Community First Aid & Safety/CPR:** There were 25 students that successfully completed the non-credit course.
- **English as a Second Language (non-resident):** There were 8 students that successfully completed the non-credit course.
- **First Responder:** There were 24 students that successfully completed the course and earned 3 College Credit.
- **First Responder Lab:** There were 24 students that successfully completed the course and earned 3 College Credit.
- **First Responder Lab:** There were 24 students that successfully completed the course and earned 3 College Credit.
- **Ecology of Deafness:** There were 2 students that successfully completed the course and earned 3 College Credit.
- **Techno Babble:** There were 16 students that successfully completed the course and earned 2 College Credit.
- **GED & OPT testing:** There were 160 students that successfully completed the non-credit course.
- **Hospitality Korean for Ambros:** There were 20 students that successfully completed the course and earned 2 CEUs.
- **Learn Chinese the Berlitz Method:** There was 1 student that successfully completed the course and earned 2.0 CEUs.
- **Techno Jam 06' Session 2:** There were 5 students that successfully completed the non-credit course.
- **Techno Jam 06' Session 3:** There were 8 students that successfully completed the non-credit course.
- **ABE High Intermediate:** There were 23 students that successfully completed the non-credit course.
- **ESL 13 A:** There were 15 students that successfully completed the non-credit course.
- **ESL 12 A:** There were 14 students that successfully completed the non-credit course
- **ESL 11 A:** There were 14 students that successfully completed the non-credit course.
- **ABE High Intermediate – Math/Science:** There were 18 students that successfully completed the non-credit course.
- **Basic Skills Math:** There were 13 students that successfully completed the non-credit course.
- **ABE High Intermediate (Agat):** There were 23 students that successfully completed the non-credit course.
- **Garde Manger / Cold Kitchen:** There are 17 students currently enrolled and will earn 4 College Credits upon completion of the course.

- **Practicum:** There are 7 students currently enrolled and will earn 6 College Credits upon completion of the course.
- **CISCO Networking Academy I:** There are 11 students currently enrolled and will earn 4 College Credits upon completion of the course.
- **CISCO Networking Academy IV:** There are 8 students currently enrolled and will earn 4 College Credits upon completion of the course.
- **Hospitality Korean for PIC:** There are 13 students currently enrolled and will earn 2 CEUs upon completion of the course.
- **Basic Tobacco Intervention Skills Certification Course:** There were 24 students that successfully completed the non-credit course.
- **ServSafe Managerial Certification Course:** There were 32 students that successfully completed the non-credit course and earned a Certificate of Completion.

Tourism & Hospitality Department (for Assessment Reporting)
Number of Instructors involved: 3

- Health Certification Workshops for the General Public
- Health Certification Workshops for Public and Private Schools

Month	Total Number of Students Registered	Number of successful completion	Percent	Rescheduled	No Score
July 06'	623	473	75%	150	0
Aug 06'	632	461	72%	171	0
Sept 06'	719	455	81%	101	0
Total Served	**1,974**	**1,389**	**70%**	**422**	**0**

- Hospitality Institute (for Assessment Reporting)

Month	Course Number & Description	Total Number of Students Registered	Number of successful completion	Percent	Total CEUs earned	Total Credits Earned Upon Completion
July 06'	0	0	0	0%	0	0
Aug 06'	HS 238	17	0	0%	0	4
	HS 293	7	0	0%	0	6
	ServSafe	32	0	0%	0	0
Sept 06'	0	0	0	0%	0	0

Criminal Justice & Social Science Department (for Assessment Reporting)
Number of Instructors involved: 3

Month	Course Number & Description	Total Number of Students Registered	Number of successful completion	Percent	Total CEUs earned	Total Credits Earned Upon Completion
July 06'	CJ 102 A	24	24	100%	0	3
	Lab	24	24	100%	0	3
	Lab	24	24	100%	0	3
Aug 06'	0	0	0	0	0	0
Sept 06'	0	0	0	0	0	0

- **Prometic Testing Center**

Month	Number of Participants
July '06	5
Aug '06	1
Sept '06	2
Total Served	**8**

- **Pan Testing Center**

Month	Number of Participants
July '06	80
Aug '06	17
Sept '06	65
Total Served	**162**

- **ed2go online**

Month	Number of Participants
July '06	0
Aug '06	2
Sept '06	1
Total Served	**3**

MEMORANDUM OF AGREEMENTS:
- NONE

CONTINUING EDUCATION PROVIDED QUOTATIONS FOR SPECIFIC SERVICES FOR THE FOLLOWING BUSINESSES:
- GSA Buyer – Maritime Archaeology Instructional Training.
- DPHSS – Basic Tobacco Intervention Certification Course
- DPHSS – Defensive Driving Training
- GTA – Electrical I & II, Fiber Optic, CAT 5 and CISCO
- South Korea – Hospitality Management
- GPSS – Introduction File Pro and intermediate File Pro

- GSA – Community First Aid and Safety / CPR
- PMT – Health Nutrition, Culinary and Cosmetology
- Department of Mental Health – Grant Writing
- Guam Public School System – Comprehensive Health School Program
- GTA – GED Courses

ENROLLMENT COUNTS
(OCTOBER '05 – SEPTEMBER '06)   CE: 9,221 (AMENDED)

    (Oct '05 – Dec '05)   CE: 1766
    (Jan '06 – Mar '06)   CE: 1814
    (Apr '06 – Jun '06)   CE: 2554
    (Jul '06 – Sept '06)   CE: 3,099 (Amended)
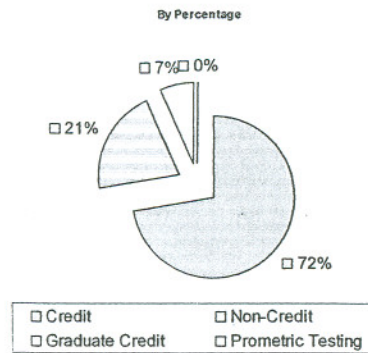
By Percentage

Credit   Non-Credit   Graduate Credit   Prometric Testing

ENROLLMENT COUNTS *(July '06 – September '06)*	CE	Cumulative *(October '05 – September '06)*
Post secondary credit courses:	219	503
Non-Credit courses:	2,661	7,832
Graduate Credits	49	460
Prometric & Pan Testing	170	426
Total Number	**3,099**	**9,221**

4s of __October 3, 2006 (Amended)__

Respectfully Submitted By,

Lolita C. Reyes
Associate Dean

CLASSES OFFERED THROUGH THE UNIVERSITY OF SAN DIEGO:
- **Administration Interpretation and Application of Career:** There were 15 students that successfully completed the course and earned 1 Graduate Credit.

CLASSES OFFERED THROUGH THE UNIVERSITY OF GUAM:
- **NONE**

CLASSES OFFERED THROUGH CONTINUING EDUCATION:
- **Early Childhood Development:** There were 4 students that successfully completed the course and earned 1 College Credit.
- **Community First Aid & Safety/CPR:** There were 25 students that successfully completed the non-credit course.
- **English as a Second Language (non-resident):** There were 8 students that successfully completed the non-credit course.
- **First Responder:** There were 24 students that successfully completed the course and earned 3 College Credit.
- **First Responder Lab:** There were 24 students that successfully completed the course and earned 3 College Credit.
- **First Responder Lab:** There were 24 students that successfully completed the course and earned 3 College Credit.
- **Ecology of Deafness:** There were 2 students that successfully completed the course and earned 3 College Credit.
- **Techono Babble:** There were 16 students that successfully completed the course and earned 2 College Credit.
- **GED & OPT testing:** There were 160 students that successfully completed the non-credit course.
- **Hospitality Korean for Ambros:** There were 20 students that successfully completed the course and earned 2 CEUs.
- **Learn Chinese the Berlitz Method:** There were 1 students that successfully completed the course and earned 2.0 CEUs.
- **Techno Jam 06' Session 2:** There were 5 students that successfully completed the non-credit course.
- **Techno Jam 06' Session 3:** There were 8 students that successfully completed the non-credit course.
- **ABE High Intermediate:** There were 23 students that successfully completed the non-credit course.
- **ESL 13 A:** There were 15 students that successfully completed the non-credit course.
- **ESL 12 A:** There were 14 students that successfully completed the non-credit course
- **ESL 11 A:** There were 14 students that successfully completed the non-credit course.
- **ABE High Intermediate – Math/Science:** There were 18 students that successfully completed the non-credit course.
- **Basic Skills Math:** There were 13 students that successfully completed the non-credit course.
- **ABE High Intermediate (Agat):** There were 23 students that successfully completed the non-credit course.
- **Garde Manger / Cold Kitchen:** There are 25 students currently enrolled and will earn 4 College Credits upon completion of the course.
- **Practicum:** There are 25 students currently enrolled and will earn 6 College Credits upon completion of the course.

1

- **CISCO Networking Academy I:** There are 11 students currently enrolled and will earn 4 College Credits upon completion of the course.
- **CISCO Networking Academy IV:** There are 8 students currently enrolled and will earn 4 College Credits upon completion of the course.
- **Hospitality Korean for PIC:** There are 13 students currently enrolled and will earn 2 CEUs upon completion of the course.
- **Basic Tobacco Intervention Skills Certification Course:** There were 24 students that successfully completed the non-credit course.

Tourism & Hospitality Department (for Assessment Reporting)
Number of Instructors involved: 3

- Health Certification Workshops for the General Public
- Health Certification Workshops for Public and Private Schools

Month	Total Number of Students Registered	Number of successful completion	Percent	Rescheduled	No Score
July 06'	623	473	75%	150	0
Aug 06'	632	461	72%	171	0
Sept 06'	616	369	81%	84	0
Total Served	**1,871**	**1,303**	**76%**	**405**	**0**

- Hospitality Institute (for Assessment Reporting)

Month	Course Number & Description	Total Number of Students Registered	Number of successful completion	Percent	Total CEUs earned	Total Credits Earned Upon Completion
July 06'	0	0	0	0	0	0
Aug 06'	HS 238	25	0	0%	0	4
	HS 293	25	0	0%	0	6
Sept 06'	0	0	0	0	0	0

Criminal Justice & Social Science Department (for Assessment Reporting)
Number of Instructors involved: 3

Month	Course Number & Description	Total Number of Students Registered	Number of successful completion	Percent	Total CEUs earned	Total Credits Earned Upon Completion
July 06'	CJ 102 A	24	24	100%	0	3
	Lab	24	24	100%	0	3
	Lab	24	24	100%	0	3
Aug 06'	0	0	0	0	0	0
Sept 06'	0	0	0	0	0	0

- **Prometric Testing Center**

Month	Number of Participants
July '06	5
Aug '06	1
Sept '06	2
Total Served	**8**

- **Pan Testing Center**

Month	Number of Participants
July '06	80
Aug '06	17
Sept '06	65
Total Served	**162**

- **ed2go online**

Month	Number of Participants
July '06	0
Aug '06	2
Sept '06	1
Total Served	**3**

MEMORANDUM OF AGREEMENTS:
- NONE

CONTINUING EDUCATION PROVIDED QUOTATIONS FOR SPECIFIC SERVICES FOR THE FOLLOWING BUSINESSES:
- GSA Buyer – Maritime Archaeology Instructional Training.
- DPHSS – Basic Tobacco Intervention Certification Course
- DPHSS – Defensive Driving Training
- GTA – Electrical I & II, Fiber Optic, CAT 5 and CISCO
- South Korea – Hospitality Management
- GSA – introduction File Pro and intermediate File Pro
- GSA – Community First Aid and Safety / CPR
- PMT – Health Nutrition, Culinary and Cosmetology
- Department of Mental Health – Grant Writing
- Guam Public School System – Comprehensive Health School Program
- GTA – GED Courses

ENROLLMENT COUNTS
(OCTOBER '05 – SEPTEMBER '06)   CE: 9,028 (AMENDED)

(Oct '05 – Dec '05)   CE: 1766
(Jan '06 – Mar '06)   CE: 1814
(Apr '06 – Jun '06)   CE: 2554
(Jul '06 – Sept '06)   CE: 2,906 (Subject to change)
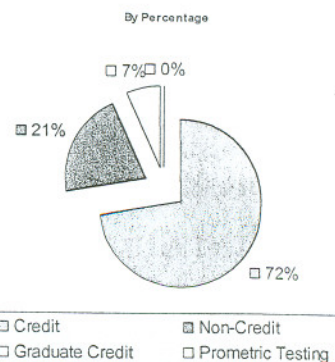
By Percentage

7% 0% 21% 72%

Credit   Non-Credit   Graduate Credit   Prometric Testing

ENROLLMENT COUNTS (July '06 – September '06)	CE	Cumulative (October '05 – September '06)
Post secondary credit courses:	163	447
Non-Credit courses:	2,558	7,729
Graduate Credits	15	426
Prometric & Pan Testing	170	426
Total Number	**2,906**	**9,028**

As of __September 27, 2006 (Subject to change)__

Respectfully Submitted By,

Lolita C. Reyes
Associate Dean

GUAM COMMUNITY COLLEGE
TECHNOLOGY & STUDENT SERVICES
OFFICE OF THE DEAN

Board of Trustees Quarterly Report for July – September 2006

1. **Accommodative Services** – All notices went out to faculty to inform them of accommodations needed for students with disabilities. Julie also attended the AHEAD conference in San Diego and hopes to use the information gained there to assist further in meeting the needs of the students.

2. **Assessment and Counseling** – A large number of walk-in students were serviced just prior to registration. The CRN grant obligations are being finalized. Training was held for the public school counselors on career guidance and over 41 counselors attended. A new AA was hired to replace the vacancy.

3. **Business Department** – Aside from network, aircon, and C1 problems the department continues to move forward with a new student organization, participation in service learning, and meeting the needs of students.

4. **Career Placement** –. 20 students placed – 11 in the new S.T.E.P. program, 1 at Gloria Jeans (team supervisor), 1 – GCC materials management (supply expeditor), 1 at Triple J (Customer Service Rep), 2 – GCC work study referrals, 2 at PROA restaurant (cooks), 1 at Doc's Daycare (caregiver/teacher), and 1 at JMI Medical Supplies (sales assistant).

5. **Center for Student Involvement** – New student orientation was held in August with a record attendance of 217. COPSA officer retreats were also held in July and August so the officers would have an annual plan. All student organization inductions were held on Sept. 22, 2006 with training following.

6. **Civic Engagement**- Close out activities for the grant have taken place and the new grant application is due Oct. 2, 2006. A community based organization training/luncheon was held and was very successful.

7. **Computer Science**- Work on rewriting curriculum is ongoing – the faculty have decided to rewrite both the Certificate and Associates Degree.

8. **CONSTITUTION DAY** – Sept. 17 – as recipients of Federal dollars – we are required to recognize Constitution Day – Sept. 17 was a Sunday – we recognized the day on Sept. 19 and faculty were free to integrate the information into their lessons as deemed appropriate – all adjunct were informed as well.

9. **Electronics** – The IT Essentials program agreement is in full force and the department is working on improving their secondary program offerings – CCNA-I started 8/14 and CCNA-IV started 8/1. The DC is in Las Vegas at the BCSI conference.

10. **Enrollment Services** - Advisors and advisees were notified of assignments for Fall '06. Academic dismissal and probation lists were also disseminated. Advisor training was held for new post secondary faculty.

11. **Health Services** – Over 3,940 people were serviced in the Health Center with services ranging from TB and other shots, blood pressure monitoring, and nursing interventions – with one GWHS cross-enrolled student transported to GMH to rule out possible seizure activity.

12. **Instructional Technology Center-** SunGard implementation project is underway and intense efforts are underway to keep things on time and on budget. Several teleconference and on-sight trainings have been held for GCC employees and internal mobilizations have been on-going with multiple meetings planning sessions. Tech audit was completed and if approved and implemented will have massive change implications.

13. **Library** – Assessment Award was given to the library at convocation. Inventory completed and nursing resources are available. ADA continues to be a problem between the lift and the doors. Library hours are Monday through Friday – in order to insure proper coverage.

14. **Math, Science, Cosmetology-** New cosmetology curriculum was written and is in the approval process. A greater number of math sections were needed this semester and the temporary part time help is up and running with two tutors who will be in place in the coming weeks.

15. **Student Services-** GWHS orientations were held, in spite of shortage of personnel, services were met for registering students.

16. **TRIO Programs** – For the first time, ETS surpassed the goal of servicing 600 students for the academic year. Active recruiting for Project AIM and ETS is on going to meet 175 and 600 students respectively for AY '06-'07.

Submitted by: _____
Dr. Michelle Santos, Dean

RECEIVED

BY EMPLOYER

1	Barrett Plumbing	7
2	Between Jobs	3
3	Bishman Continental Services	1
4	Black Construction Co.	7
5	Carrier Guam	1
6	Dick Pacific Const.	1
7	East West Rental	2
8	Fiesta Resort Guam	1
9	Guam Marriot Hotel	1
10	Guam Plaza Hotel	1
11	Guam Power Authority	75
12	Guam Shipyard	8
13	Hard Rock Café	2
14	Hawaiian Rock Products	6
15	Hilton Guam	3
16	Horizon Lines	1
17	Hotel Nikko	1
18	Hyatt Regency Guam	2
19	J&B Modern Tech.	2
20	JWS Refrigeration	6
21	Leo Palace Resort	0
22	Matson Navigation	0
23	Nissan Motors	3
24	Onward Beach Hotel	2
25	Outrigger Guam	1
26	Pacific Tyre	0
27	Perez Bros.	4
28	Raytheon Technical Services	2
29	Santa Fe Hotel	0
30	The Doctor's Clinic	1
31	TLC Day Care	3
	TOTAL:	**147**

BY COORDINATOR

Barry	9
Cathy	2
Hank	6
GAS	130
Tony	
Total	**147**

GENDER

Male	131
Female	16
Total	**147**

TRADE:

1	A/C Refrigeration Mechanics	11
2	Auto Body Repairer	3
3	Auto Mechanics	6
4	Automotive, Electrician	0
5	Carpenter	1
6	Cooks	10
7	Early Childhood Associate	3
8	Electric Meter Repairer	7
9	Electrician, Substation	9
10	Electricians	6
11	Heavy Equipment Operator	7
12	Housekeepers	2
13	Instrument Technician	17
14	Lineman	16
15	Machinist	1
16	Maint. Building Repairer	2
17	Marine Machinery Mechanics	2
18	Office Manager/Admin. Services	1
19	Operating Engineer	1
20	Pipefitter	1
21	Plumber	7
22	Power Plant Operator	18
23	Relay Technician	7
24	Rigger	3
25	Sheetmetal Worker	1
26	Shipfitter	2
27	Truck Driver, Heavy	1
28	Welder	2
	TOTAL:	**147**

Coordinator pie chart: Tony 0%, Barry 6%, Cathy 1%, Hank 4%, GAS 89%

Gender pie chart: Female 11%, Male 89%

PROGRAM SPONSORS:

Guam Contractor's Assoc.	GCA	36
Guam Hotel & Rest. Assoc.	GHRA	14
Individual Not Joint	INJ	7
Guam Power Authority		75
Guam Shipyard		8
Perez Bros., Inc.		4
TLC Day Care		3
(Total INJ Apprentices)	(97)	
		147

Number of New Apprentices:	10
Number of Terminated Apprentices:	13
Number of Completed Apprentices:	4

STANDARDS DEVELOPED AND APPROVED:

1	Atkins Kroll
2	Bisnes Mami Inc.
3	Essence Hair & Body Studio
4	F.A.C.S
5	Genos and Anthony's
6	Guam Contractor's Association
7	Guam Hotel & Restaurant Association
8	Guam Power Authority
9	Guam Technical Institute
10	Honey Bear Kids Center
11	Mangilao Golf Club
12	Micronesian Hospitality
13	Nissan Motors Guam
14	Pacific Micronesian Tours
15	Perez Bros.
16	Planet Hollywood
17	The Doctor's Clinic
18	TLC (Tina's Learning Center)
19	W.B. Flores & Company

NEW EMPLOYERS:

Barrett Plumbing
Hard Rock Café
Santa Fe Hotel

STANDARDS IN THE WORKS:

1	Cybertec
2	E.D.U Fun Learning Center

GUAM COMMUNITY COLLEGE
OFFICE OF THE VICE PRESIDENT
BUSINESS AND FINANCE
671-735-5547
671-734-5238 (fax)
myokada@guamcc.edu

September 30, 2006

MEMORANDUM

TO: President

FROM: Vice President for Business and Finance

SUBJECT: Activity Reports

I have enclosed the activity reports for the Business & Finance Division for the quarter ending September 30, 2006.

If you have any questions regarding this, please let me know.

Mary A.Y. Okada
Mary A.Y. Okada

Business and Finance
HUMAN RESOURCES OFFICE

To: Vice President, Business & Finance *[signature]*

From: Administrator, Human Resources

Subject: Quarterly Report

Date: September 29, 2006

For the period of July, August and September 2006, the Human Resources Office performed the following activities in providing HR services to our 214 full-time employees, 10 part time employees, 163 Adjuncts (contracts) and the public.

▸   Assisted 730 signed-in customers (applicants, employees, general public).

▸   Prepared and processed 10 full-time job announcements to establish eligibility lists (4 continuous announcements and Presidential Search).

▸   Evaluated and rated 25 applications for full-time positions. Coordinated 7 employment interviews for full-time positions and hired/promoted 4 full-time employees.

▸   Conducted 11 exit interviews due to retirement, resignation, transfer and termination of limited term appointment.

▸   Evaluated and rated 54 new applications for Adjuncts.

▸   Prepared and processed 163 personnel contracts (Adjunct, Continuing Education, MOU's).

▸   Prepared and processed 46 employee performance evaluations and salary increments.

▸   Conducted reclassifications of positions and creation of new a position.

▸   Participated and attempted to recruit from the GTA/EPP and PPP programs.

▸   Coordinated "Smoking Cessation Program" with Department of Mental Health and Substance Abuse. 1st Program started in July; 2nd Program begins in Oct.

▸   Coordinated and complete Health Insurance Open Enrollment (Aug. 28 to Sept. 21). GCC presentations were held on Sept. 2 and Sept 12, 2006.

▸   Coordinated commencement of the Employee Recognition Program Committee.

▸   Assisted Management and Employees with employee relations issues (i.e. informal grievances, informal due process and employment complaints). 1 Formal Grievance (Step 5 – appealed to the BOT).

▸   Administrator is working with a Committee on updating the Violence in the Workplace Policy and the Drug Free Workplace Policy and Smoking/Pugua Chewing Policy. Training scehedule for Oct. 9 and Oct. 13, 2006.

▸   Administrator worked with the Academic Vice President and Search Committee on Presidential Search. Process began on July 11, 2006; Job Annoucement opened on September 15, 2006 and closes on January 15, 2007; PDN Ad appeared on Sept. 17, 2006 paper.

▸   Administrator began work and meetings with the new formed "Human Relations Officer Coordinating Council" for government of Guam; updating personnel rules & regulations; government wide classification study. Ref: Public Law 28-112, Personnel Management Modernization Act of 2006.

▸   HR Staff and Administrator began training with Sungard; overview on Luminis and Banner.

▸   *Note: HR Personnel Leave during this quarter: Specialist II (Aguon) leave = 10 weeks; Specialist I (Siguenza) leave = 4 weeks.*

GUAM COMMUNITY COLLEGE
Materials Management
Quarterly Activity Report

Month/Year: July, August, September 2006

Total Amount of Purchases: $1,070,142.63

Total Amount of Contracts:
(includes construction projects, $3,015,767.80
Educational consultants)

Total Amount of Travel
Authorizations: $65,482.28

Total Amount of Invoices
Processed: $4,288,543.57

Bid Invitation: None

Request for Proposal: None

Total # of Purchase orders
Processed: 740

Other Significant Activity: Awarded contracts for the Fully Integrated Student and
Financial Integrated System. Processed payments for the
hardware and software for the Integrated System, Mediated
Learning Licenses (Math), Campus-Wide Painting, Welding
Shop, and Culinary Classroom/Kitchen Projects. Processed
740 PO's due to the closing of FY2006.

September 27, 2006

Memorandum

TO: Vice President Business & Finance *Jupiada*

FROM: Controller *R L Epstein*

SUBJECT: Quarterly Activities Report – Business Office
           July to September 27, 2006

The following are the accomplishments and activities that occurred in the Business Office from July 1, 2006 through September 27, 2006

Accounts Payable

Month	Checks Processed	Payments
July	251	$1,235,634
August	501	2,891,264
September	407	1,496,591
Totals for 4th Quarter	1,159	$ 5,623,489
Totals for FY 2006	5,821	$24,213,606

Investments
During the quarter Guam Community College liquidated one of the two certificates of deposit at First Hawaiian Bank. Proceeds of $1,021,984 were deposited into the FHB Maximizer Savings account.

FY 2006 Appropriation
As of September 27, 2006 Guam Community College received a total of $10,080,659 from the FY 2006 appropriation. A balance of $3,706,374 of requested draw downs remains outstanding.

FY 2006 Audit
The first request for information was received from the auditors. The Controller met with his staff and representatives from Human Resources, Procurement and Financial Aid to discuss the schedule for the audit and assign staff to obtain the information that was requested. Weekly follow up meetings are scheduled. Copies of the minutes of the Board of Trustee meetings since April are with the Controller and a request for an attorney letter has been prepared.

Tobacco Settlement Funds
The balance in Tobacco Settlement Fund B as of August 31, 2006 is $1,835,095.

Returned Checks

A total of $8,870 of checks was returned to GCC from the bank during FY 2006. During the fiscal year internal collection efforts combined with the efforts of a collection agency resulted in $8,914 being collected with an additional $494.00 in fees being collected. The amounts collected were for checks returned during FY 2006 and prior years.

Personnel

In September Frances Danieli, Administrative Services Officer, accepted a promotional transfer to become the Controller of GPSS.

Arlene Mesa, Accounting Technician II, will retire effective September 30, 2006.

Luminis and SunGard

The Controller and his staff have attended numerous meetings and training sessions for new website, portal, and integrated data system. Business and Finance has a heavy schedule of meetings and training set up for Luminis and SunGard training for Business and Finance. Finance training began during the last week of September.

Guam Community College
Financial Aid Office
Quarterly Activity Report

The Financial Aid Office has completed processing and payments for 2005-2006. We have awarded the following:

Pell   1169 students $2,641,885.66
SEOG   52,000.00
Work-Study   79,182.00

The FAO is currently processing 2006-20079 (no totals available yet).

Scholarships applications are currently being collected for six different scholarships which will then be sent to our scholarship committee or to the donors for rating and awards.

The FAO staff is currently undergoing training for the new operating system as we will switch to Banner processing in January 2007.
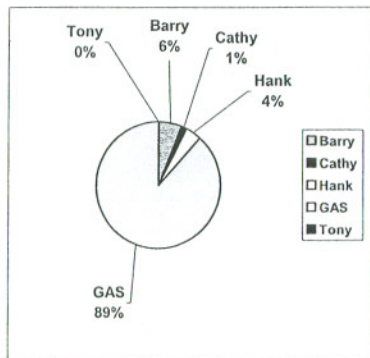
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BY EMPLOYER

1	Barrett Plumbing	7
2	Between Jobs	3
3	Bishman Continental Services	1
4	Black Construction Co.	7
5	Carrier Guam	1
6	Dick Pacific Const.	1
7	East West Rental	2
8	Fiesta Resort Guam	1
9	Guam Marriot Hotel	1
10	Guam Plaza Hotel	1
11	Guam Power Authority	75
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GUAM COMMUNITY COLLEGE
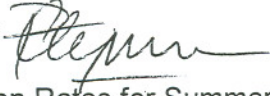## Office of the President

August 1, 2006

TO: GCC BOARD OF TRUSTEES

The following reports are provided for your information:

1.   Academic Affairs Division (Dr. John R. Rider, Vice President)
     Completion Rates for Summer 2006 Semester
     Summer Enrollment Count (2005-2006)

2.   Business & Finance Division (Mary Y. Okada, Vice President)
     Bank Balance Report as of June 30, 2006
     GCC Financial Reports as of June 30, 2006
     Staff Development Report (Fall 2005, Spring 2006, Summer 2006)

Thank you.

MEMORANDUM

To: President

Via: Vice President, Academic Affairs

From: Registrar

Subject: Completion Rates for Summer 2006 Semester

Enrollment for the Summer 2006 semester generated **756** course registrations.

Outcomes to date are:

		2006SU	**%**	**2005SU**	**%**
A.	Successful Outcomes:				
	Earned Credit for the course	480	60.91%	538	57.85%
	No Credit, but successfully completed course	66	8.38%	89	9.57%
	Total Successful Outcomes	546	69.29%	627	67.42%
B.	Unsuccessful Outcomes:				
	Did not Earn Credit	96	12.18%	186	20.00%
	Withdrew from the course	52	6.60%	41	4.41%
	Total Unsuccessful Outcomes:	148	18.78%	227	24.41%
C.	Outcome Pending:				
	No Grade	3	0.38%	2	0.22%
	Incomplete	2	0.25%	11	1.18%
	In Progress	89	11.29%	63	6.77%
	Total Outcomes Pending:	94	11.92%	76	8.17%
	Total Registrations:	788		930	

cc: Deans

APPENDIX K

**GCC's Service Learning Collaboration Award:
International Coastal Cleanup**

Service Learning Collaboration Awards

Eric Chong, Guam Community College

The CCNCCE is honored to recognize **Guam Community College**, in Barrigada, Guam, as a 2007 recipient of the Service Learning Collaboration and Civic Engagement Award in the Category of: Collaboration with Business and Industry for their program entitled *International Coastal Cleanup.*

Guam Community College partners with businesses and other organizations to plan and organize an annual International Coastal Cleanup day where they join together with the community to clean up the beaches and engage in pollution prevention activities. Partners include Guamcell Communications, Balli Steel, Foremost, TrashCo, Guam EPA, Underwater World and Fish Eye Park, and Guam Visitors Bureau. Many other businesses have joined in this endeavor by donating trash bags, gloves, bottled water, refreshments, manpower, media publicity, and garbage disposal services.

Through this project, Environmental Biology students learn about the harmful effects litter has on the environment. For example, cigarette butts can kill turtles, poison plants and leach toxins into the water supply and plastic litter can cause starvation in marine animals that ingest it because it provides a "false sense of fullness." Accounting students learn the cost of using volunteers versus paid workers to clean the environment and learn about the budgeting process. They have discovered that there is an acute need for an island-wide recycling program and have concluded that recycling will benefit the

environment, save energy costs, and create a viable industry. All together, 15 to 20 faculty from disciplines including Marine Biology, Environmental Biology, Tourism & Hospitality, Economics, Accounting, Education, Allied Health, Computer Science, Marketing, and Math are involved in this project.

This year's event was comprised of 2,780 volunteers, 15 island coastal cleanup sites, and yielded 30,927 lbs. of trash. Guam Community College was assigned to Pago Bay on the southeastern coast. They had over 300 volunteers, including students, staff, faculty, and volunteers from the Navy and other schools. 2,021 lbs of trash was collected from the Pago Bay site alone. This activity gave peace of mind to the bay residents, as potentially deadly human health and safety hazards were removed from Pago Bay's shores. Furthermore, pride was restored to the community and volunteers felt good about their contribution to this successful endeavor.

Contact Person: Eric Chong
Phone: 671-735-5630 **Email**: echong@guamcc.edu

APPENDIX L

Combined Record of Classroom Observation Notes by Deans and Associate Deans, AY 2006-2007

Dean's and Associate Dean's Record of Classroom Observation Notes
AY 2006-2007

No. 001
Description of Observation: All students were in the shop working on different projects. Some were cutting lumber with skill saws, some were measuring to make cuts, some were using power sanders. Instructor was monitoring, moving from group to group, giving advice and corrections. Most students were wearing goggles. Those who were working power saws had eye protection. Music was on but the saws were really loud. Students were on task. Instructor was emphasizing safety. Students knew what they were doing.   There was lots of activity, power saws and sanders. Students were using plans they had drawn to make the cuts. Instructor was continuously moving around through the shop using a no-nonsense approach, making sure tools were used properly and safely.

No. 002
Description of Observation: Students moving from classroom to shop, preparing to work on projects, including welding. All are working on a vehicle. They are using goggles. Instructor giving explanations and advice. Students getting on task. Music playing. Some are using the MIG welder, some using gas. There's a problem with a rat in the car's engine. Students using welders, sanders, metal benders. They know what they are doing. Students are fashioning metal pieces to replace rusted out segments in the car's trunk. Using file folders to make templates to get the right shape. Students are busy, on task, with instructor monitoring.

No. 003
Description of Observation: Students working on projects in shop. Some working on model houses. Some working on a scorer's table for the gym. (school project) Students on task. Instructor moving around giving advice and monitoring. One student hooking up an improvised dust collection system for a saw. With the scorer's table project, they're trying to make it light but strong. Some students sweeping. Student working on model house from drawing (plan). Instructor took time to explain projects to evaluator. Instructor helping when needed but students seemed to be taking time in getting started. Finally, students are busy. One is working with a sander. Three are cutting a piece of plywood with the jig saw. Instructor watching. Students on task.

No. 004
Description of Observation: Students were in shop working on various projects. Some replacing brake pads, some working in tool room. Music on in shop. Students appear busy. Instructor monitoring, keeping students on task. A few students appear to be wondering aimlessly, waiting to be told what to do. But then they do it. One group working on a brake appear to be confused, they're looking at a chart to try and figure it out. Instructor came over to help and explain. Students attentive. Some taking rotors to set up on brake lathe. Instructor watching, giving instruction. Then he goes out to the shop, gives instruction to other group. Then he called for clean up as class was about to end.

No. 005
Description of Observation: Description of Observation: Students were in the shop working on brakes: removing and replacing various parts. Instructor was watching, giving help and advice. Students were on task, using two cars. All were wearing goggles. Instructor was answering questions. Some students were working in groups of two or three. Instructor was monitoring progress, grading as he watches. Students were getting their own tools from the tool chest. They knew which ones to get. Instructor stopped and gave help where needed. All the students were busy, concentrating on the task.

No. 006
Description of Observation: It took a while for class to settle in as a meeting just concluded before the class. Instructor discussed attendance at PHARE, students were assigned to do a reaction paper. Instructor using white board, directed discussion from front of room with a good, strong voice. Students were attentive and responsive. Instructor led discussion about PHARE, both its good and bad points. Good discussion on merits of the venue compared to previous years, lack of vendors, etc. Several students were participating in the discussion. Instructor noted that the management team for PHARE had changed causing some problems. Instructor tried to draw out some of the students who weren't talking much. Good, overall critique of the event. Instructor praised students for showing up to help. One student was at white board making notes for the instructor. Instructor was interrupted by a cell phone call, which she took in the hall way. Apparently it was a student calling in sick. Good explanation and analysis of PHARE by instructor.

No. 007
Description of Observation: Instructor passed out info sheet on scanner tool. Each desk had a textbook on it. Instructor was in front of the class, explaining what they will do in the shop. Class is to divide into groups. Some will work on compression testing, some will work with scan tool. Slowly, the students filtered down into the shop. Some students got quickly on task. Others were standing around, waiting to be told what to do. Instructor was moving from group to group, trying to get them started. Most helped push one car outside, then returned to the shop and just milled around. Finally, one group started preparing an engine for compression check. Rest were still standing around. Another car was brought in and students tried the scan tool on it. Other group removing plugs from engine to do compression check. Still many students standing or sitting around. Instructor helping those with the scan tool.
No. 008
Description of Observation: Instructor sitting in front of class, discussing recipes found on-line. Students quiet, attentive. Instructor explained how techniques were as important as ingredients in a recipe. Some students responsive. Instructor handed out examples of recipes from good on-line sites. He began asking questions of the students. Little response at first. When he doesn't get a right answer, he explains the correct response. Finally there were some responses. Instructor remained seated in front of the room. Seemed to be the same few students answering and they were not too confident in their answers. There was a good question from one student about measurements in an on-line recipe they were discussing. The handouts included good and bad examples of recipes. Students seem subdued rather than enthusiastic. There was good information and explanations from instructor. The class took a break to prepare to go into the kitchen.
No. 009
Description of Observation: Students were in the kitchen working at different stations. The instructor was moving from station to station, giving advice. The students know what they are doing. The students were preparing a Greek menu following recipes kept in plastic sheet protectors. Students were on task and needed minimal supervision. Everything was under control. Each group was working on a different part of the menu.
No. 010
Description of Observation: Instructor in front of class talking about safety. Discussing the use of safety harness and leash. Student's responsive, answering questions. Instructor discussed various accidents he had witnessed or seen in videos. Instructor used examples from his own experience. Talked about scaffolding and harnesses. Students taking turns demonstrating how to put on and hook up different types of safety harnesses. Instructor helping. Students attentive. Good exercise. Instructor admonished the students never to go up on a scaffold without a harness. Instructor then went off topic, made some announcements about an upcoming activity. Then continued with another student coming up to try on a harness. Instructor uses good, strong, voice, in control of the class. Asked student to name the parts of the harness, which he did.
No. 011
Description of Observation: As I arrived to class, instruction had already begun. The instructor provided me with handouts and clearly stated objectives of the lesson and expectations. He incorporated the use of technology; lecture and small group work into his delivery mode. I liked the fact that he used current and past issues and related them to the topic of discussion to reflect meaningful connections with his students' experiences.
No. 012
Description of Observation: Upon arrival to class, the air conditioning had gone out and the floors had condensation. There was valuable class time taken up to ensure that safety issues were addressed. Kudos! The instructor convened her class and presented her small group of students to present their project on Patrol Operations. They used PowerPoint to deliver their assignment and to measure their understanding of what they worked on. Upon completion of her students' assignment, she had a Police Officer present to emphasize key points and challenged their critical thinking skills. The students were attentive and responded well to her as well as the presiding Officer. She effectively facilitated the discussion and carried out the objectives of the lesson plan. She reinforced and strengthened the concepts presented by engaging them through active participation.
No. 013
Description of Observation: The instructor provided me with a lesson plan at the onset of the class. He passed out articles clipped from the PDN and discussed issues relating to the subject matter. Students were grouped based on family household size to analyze the average cost of living and determine a per hour salary

needed to live on Guam. His use of current events and varied teaching materials and strategies indicated his planning and organizational prowess. He actively engaged his students in the activity and at the same token incorporated mathematical computations. He is very knowledgeable in the subject matter and demonstrated overall effectiveness in carrying out the student learning outcomes. The interaction with his students was excellent and he provided positive reinforcement and feedback when needed.

No. 14

Description of Observation: Upon arrival, the instructor was demonstrating the use of the cable splicing equipment in preparation for the group projects. He was engaging and motivated his students to actively participate in dialogue and asking pertinent questions. He effectively executed the demonstration with his students' full understanding of the concepts presented. They seemed very comfortable with him and it was evident that he was well respected by them as and his ability to showcase his expertise in the subject matter. He clearly demonstrated expected student outcomes through the various techniques and teaching strategies he employed and presented. He was thorough, organized and varied his lessons sequentially. Great job as usual.

No. 15

Description of Observation: I observed the instructor using current events on the government's financial state. The students were grouped and given scenarios on "How to" address these key issues. This was such a high interest topic among the students. He certainly engaged his students; they were highly interactive and motivated. He kept his students on their toes throughout the class by his dynamic and enthusiastic approaches. He maximized various teaching strategies using multi-media, visual aids, group work and active discussions. His challenging questions provided critical thinking exercises for them as well. As excitement grew and the students jumped in to provide their points of views, he commanded excellent control and order in a very constructive approach. The instructor demonstrated excellence in his teaching abilities. He's very knowledgeable and passionate for his profession.

No. 016

Description of Observation: Had the opportunity to observe the instructor work on the Banner system. She had inputted class schedules for the upcoming semester for her Department. While doing so, there was dialogue with other Department Chairs present in the training. There were negotiations taking place amongst them to secure classrooms use, indicating a cohesive and cordial relationship, as well as team work on this exercise. She had a good handle of this new technological shift into our integrated student and financial system. She demonstrated effectiveness and knowledge to get the job done.

No. 017

Description of Observation: Prior to the start of the class, the students assisted in cutting up bookmarks for the upcoming Mall event. The instructor talked about the "bomb threat" and then moved onto the lesson on "Task Analysis". She solicited volunteers to discuss their experiences and breakdown the task on changing pampers. She engaged her students by having them all participate in using gloves and practice the art of reason. She had good use of instructional materials. They were constantly engaged and anticipating the next activity. It was evident that they were excited and enjoyed the lesson presented. The instructor was motivating and her use varied techniques and strategies were executed effectively and interactively. She challenged their critical thinking skills as she put them into small groupings for additional understanding on Cognitive Development. Her mini-lessons were well planned and had a well-developed organizational design and sequence. He provided guidance and adequate feedback and demonstrated timed tasks. Overall, she was encouraging, enthusiastic and presented excellently. Excellent job!

No. 018

Description of Observation: I received the instructor's lesson plan well in advance. Upon arrival she placed them into groups and had each group perform their tasks. She was totally engaging and had a lot of fun with her students. The students were given the opportunity to critically apply concepts based on their creativity. She provided immediate feedback and positive reinforcement and praise to assess their performance. She demonstrated various uses of teaching methodologies which were creative and interesting. There was a lot of interaction between her and the students which indeed displayed motivation and active participation. Her lesson was clearly presented and followed a very organized sequence of events. It's always a pleasure to observe her as she is consistent and on task. She no doubt has demonstrated excellence in teaching promotes effective student learning outcomes.

No. 019

Description of Observation: The instructor was prepared and provided me with a lesson plan. He delivered

his lesson via multi-media presentation discussing authentication proximity methods. He was thorough and demonstrated technical expertise in the subject matter. His students were quite attentive and asked excellent questions that prompted him to provide critical thinking skills in terms of questioning techniques. Students were then given time to work on their assignments as the instructor provided one-to-one assistance.

No. 020

Description of Observation:
I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The instructor clearly stated the purpose and objectives for the lesson.
- The instructor provided a connection of the current lesson to previous learning.
- The instructor communicated the subject matter effectively to the students. He gave clear and simple, step-by-step instructions for the task.
- The instructor used lecture, inquiry/questions, and a lab activity as his methods of instruction.
- The instructor used the overhead projector to teach the lesson and display diagrams and instructions for the lab activity.
- The instructor summarized concepts and checked for understanding before the students started working on the lab activity.
- Each student had a lab kit and worked on his/her own project. The instructor walked around the classroom and assisted students with the lab activity.
- The instructor displayed a respect for students. They felt comfortable asking for assistance.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the lesson plan with a clear sequence and organizational design. He was well-prepared for the class.
- The students were actively engaged in learning. The lab activity was applicable to the concepts being taught and highly motivational.
- It was a positive classroom environment, and the students were enjoying their learning experience.
- The instructor continually monitored students' progress during the lab activity.
- The instructor assessed the students' performance using a lab work assessment worksheet. The students rated their performance in meeting the lesson's objectives.

III. CONTENT EXPERTISE (knowledge)

The instructor demonstrated excellent knowledge of the subject matter. He explained the subject matter effectively.

No. 021

Description of Observation:
I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The instructor clearly stated the purpose and objectives for the lesson. He provided a connection of the current lesson to previous learning.
- The instructor spoke in a clear and well-modulated voice, and he communicated the subject matter effectively to the students.
- The instructor prepared a PowerPoint presentation to use with lecture and inquiry/questions as his method of instruction.
- The instructor encouraged students to think and hypothesize by presenting different scenarios for them to analyze in relation to the topic being discussed.
- The instructor encouraged student participation, and he was receptive to their viewpoints.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student

motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the syllabus and the PowerPoint presentation. He was well-prepared for the class, and he used time effectively.
- The learning activities were varied as students listened to lecture, viewed the PowerPoint slides, and discussed the topics.
- It was a positive classroom environment with rapport between instructor and students.
- The instructor monitored students' progress through the use of inquiry/questions. This kept them on task and engaged in the discussion.

III. CONTENT EXPERTISE (knowledge)

The instructor demonstrated excellent knowledge of the subject matter. The students' learning experience was enriched as the instructor related the subject matter to real-life examples and relevant issues.

No. 022

Description of Observation:
I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The instructor provided a copy of the lesson plan. The purpose and objectives for the lesson were clearly stated.
- The instructor displayed an enthusiasm for the subject matter. He expressed his ideas clearly and gave good problem-solving exercises for the concepts being taught.
- The instructor used lecture, inquiry/questions, and a software tutorial as his methods of instruction.

Suggestion for Improvement:
- A wide variety of concepts were being taught. Although a software tutorial is included as part of the learning experience, the instructor should provide more examples in the discussion to check for the students' understanding before moving on to the next concept.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- It was a positive classroom environment.
- The instructor and students displayed a mutual respect for one another.
- Students were listening to the instructor and taking notes.
- The instructor modified the lesson by saving some topics for the next class discussion. He indicated in his lesson plan that he would exercise such flexibility depending on the students' grasp of the concepts.

Suggestion for Improvement:
- While lecturing, the instructor had a tendency to speak to only one side of the class. These students were engaged in the discussion. However, the remaining students on the other side of the class were not participating. The instructor can use methods such as eye contact and standing next to the students, or inquiry/questions to encourage their participation.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated a good knowledge of the subject matter.
- The instructor related current discussion to concepts previously learned.

Suggestion for Improvement:
- The instructor was enthusiastic in his deliverance of the subject matter. To enhance student learning and understanding, he should also use more practical situations and applications of the concepts.

Overall, the learning environment was positive, and a rapport was evident between the instructor and students.
No. 023
Description of Observation: I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction) - The instructor began the class with an anticipatory set activity. The activity was appropriate to the lesson, and the students were actively engaged in critical thinking and problem-solving. - The instructor was articulate. His voice was audible and expressive, and he communicated the subject matter effectively to the students. - The instructor used lecture, inquiry/questions, and discovery through problem-solving as his methods of instruction. This was appropriate to the lesson as students remained on task and followed along with the multi-media PowerPoint presentation of the lesson. - The instructor summarized concepts and checked for understanding using questions and answers as he progressed through the lecture. - The instructor displayed a respect for students. They openly asked questions, and the instructor was receptive to their viewpoints. Some very good discussion ensued as a result of the students' comments. II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation) - The instructor provided a copy of the lesson plan with a clear sequence and organizational design. He eliminated a quiz scheduled for the beginning of the class because it was given during their previous class. - The learning activities were varied as students listened to lecture, viewed overhead demonstrations, spent time on tasks, and asked questions for clarification. - It was a positive classroom environment as an obvious rapport between instructor and students were observed. The students were enjoying their learning experience. - The instructor displayed a genuine respect and appreciation for the students' opinions. III. CONTENT EXPERTISE (knowledge) - The instructor demonstrated excellent knowledge of the subject matter. He explained the subject matter effectively and engaged the students by using real life applications of the topics and relating the current discussion to concepts previously learned Overall, I found this to be a very enjoyable class to be in. The instructor actively engaged the students in an enriching learning experience.
No. 024
Description of Observation: I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction) - The instructor clearly stated the purpose and objectives for the lesson. She provided a connection of the current lesson to previous learning. - The instructor communicated the subject matter effectively to the students. She gave clear and simple explanations of each new task. - The instructor used lecture and inquiry/questions as her method of instruction. She integrated problem-solving exercises with lecture concepts being taught. The instructor monitored the students' work, checked for understanding, and then moved on to the next objective as students demonstrated understanding of the concepts. - The instructor used real-life applications to enhance learning. These applications promoted good discussions and positive student-instructor interaction.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the lesson plan with a clear sequence and organizational design including objectives for each topic.
- The instructor was well-prepared for the class.
- The learning activities were varied between lecture and students working on textbook exercises to check for understanding. A multi-media projection of answers to the textbook exercises was displayed so students could check their work and ask for assistance if they did not understand the problems.
- Students were attentive and remained on task. The instructor directed questions to individual students by name, and they responded openly.
- The classroom atmosphere was positive.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated knowledge of the subject matter. She explained the subject matter effectively, and she related topics discussed to practical situations.
- The instructor was able to answer all questions asked by the students.

No. 025

Description of Observation:
I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The instructor began the class with a review of the test they took in the previous class. The instructor reviewed test problems and answered the students' questions.
- The instructor then began discussion of the new lesson. The purpose and objective for the lesson was clearly stated.
- The instructor provided a connection of the current lesson to previous learning.
- The instructor used lecture, inquiry/questions, and a software tutorial as her methods of instruction. This was appropriate to the lesson as students remained on task and followed along with the discussion.
- The instructor summarized concepts and checked for understanding before giving assignments from the text and software tutorial for the students to work on.
- The instructor displayed a respect for students. They felt free to ask questions, and the instructor was receptive to their viewpoints.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the lesson plan with a clear sequence and organizational design. She was well-prepared for the class.
- The instructor continually monitored students' progress to keep them on task. She was very helpful and open to assist them as needed.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated good knowledge of the subject matter.
- The instructor answered the students' questions effectively.

No. 026

Description of Observation:
I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)
- The instructor clearly stated the purpose and objectives for the lesson.

- The instructor provided a connection of the current lesson to previous learning.
- The instructor communicated the subject matter effectively to the students. He was articulate, audible, and clear.
- The instructor used lecture, inquiry/questions, and a hands-on task as his methods of instruction.
- The instructor used visual diagrams on the board and equipment samples to teach the lesson and illustrate the concepts.
- Each student worked at his/her own computer station completing the lesson task. The instructor walked around the classroom and assisted the students.
- The instructor checked for understanding as the students worked on their task.
- The instructor and students displayed a mutual respect for one another.
- The students remained on task.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the lesson plan, and he was well-prepared for the class.
- The students were actively engaged in learning. The hands-on task was applicable to the concepts being taught.
- The use of class time was appropriate and well-paced.
- It was a positive classroom environment.
- The students were given step-by-step instructions for completing the assigned task. The instructor monitored their progress and answered their questions.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated excellent knowledge of the subject matter.
- The instructor used relevant examples to enhance learning.

No. 027

Description of Observation:
I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The instructor was articulate, and she communicated the subject matter effectively to the students.
- The instructor used lecture and inquiry/questions as her method of instruction. She used a multi-media presentation to conduct the lecture. The software program used was very effective and creative. It provided clear illustrations of the concepts being taught. This enhanced learning by allowing students to visualize the concepts.
- The instructor summarized concepts and checked for understanding throughout the lecture.
- The instructor displayed a respect for students. They felt free to ask questions, and the instructor was receptive to their viewpoints.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the lesson plan with a clear sequence and organizational design. She was well-prepared for the class and used the time appropriately.
- It was a positive classroom environment. The atmosphere was pleasant and orderly.
- The instructor continually monitored students' progress to keep them on task. She was very helpful and open to assist them as needed.
- The students remained on task throughout the period.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated excellent knowledge of the subject matter.

• The instructor used relevant examples and real-life applications to reinforce concepts taught.

No. 028

Description of Observation:

I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The lesson was a continuation of a previous lecture. The instructor provided a connection of the current lesson to previous learning by using selected examples from a tutorial program to reinforce topics learned.
- The instructor clearly stated the purpose and objectives for the lesson.
- The instructor gave step-by-step instructions for each problem reinforcing computational and analytical skills in problem-solving.
- Technology tools were incorporated in the lesson (e.g. graphing calculator, computer tutorial, and multi-media presentation).
- The instructor used lecture and inquiry/questions as his method of instruction. This was appropriate to the lesson as students remained on task and did the problem-solving exercises.
- The instructor guided the students through the problem-solving tasks.
- The instructor displayed a respect for students. They felt free to ask questions, and the instructor was receptive to their viewpoints.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor was well-prepared for the class and used time effectively. He provided a copy of the lesson plan with a clear sequence and organizational design.
- The learning activities were varied as students listened to lecture, viewed the tutorial presentation, spent time on tasks, and asked questions for clarification.
- It was a positive classroom environment, and the students were comfortable asking for assistance.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated excellent knowledge of the subject matter.

No. 029

Description of Observation:

I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The instructor began the class with a review of previous material covered and asked students if they had any questions before moving to the new lesson. She clearly stated the purpose and objectives for the lesson. She provided a connection of the current lesson to previous learning.
- The instructor was articulate, and she communicated the subject matter effectively to the students. She gave clear and simple, step-by-step instructions for each task.
- The instructor used lecture and inquiry/questions as her method of instruction. This was appropriate to the lesson as students remained on task and followed along with the overhead multi-media display of the instructions and demonstrations of the lesson tasks.
- The instructor summarized concepts and checked for understanding before giving project work from the text for the students to work on. The instructor walked around the classroom and assisted students individually with the assigned tasks.
- The instructor displayed a respect for students. They felt free to ask questions, and the instructor was receptive to their viewpoints.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the lesson plan with a clear sequence and organizational design.

She was well-prepared for the class and timed coverage of topics as appropriate.
- The learning activities were varied as students listened to lecture, viewed overhead demonstrations, spent time on tasks, and asked questions for clarification.
- This was a positive classroom environment which was evident in the camaraderie and respect between instructor and students.
- The instructor continually monitored students' progress to keep them on task. She was very helpful and open to assist them as needed.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated excellent knowledge of the subject matter. She explained the subject matter effectively. She showed a genuine zeal for the subject matter and conveyed this to the students. It was clear that the students enjoy their learning experiences in her class.

No. 030

Description of Observation:
I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The learning objectives were clearly stated and written on the board.
- The instructor provided a connection of the current lesson to previous learning.
- The instructor gave step-by-step instructions for each task.
- The instructor used lecture and inquiry/questions as her method of instruction. She incorporated a multi-media display of the concepts and skills being taught. This was appropriate to the lesson.
- The instructor summarized concepts and checked for understanding before giving project work from the text for the students to work on.
- The instructor walked around the classroom and assisted students individually with the assigned tasks.
- The instructor displayed a respect for students. The students felt comfortable asking questions.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the lesson plan. She was well-prepared for the class.
- The learning activities were varied as students listened to lecture, viewed overhead demonstrations, spent time on tasks, and asked questions for clarification.
- It was a positive classroom environment, and students remained on task.
- The instructor continually monitored students' progress. She asked questions to check for their understanding.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated excellent knowledge of the subject matter.
- The instructor used relative examples and skill applications to introduce topics.

No. 031

Description of Observation:
I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The instructor began the class with a review of previous material covered and asked students if they had any questions before moving to the new lesson. She clearly stated the purpose and objectives for the lesson. She provided a connection of the current lesson to previous learning.
- The instructor communicated the subject matter effectively to the students. She gave clear and simple, step-by-step instructions for each task using a multi-media presentation.
- The instructor used lecture, inquiry/questions, and cooperative learning as her methods of instruction.

- The instructor summarized concepts and checked for understanding before the students divided into cooperative groups to work on their task. The instructor walked around the classroom and assisted students individually with the assigned project.
- The instructor displayed a respect for students. They felt free to ask questions, and the instructor was receptive to their viewpoints.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the lesson plan with a clear sequence and organizational design. She was well-prepared for the class. The time used for coverage of the topics and task work was appropriate.
- The learning activities were varied as students listened to lecture, viewed a multi-media presentation, spent time on task, and asked questions for clarification.
- This was a positive classroom environment which was evident in the camaraderie and respect between instructor and students.
- The instructor continually monitored students' progress to keep them on task. She was very helpful and open to assist them as needed.
- After the cooperative group task, the instructor spent time reviewing and summarizing the activity using questions and answers with the students.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated excellent knowledge of the subject matter. She explained the subject matter effectively and kept the students engaged. It was clear that the students enjoy their learning experiences in her class.

No. 32

Description of Observation:

I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The instructor had a written agenda on the board. She began the class by taking attendance and going over announcements.
- The instructor spent time reviewing previous material covered. She clearly stated the purpose and objectives for the new lesson. She provided a connection of the current lesson to previous learning.
- The instructor communicated the subject matter effectively to the students.
- The instructor used lecture, inquiry/questions, and cooperative learning as her methods of instruction.
- The students reviewed the project steps and safety precautions from online material on their computers before they began their cooperative activity.
- The instructor walked around the classroom and assisted students individually with their assigned project.
- The instructor displayed a respect for students. They felt free to ask questions, and the instructor was receptive to their viewpoints.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the lesson plan with a clear sequence and organizational design. She was well-prepared for the class. The time used for coverage of the topics and task work was appropriate.
- The learning activities were varied as students listened to lecture, asked questions, and worked in their cooperative groups.
- This was a positive classroom environment which was evident as the students remained engaged in their learning activity throughout the period.

- The instructor continually monitored students' progress to keep them on task. She was very helpful and open to assist them as needed.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated excellent knowledge of the subject matter.
- The instructor explained the subject matter effectively and kept the students engaged.

No. 033

Description of Observation:

I. INSTRUCTION (presentation, techniques and strategies, instructional materials, student-faculty interaction)

- The instructor began the class with a review of previous material covered and asked students if they had any questions before moving to the new lesson. He clearly stated the purpose and objectives for the lesson. He provided a connection of the current lesson to previous learning.
- The instructor communicated the subject matter effectively to the students. He gave clear and simple, step-by-step instructions for their project task.
- The instructor used lecture, inquiry/questions, and cooperative learning as his methods of instruction.
- The instructor reviewed and emphasized safety precautions for their project.
- The instructor summarized concepts and checked for understanding before the students divided into cooperative groups. He used diagrams on the board and hands-on equipment parts to demonstrate each step of their task.
- The instructor walked around the classroom and assisted students individually with the assigned project.
- The instructor displayed a respect for students. The students asked questions openly.

II. MANAGEMENT (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, feedback and evaluation)

- The instructor provided a copy of the lesson plan with a clear sequence and organizational design. He was well-prepared for the class.
- The learning activities were varied as students listened to lecture, spent time on their project task, and asked questions for clarification.
- This was a positive classroom environment as students actively participated in their project work and assisted each other.
- The instructor continually monitored students' progress to keep them on task. He was very helpful and willing to assist them as needed.

III. CONTENT EXPERTISE (knowledge)

- The instructor demonstrated excellent knowledge of the subject matter.
- He explained the subject matter effectively and kept the students engaged.

No. 34

Description of Observation:

The instructor used lecture and discussion as the primary teaching methods. He used a PowerPoint presentation and the white board to conduct the lecture. The topic of the lesson was, "Dilution as a Solution to Pollution." He used relevant examples and illustrations so students could relate to the subtopics.

The instructor's voice was audible and expressive. He remained at the front of the room throughout the period but he made it a point to maintain eye-contact and speak to the students in all areas of the room. He was able to manage student behavior and stir student discussion by addressing them by name. It was obvious that the instructor has a good rapport with the students. They were listening and asking questions openly.

The instructor showed a genuine respect and appreciation for the students' ideas. He carefully listened to their

comments and related current discussion to concepts previously learned. He regularly checked for student understanding by asking questions and soliciting feedback. This was an enjoyable class to be in. The students felt comfortable with one another and with the instructor. The climate was positive and congenial.
No. 35
Description of Observation: The instructor provided a copy of the lesson plan. She was well-organized and prepared. She was very effective in maintaining her class schedule as per her lesson plan. She used lecture and discussion as the primary teaching methods. She used a PowerPoint presentation to conduct the lecture. She was clear in her presentation and related the current discussion to previous learning. She was very knowledgeable on the subject matter, and she used relevant examples to help students relate to the topic. The atmosphere in the class was pleasant and orderly. Students participated by asking questions and giving feedback. They then worked on written in-class exercises. The instructor managed student behavior well. She knew the students by name, and she was able to keep them engaged in listening, giving feedback, and staying on task.
No. 36
Description of Observation: The instructor was facilitating a review of a test the students had taken.   A copy of the test was provided to the evaluator in lieu of a lesson plan because the class would be going over the test for that period. The test was open-ended and required students to show their work. I commend the instructor for using non-traditional math symbols in some of the test problems to place emphasis on the math concept used rather than having students work out problems from rote memory. Each student worked out a test problem on the board. The instructor reviewed each problem with the class by allowing the students to explain the problem-solving method they used. The instructor also explained the work when the students needed help. The students were also assisting each other with their review work, and they remained on task throughout the period. The atmosphere in the class was positive and cooperative. The instructor has a good rapport with his students. This was evident as students eagerly volunteered to work out problems on the board and felt comfortable asking questions for clarification.
No. 037
Description Of Observation: Instructor was in the midst of discussing about writing tips. Students were asked to refer to their essays to look for transitions. Instructor referred to a handout to assist students with picking out suitable transitional words. She explained the need for this and general rules for usage. Then students were instructed to review their essays and highlight transitional words. Instructor went over a fill-in-the-blanks exercise in class. When exercise was done, instructor gave instructions for the latter part of lesson. Instructor's delivery: good volume/clear. Classrooms well lit; A/C was cool. Instructor had today's agenda on the white board.
No. 038
Description Of Observation: Instructor began the class by stating the topic of the day. A handout was given to the students to help them follow along. With every student at a computer station, instructor led the class in a step by step fashion to make a movie. Instructor used a simple model as an example. Occasionally, instructor checked for understanding and asked if anyone was "lost". Students followed the lesson methodically. Instructor went over various features of manipulating photos, transitions, adding sound and music. Instructor also played the entire example to show students the end product. Fascinating learning opportunity! **CONCERNS/RECOMMENDATIONS:** -Latecomers to class may be totally lost-what provisions were made for them? -Have a reflection after the project to capture your students' insights.
No. 039
Description Of Observation:

Instructor discussed about requirements for reaction papers with the class. She announced about a conference that students can attend and benefit. Instructor referenced course syllabus about attending conferences and also the number of reaction papers for this semester. Instructor was energetic and her voice was loud and clear. She gave the class a test. Every student seemed a tuned to the instructor and are on task.
No. 040
Description Of Observation:
Instructor started the class by handing out an assignment (project). She alerted the class that a quiz for chapters 1-3 will be given later today. Instructor further discussed the requirements of the project. She checked for understanding by asking if there are any questions. Students will be required to do a presentation after completing the assignment. Instructor gave class a handout for the assignment so students can follow along-excellent! Instructor gave suggestions about how to carry out the assignment effectively. This is a quiet class. Instructor's voice was clear and loud. She had a nice pace-not too fast, not too slow-which helped with student learning.
No. 041
Description Of Observation:
Class period went according to lesson plan set forth by instructor. An agenda was posted on the white board with outline of activities. Students began class with an in class writing exercise. Then instructor introduced the next activity: editing practice. Students were to work independently before discussing with fellow students. Instructor checked on students to ensure they understood the assignment. She used open ended questions to help clarify items that students were struggling with. Instructor used specific questions directed at students to get their feedback. Instructor knew all the names of the students. Instructor verbally went over the editing exercise with the class. Each student was given the opportunity to give answers to the assignment. Instructor added explanations to the corrected answers given by students. Class flowed smoothly; it was well organized and structures to aid in student learning. Good job!
No. 042
Description Of Observation:
Class began on time, instructor had the class agenda on the blackboard-this informed students what to expect for this session. Students started with in class reading for 1st 10 mins. They are clear on their assignment evidently as they all are focused on their task. Classroom's arrangement conducive for students learning; a/c at a comfortable level. Instructor guided students through a Word Power exercise and students were given 5 minutes to test their knowledge. Instructor then goes over these words with students-specifically directed at each student (using their names). Students chimed in their input too.
CONCERNS/RECOMMENDATIONS:
(1) fluorescent light out in classroom.   (2) No concerns-great job! Lesson flowed like clockwork.
No. 043
Description Of Observation:
Instructor led class in a review of words. Students read out loud in unison. Instructor made use of a song to aide students in retaining material. A variety of support media was utilized: flip chart, white board, flash cards, handouts, etc. as a language class, repetition was the key to the successful application of language arts skills. Instructor's total immersion technique was effective. The pace of the lesson was steady and students seemed to follow along well. Students also worked in groups as part of an in class assignment.
CONCERNS/RECOMMENDATIONS:
No concerns. Great job!
No. 044
Description Of Observation:
Students took a quiz; the 8 questions were projected on the board. Instructor reviewed the quiz questions with students. Instructor used a total immersion technique to teach language. There was a lot of repetition to help students learn and retain. Instructor utilized a cross word puzzle as a game to carry out the lesson – effective.
No. 045

Description Of Observation:
Instructor used a song to assist students learn new words-very effective! This was a highly interactive class. Instructor utilized flash cards to reinforce learning. Lesson's support media included a document viewer-instructor also used a tape player to augment topic. Instructor had students read together aloud and had repetitions to drive retention. Students were assigned to read a chapter in their groups; instructor walked around to monitor students.

CONCERNS/RECOMMENDATIONS:

No concerns.

No. 046

Description Of Observation:
Instructor recapped from last lesson and gave students the background to the video which was the lesson for this period. The video was fitting to the course-it helped students see and understand about people with disabilities.

CONCERNS/RECOMMENDATIONS:

None

No. 47

Description Of Observation:
Instructor started class with a free writing in-class assignment (p.37 of their books). Instructor tied this exercise with the preparation for the national exam. Topic was on stress. [A document projector (Elmo) was used]. After the free writing, instructor emphasized the purpose of this exercise. The essays were collected. Essays were projected onto white board; students surprised that their work was shown to the class. Instructor covered the names on the paper. Instructor went over the contents of the essay and discussed with the class. The class was encouraged to support each other to improve their writing. Instructor used a series of questions to elicit responses from students. Instructor stated the format/expectations of an essay.

CONCERNS/RECOMMENDATIONS:

Just be aware that the document reader may not pick up the document clearly for all to see; however, by augmenting with discussion, this medium is good.

No. 048

Description Of Observation:
After students returned from a break, instructor regrouped the class to get input for their earlier assignment. The class was divided into four groups. Instructor led in group discussion about motivations, challenges, and basically getting to know each other (this is the 2nd class meeting). Instructor kept the students' interest and attention with a variety of questions. This was a highly interactive class; there was laughter and empathy. Instructor well suited to teach these adult learners. Class was organized and methodical. Majority of learning today was focused on life skills and attitudes. Instructor encouraged students to remember names of classmates as part of listening skills. Great job!

CONCERNS/RECOMMENDATIONS:

Students sat in groups; some students had their backs to you. You may want all students to face you when you are speaking. However, when you moved around, this situation was resolved.

No. 049

Description Of Observation:
Instructor discussed about a group project. A student raised the concern about classmates who do not show up to class (and may adversely affect his grade). Instructor was open to find solutions to this concern. Instructor had the topic on the board. Instructor went over the chapter's main points. She used open ended question to encouraged students to give input. Instructor bridged this chapter by referencing topic in previous chapter. Instructor used real life examples to help students understand the chapter's concepts. Instructor went over key

words and discussed about their meanings.

CONCERNS/RECOMMENDATIONS:

Think of ways to engage students who are quiet in class to check for understanding.

No. 050
Description Of Observation:
The a/c in the room was not cool. Instructor and students discussed essay topics. Instructor gave explanation on how student's portfolio should be put together. Class dismissed early due to a/c.
No. 051
Description Of Observation:
Instructor reviewed solutions to a test. A student was on the whiteboard working out solution to a question. Lots of exchange between instructor and students in the step-by-step process. Instruction was clear and methodical. Instructor asked for volunteers to work out the problem on the board. Students were willing. Instructor went over formulas and students chimed in-showing evidence that they were able to follow along in this lesson. **CONCERNS/RECOMMENDATIONS:** Good job! Students seem to enjoy interacting with instructor.
No. 052
Description Of Observation:
Instructor used a variety of open ended questions to cover the key points of the chapter. Instructor used student's names to get them involved in answering questions. Good pace. Instructor followed up with additional questions after students answered to ensure understanding of subject matter. Instructor was encouraging ("good", "right", etc.). it was apparent students had read the chapter because they were able to respond to questions from the instructor. **CONCERNS/RECOMMENDATIONS:** Lecture was especially good for audio learners. Recommendation: consider the visual and hands on learners with other teaching techniques. (ex. Handouts, posters, visual aids, actual objects).
No. 053
Description Of Observation:
Instructor gave a lecture on syringes. She brought actual syringes to show her students. These actual objects were passed around for each student to handle and see. The pace of class was good; instructor was clear and spoke slow enough for all to understand. Instructor used students' names effectively and this ensured participation. Instructor's use of questions was masterful. This technique revealed students' understanding of the subject matter. For class activity, students paired up to practice injecting with syringes. Instructor went over this activity in a step by step method. Lesson was well organized and flowed smoothly. Good job! Interesting lesson!
No. 054
Description Of Observation:
Instructor explained solutions to mathematical problem on the board. Students followed along. This class uses computer based instruction. Instructor directed students to questions in this chapter and corporately work on the solution. The class chimed in on the step by step approach to solving the problem. This was an interactive class with lots of participation from students. It was obvious instructor has a good rapport with students. I heard instructor used student's names when directing questions to them. Instructor moves around the class to monitor progress and assisted student so had questions. **CONCERNS/RECOMMENDATIONS:** Keep up the good job!
No. 055

Description Of Observation:
Instructor knew her students by name as she went down her list to check on their progress. Instructor used open ended question to find out how her students are doing. Students were timed for the in class assignment. Everyone was focused and on task. Two students strolled in late while the class was doing individual tasks. Instructor walked around room to observe her students.

CONCERNS/RECOMMENDATIONS:

The a/c was noisy but the coolness is fine.

No. 056

Description Of Observation:
Students were listening intently to a cassette tape and following along with their books. Instructor paused the audio tape player to stress key points and explained some of the background to this tape. Instructor used open questions to solicit students' responses on this taped story. It was an amusing story that captured the students' interest. Instructor then prepared students for timed reading.

CONCERNS/RECOMMENDATIONS:

No concerns.

No. 057

Description Of Observation:
Instructor began the class by reviewing the last lesson. She used a series of questions (Q & A) and students answered them. Instructor was encouraging; she used "excellent! Very good!" Student presentations were given; students presented on selected topics and used PowerPoint as a medium. (handouts were given out too). This helped to make the presentations more interesting and better learning opportunities. Good job!

CONCERNS/RECOMMENDATIONS:

When students make presentations, suggest they speak to the class and not the white board. Also, encourage them not to merely read the slide word for word. Overall, presentations are great to assess student learning!

No. 058

Description Of Observation:
Instructor used PPT for lesson. Instructor used open questions to elicit responses from students. An actual object was passed around the classroom for students to handle/see. Instructor knew students by name and used them often. PPT's bullet points are large enough for all to see and they were to the point to support instructor's lecture. Instructor's lesson was interesting and captured students' attention. Instructor's presentation was dynamic-excellent job!

CONCERNS/RECOMMENDATIONS:

Rec: The PPT projection on the wall was cut off on the top-may want to consider a screen or different location. No concerns.

No. 059

Description Of Observation:
Instructor opened with a general question about leadership and different styles. Instructor then led in a Q&A about leadership styles. There was active interactive between students and instructor. Instructor used specific questions to draw input from students. Lots of laughter and enthusiasm; pace of lesson was good. Class activity: Challenge Bowl. Instructor gave how the activity would be conducted 3 teams competed. There were 6 categories of questions (each nicely color coded). This activity was a wonderful way to reinforce learning as students compete in teams to define technical terms etc. Good job!

CONCERNS/RECOMMENDATIONS:

Congratulations! You've made a "dry" lesson to something fun.

No. 060
Description Of Observation: Instructor reviewed questions from a quiz that students just took. The agenda was written on the white board. Instructor employed a variety of questioning to facilitate student participation. A handout addendum was given out to augment lesson. Instructor incorporated an activity by using cut out paper to symbolize red and white blood cells (students get actively involved in this lesson). Highly interactive class! Pace of class was upbeat. Very interesting lesson. **CONCERNS/RECOMMENDATIONS:** One student stood out by answering majority of the questions. Maybe instructor needs to draw out the quieter students.
No. 061
Description Of Observation: Instructor handed out a quiz at the beginning of class. Students took approximately 15 mins. to complete the quiz. Instructor reviewed quiz questions with class-primary colors, paint pigments, combination of colors, secondary colors, dots, lines. Etc. Instructor used a poster as a visual aid and discussed about how people would view it. This was effective. PowerPoint was used to introduce lesson (chapter 5) Sensual and Perceptual Theories. The students were told about the learning objectives of this lesson – good! PowerPoint slides had a variety of color and fonts which are visually appealing. Instructor gave clear explanations about the terms and gave examples too. Class was a nice pace. Instructor has a good presentation method. Clear and loud voice. I enjoyed your class. You are very knowledgeable and competent. You make your content very interesting. **CONCERNS/RECOMMENDATIONS:** No concerns.
No. 062
Description Of Observation: Agenda on the white board – good! Class started with instructor introducing the topic and why this is important. Then students assigned to do a 5 minute free writing with the goal of writing one page. Instructor discussed with class about why it's important to do free writing (fluency). Instructor encouraged students to share what they wrote. Instructor was sensitive about students' entries (esp. emotional pieces). Instructor also read descriptive essays written by students-very inspirational. She praised students because they are capable of writing excellent essays. Instructor's care and warmth evident. Students are respectful and receptive. Handout was given out. **CONCERNS/RECOMMENDATIONS:** You are organized and well prepared for class.   Keep up the good work!
No. 063
Description Of Observation: Instructor led in a discussion with the class. There was a healthy exchange of questions and answers. All the students had their books opened and instructor referenced the discussion with the textbook's content. Students commented the technical aspects of the textbook was a little difficult to understand. Instructor tried using examples to explain the theoretical part. The class worked on chapter problems and applied formulas to solve the problems. **CONCERNS/RECOMMENDATIONS:** Rec: With a technical class, I recommend using visual aids or actual objectives to help students visualize the

concepts.
No. 064
Description Of Observation: Instructor used an example of a website that was very artistic but not very functional. This lesson was projected on the big screen, large enough for all to see. Instructor explained about ways to improve such a website. Instructor went on to a class activity where groups competed against each other with abbreviations and what they stood for. The team challenge activity kept the students' interest and motivated. This is a good way to review key terms with the class. **CONCERNS/RECOMMENDATIONS:** No concerns.
No. 065
Description Of Observation: Students were given a quiz. Instructor's philosophy is to use daily quiz to help students with knowledge retention. Ultimately, these quizzes help students to prepare for the certification exam. Students are required to turn in 3" x 5" cards with their research notes. These cards are reviewed by instructor and then subsequently returned to students (for future reference). Instructor reviewed answers to quiz collectively with class. **CONCERNS/RECOMMENDATIONS:** No concerns.
No. 066
Description Of Observation: Instructor gave instructions at the beginning of class regarding upcoming Test II. Subsequently, instructor used a game activity to review test questions. Each student is given an opportunity to answer questions from the chapters that will be tested. This activity was an "open book" review and students followed along with their textbooks. The learning environment was good with students in good spirits and laughter was often heard. Instructor used students' names-evidence of good rapport with students. The purpose of this review was to prepare for the upcoming test. Students were rewarded with candy for each correct answer. **CONCERNS/RECOMMENDATIONS:** No concerns
No. 067
Description Of Observation: Instructor handed out students' last test. A guest speaker was scheduled for today but couldn't make it (students invite guest speakers to class). Instructor used PowerPoint for lesson (chapter 4). He read the main points and went on to elaborate and explain the meaning. Instructor used questioning, "can anyone tell me what is an 'unfulfilled need'?" However, either students weren't given enough time to answer or they didn't know how to answer. Interesting interaction/discussion happened when the topic of cell phones came up. This was tied into the lesson. Instructor used students' names (only directed at two students). Instructor proceeded with more examples to strengthen the lecture points-good! **CONCERNS/RECOMMENDATIONS:** When using technology, please plan ahead so that "technical difficulties" do no eat up precious class time. (Actual lecture only started at 2:30p.m.). Try engaging more students, ex. Directing questions to the ones who are more quiet.
No. 068
Description Of Observation: (A/C was not cool-informed Education Office for maintenance). Students rotated through four stations (in groups of 3-4). Each group spent 10 mins at each station and applied

what was taught earlier. Stations include craft making, planning sessions, etc. Instructor debriefed the class on the activity. High energy class with lots of laughter, discussion, and participation. Instructor engaged students in active learning. Students' role played to summarize learning points. Instructor asked class to comment on the skit tying to the lesson.

CONCERNS/RECOMMENDATIONS:

You have a fun class! Keep up the good work!

No. 069

Description Of Observation:
Instructor began the class by asking students to refer to their workbooks. He gave instructions about what students are to do. Subsequently, instructor had students read out loud a section. He then posed questions to check on comprehension. The class continued working on the workbook assignment (individually). Instructor regrouped the class to go over the discussion questions. Students volunteered their answers and they were verified by the instructor. Instructor discussed when students had the wrong answers.

CONCERNS/RECOMMENDATIONS:

No concerns.

No. 70

Description Of Observation:
Instructor discussed about "Household Maintenance and Safety" (Unit 7) with the class. Instructor asked students for input about types of security devices, cleaning supplies and importance of maintenance. Instructor explained each term in detail. He used the whiteboard to list the items that were discussed. (verbal & visual learners benefit from this). There were 1-2 who contributed verbally while the rest listened. Instructor did call upon students by name to encourage their participation.

CONCERNS/RECOMMENDATIONS:

No concerns.

No. 071

Description Of Observation:
Students were given time to write on journal topics. Instructor had an agenda on the board. Instructor led in discussing about the journal topics. Instructor used questions effectively to get students to share and talk. The classroom atmosphere was relax and students obviously have a good relationship with the instructor. There was laughter and free flow of student input. Instructor used students' names-evidence of good rapport.

CONCERNS/RECOMMENDATIONS:

No concerns. Good job!

No. 072

Description Of Observation:
Instructor bridged from last class and introduced today's topic and activity. Instructor lectured on the finer points of argument and to have students consider who is their audience. Instructor used an example of school uniforms in public schools – pros/cons. Instructor used open ended questions to help students to ponder and give feedback. Instructor gave a balanced presentation of both for/against the issue. The class activity was presented – students in groups would discuss their position, audience, and argument points. Instructor encouraged students to come up with the background to the issue to make a more convincing case. Groups were split up according to their topic choices. Peer editing to take place in each group. Students could use this class exercise to finalize their topics. Instructor read the topics chosen by students to sir up interest/consideration.

CONCERNS/RECOMMENDATIONS:
None.

No. 073
Description Of Observation: Students worked on their papers after which they traded their papers for peer review. Instructor had individual conferences to help students one on one.
No. 74
Description Of Observation: Class started on time. This is an in class writing assignment, hence class is in a lab. Instructor gave instructions regarding this assignment and wrote these notes on the white board. Students have the entire period to write. Instructor gave tips on time management and opened up for questions prior to the start of assignment. Instructor walked around classroom to monitor students' progress.   **CONCERNS/RECOMMENDATIONS:**   No concerns.
No. 75
Description Of Observation: Students were observed to be in different work stations working independently. There were 3 students who sat to the side not participating. Instructor floated from group to group in the shop.   **CONCERNS/RECOMMENDATIONS:**   I'm unsure what the lesson objective is since students were on different tasks but they all seem to know their roles.
No. 076
Description Of Observation: Instructor moved from group to group checking on their practical skills. There were 3-4 groups performing various competencies. Instructor demonstrated a skill with a group. He ensured student understood the procedure by asking questions. Students had to demonstrate their skills under the instructor's watchful eyes. He gave feedback as he observed the tasks being performed.   **CONCERNS/RECOMMENDATIONS:**   A/C not working.
No. 077
Description Of Observation: Instructor went from group to group monitoring their hands on clinical practice. Students move from station to station. Everyone was dressed with appropriate lab coats with gloves. Students summoned for instructor when they needed clarification. In spite of a tight classroom with 20 students, a/c was sufficiently cool. Classroom lighting was good. Lab ended at 12:20 p.m. and students cleaned up work stations.   **CONCERNS/RECOMMENDATIONS:**   No concerns.
No. 077
Description Of Observation: Instructor used PowerPoint presentation for this lesson. He augmented the slides with his verbal explanation. Students felt comfortable to engage a dialogue with instructor as he explained each slide. Instructor was energetic and kept lesson moving along in a fast pace but students still had sufficiently time to take notes. Each slide contained a lot of info.   **CONCERNS/RECOMMENDATIONS:**   Consider giving a handout when slides have too much info. Discussed w/instructor and found out his rationale

for not doing so.
No. 078
Description Of Observation:
Instructor briefed students about upcoming presentation (expectation and cited examples (where to look for information). She brought printouts of examples to show the class. Students then proceeded to brainstorm about their presentation. Instructor circulated among groups to discuss their ideas. Groups are on task and I saw students working diligently to accomplish the task. Instructor used the whiteboard with instructions for this presentation, too.
CONCERNS/RECOMMENDATIONS:
Well organized class. Good job!
No. 079
Description Of Observation:
Students were observed working at their computer work stations. They were designing diagrams of a house in different dimensions and angles. It was good to see students who are serious in their work and also on task.
CONCERNS/RECOMMENDATIONS:
Instructor noted that there are 5 computers that are down – many of them are obsolete for MIS to fix.
No. 080
Description Of Observation:
Instructor assigned students with an in class project (pencil/paper drawing). Instructor announced good news about one of the students was hired by a local company and is applying his skills at this job. Students worked independently and were totally focused on their task. Instructor circulated around the classroom to check on students' progress. I sensed a healthy respect from the students for the instructor (students addressing instructor as "sir" before asking their questions). The outcome was evident in the end product of the technical drawing.
No. 081
Description Of Observation: INSTRUCTION:
-The class agenda was written on a flip-chart for students to see (located in the front of the class).
-There was a clear connection between the current lesson and previous lessons. The instructor made references to material covered in previous lessons and described the connection to the current lesson.
-The instructor was clear in expressing her ideas and provided examples to reinforce the topics discussed.
-The instructor was effective in communicating the subject matter to students—she asked students if they had any questions and if they understood the material being discussed.
-The instructor was clear and audible.
-The instructor walked around the room.
Techniques and Strategies:
-The instructor conducted the lesson using a PowerPoint presentation and handouts which she prepared.
-The instructor asked students specific questions tied to the lesson and asked them to provide examples. At times students volunteered to answer questions, and at other times, the instructor asked specific students to respond. Instructor called students by name.
-The instructor asked individual students to read out loud (from the textbook and handouts) and then asked them questions about what was read to check their understanding.
Instructional Materials:
-The instructor prepared a PowerPoint presentation for the lesson.
-The instructor provided students with handouts, which outlined important points of the chapter being

presented.
-The instructor made references to the textbook and had students read passages from it.

Student-Faculty Interaction:

-The instructor and students demonstrated mutual respect. The students appeared comfortable asking the instructor questions.
-Students shared their own personal experiences and observations.

MANAGEMENT:

Planning and Preparation:

-The instructor followed the lesson plan but was not able to complete everything in the lesson because of a revised bell schedule for the day.
-The instructor was organized and designed the lesson so that there was a clear sequence of activities/discussion.

Classroom:

-The classroom was clean and organized.
-Student work (projects) was displayed throughout the classroom.
-The classroom was equipped with a variety of resources (reference materials-magazines, easel, whiteboard, flip-chart, multi-media projector)

Use of Class Time:

-The instructor used the full class time for instruction.

Student Motivation:

-The instructor asked students if they had any questions before moving on to the next topic.
-The instructor made sure that all students participated in the class discussion/activity.
-Supportive classroom environment. Students provided assistance to other students.
-Students shared their own personal experiences to supplement class discussion.

Classroom Behavior:

-Instructor was very effective in keeping students focused and on task. When students were talking to one another or not paying attention, she got their attention by walking up to them.
Feedback and Evaluation:

-The instructor was able to check student understanding by asking them specific questions regarding the lesson, by summarizing, and by asking them about their understanding of the topics being discussed.
CONTENT EXPERTISE:

Knowledge:

-The instructor was very knowledgeable on the subject matter.
-The instructor used examples to reinforce points.

No. 082

Description Of Observation:
INSTRUCTION:
Presentation:

-The lesson outline was written on the whiteboard for students to see. Class reminders were also written on the whiteboard.
-Instructor made announcements prior to the start of the lesson.
-There was a clear connection between the current lesson and previous lessons. The instructor made references to material covered in previous lessons and described the connection to the current lesson. The instructor also asked students questions about what they learned from previous lessons. Students were familiar with the material and were able to respond to her questions.
-The instructor was clear in expressing her ideas and provided examples to reinforce the topics discussed. The instructor shared examples from her own work experiences.
-The instructor was clear and audible.

Techniques and Strategies:

-The teacher conducted the lesson with lecture.
-Instructor referred to information contained in the textbook and reviewed learning objectives with the students.
-Instructor wrote key points on the whiteboard.
-The instructor was very knowledgeable about the subject matter.

instructional Materials:

-The instructor used a whiteboard to conduct the lesson. A black marker was used to write the lesson outline and a red marker was used by the instructor to write key points.
-Instructional materials were limited because the instructor conducted the lesson in a borrowed classroom because of AC issues in her assigned classroom. This did not impact the instructor's effectiveness.

Student-Faculty Interaction:

-Good student/instructor interaction. Students appeared comfortable asking the instructor questions (mutual respect).

MANAGEMENT:

Planning and Preparation:

-The instructor was very prepared. She followed the lesson plan.
-The instructor was organized and designed the lesson so that there was a clear sequence of activities/discussion.
Classroom:

-The borrowed classroom was clean but small.
-The room was designed as a conference room so there were no classroom equipment (multimedia, computers, etc.). Only a whiteboard was used.

Use of Class Time:

-The instructor was very effective in maintaining her class schedule. All the items in the lesson plan were discussed/presented.

Student Motivation:

-Students appeared to enjoy the lesson. They provided examples from their own experiences to reinforce the lesson.
-All students were on task and participated in class.

-The instructor and students had good rapport. Instructor maintained eye contact with the students.
-Instructor called students by name. Students were alert because they did not know when they would be called to respond to a question. Good way of keeping them on their toes. Students appeared to be used to this method of questioning.
-Good interaction between instructor and students (humor).

Classroom Behavior:

-When students were disruptive (talking out loud and not paying attention), the instructor called them by name to get their attention.

Feedback and Evaluation:

-Instructor asked students: "Is it clear?" This is a good method of checking on students' understanding of the information being presented.

CONTENT EXPERTISE:

Knowledge:

-The instructor was very knowledgeable about the subject matter and was effective in relating her personal experiences in the health field.

No. 083

Description Of Observation:
-Class was held in the Tourism computer lab.
-Students worked individually on a computer assignment. They were directed to conduct internet research for a "Hotel Classification Project."
-The instructor provided students with a worksheet which contained an overview of the project and the information they were required to include in their individual projects.
-Students were expected to present their project in class the following week.
-Instructor went around the room and assisted students whenever necessary. Students seemed comfortable asking questions.

-Students were focused and quiet.

-The lab was neat and clean.

No. 084

Description Of Observation:
-The instructor discussed Chapter 4: Tissues, Glands and Membranes with the students.
-The instructor used a whiteboard to highlight important information contained in the chapter.
-Students copied notes from the whiteboard.
-The instructor asked students questions about information discussed in previous chapters. She tied it in to the current information being discussed. Students were responsive to the instructor's questions. Good instructor/student rapport.
-Instructor used the skeleton at the front of the classroom to make references to parts of the body. The instructor also made references to images found in the textbook.
-Instructor referred to students by name.
-Instructor gave examples to reinforce student understanding of the material discussed. Students also shared examples related to the information being presented.
-Instructor walked around the room.
-Instructor was aware of student behavior in the classroom. For example, instructor noticed a student chewing gum in class and asked him to spit it out. The instructor also called disruptive students by name to get their attention.
-Instructor checked student understanding of the information being presented by asking them questions such

as: Does that make sense? -Students sat in a semi-circle around the front of the class. The classroom was neat and clean.
No. 085
Description Of Observation: -Class agenda was written on a small whiteboard easel (Work on 7.1 assignments, handouts & AYL, group work) -Students worked on a group assignment related to the front desk. (Students worked in pairs.) -A description of the group assignment was displayed using a multimedia projector. -Student work was displayed throughout the class (poster boards). -The instructor walked around the room and provided students with assistance when needed. -The instructor provided clarification on the specifics of the group assignment. -Students engaged in active dialogue while working on their assignment. -Students drew a diagram of their front desk design on poster paper. -The instructor asked students questions to check their understanding of the information being presented. -The classroom was clean and organized.
No. 086
Description Of Observation: -The class schedule for the week was written on the whiteboard. Instructor was well prepared for her class. -The instructor appeared very familiar with the topic of discussion. -The classroom was neat and clean. Student projects were displayed on the classroom walls (posters). -The instructor appeared to have a good rapport with her students (humor). -Students were focused on the class discussion. Instructor had good classroom management. -Students broke up into pairs and took out their textbooks (two students to a textbook). -Topic of discussion: Geriatric Care -The instructor provided students with examples to enhance class discussion. Students also shared examples from their own lives. The students and the instructor also referred to the textbook for some examples. -The instructor called on students by name to answer specific questions. The instructor also called on students to respond as a whole (questioned the entire class). -The instructor brought examples of items used in industry for students to examine. -The instructor wrote notes on the whiteboard and the students copied them down. -The instructor referred to information presented in previous lessons (good reinforcement of information).
No. 087
Description Of Observation: -Topic: Bones of Axial Skeleton -The students went to the front of the classroom in groups of 3 to 5 to identify different parts of a skeleton. The instructor asked the students to point to specific parts of a resin skeleton ("show me.........."). Students referred to the textbook and the notes on the whiteboard when answering questions. -The class agenda for the day and the week were written on the whiteboard. -Notes pertaining to the day's lesson were written on the whiteboard. -While the different groups were taking turns to go to the front of the class, one female student was reading the newspaper at the back of the classroom. -Students were talking out loud while other groups went to the front of the class. -Students were attentive during the lesson (after the skeletal exercise–during group discussion) -Although the instructor has only worked with the students for two weeks, she called them each by name when asking individual questions. -The classroom is cramped. Floor space is too small to handle the number of students and desks. -Student work was displayed in the classroom (posters, 2 dimensional diagrams) -Students answered questions individually when called upon and as a group. -Students appeared to be familiar with the information being discussed. -The instructor appeared to have a good rapport with the students.
No. 088
Description Of Observation: -Each student had an electronic calculator in front of them.

-Instructor went over several mathematical operations to familiarize students with the calculator.
-Students asked questions related to the exercise and instructor responded to the entire class.
-Students were given an in-class assignment to answer questions listed on a handout using the electronic calculator (individual assignment).
-Although students worked quietly on their assignments, they assisted one another when needed.
-Instructor walked around the classroom and answered individual student questions as students were working on their assignment.
-The classroom space was a bit cramped (small floor space in relation to the number of students and tables). Instructor made effective use of the limited space.
-Instructor appeared to have good rapport with his students. Open dialogue between instructor and students.

No. 089

Description Of Observation:
-Instructor handed out previously completed worksheets on Chapter 6 and went over each question on the worksheet with the students.
-Instructor asked specific questions related to the worksheets in order to check student understanding of the material.
-Students read questions and answered them out loud as a group. Instructor also called on individual students by name to answer questions from the worksheets (attempt to get the attention of students who were not focused on the task at hand).
-Students talked out loud to one another during discussion (distracting at times).
-Students were given a quiz on Chapter 6. Quiz questions were projected onto the whiteboard.
-Although the quiz was not open book and the instructor reminded the students that they had to clear their desks before taking the quiz, one student at the back of the room had an open textbook.
-Instructor had a good rapport with students. Open communication.

APPENDIX M

Faculty Senate Committee Assignments, Fall 2006

Institutional Excellence- Elaine Fejerang, Oversight Chair

Technical Advisory Committee

This Committee will review and implement the recommendations of the technology audit. The committee will be responsible for recommending methods for implementation regarding faculty requests and suggestions.

1. Elaine Fejerang-Non-Instructional, Chair
2. Brian San Nicolas-TPS
3. Tery Kuper TSS
4. John Quintanilla-Secondary
5. Dan Lawcock
6. John Camacho, VP, ASD
7. Patrick Clymer, Coordinator, Admissions & Registration
8. Michelle Santos, Dean, TSS
9. Frank Camacho, Administrator, ASD
10. Josephine Arceo, Administrative Assistant, ASD

Resources/Budget Committee

The committee shall have the responsibility to work with the appropriate planning, budgetary, and general administrative personnel of the College relating to the use and development of institutional resources. It shall evaluate issues and make recommendations relating to the assignment of space, facilities, and personnel in terms of the stated goals of the College. (Link standards, assessment process, SLO's).

The committee shall discuss and recommend action on all matters affecting the growth and development of the physical facilities of the College, including planning for future needs. The committee is also responsible for the development and implementation of institutional and departmental budgets.

1. Frank Blas, Pres. Senate
2. Joey Munoz, Member-at-Large, Senate
3. Barry Mead, Union Chair
4. Michelle Santos, Dean, TSS
5. Mary Okada, Vice President, Business & Finance

Institutional Marketing Committee

The Institutional Marketing Committee shall be tasked with developing and implementing a marketing strategy that is institution-wide and continually promotes and showcases the activities of the College. This committee will coordinate all the activities that are on-going at the college and determine how best to market these activities to the community.

1. Kevin Dietrichs, Chair
2. Katsuyosi Uchima
3. Yvonne Tam
4. Amada Manzana
5. Sarah Leon Guerrero
6. Vicky Schrage
7. Nenita Perez
8. Joann Canovas

Institutional Excellence (continued)

Accreditation Steering Committee

This committee shall be responsible for the coordination of ongoing accreditation matters. The committee decides on the template that is used by all standard committees.

The committee is responsible for organizing the accreditation report that is submitted to the commission. It is responsible for convening the four standard sub-committees.

Standard 1
1. Norm Aguilar, Chair
2. Rose Lovridge
3. Matt Keith

Standard 2
4. Lani Gamble, Chair
5. John Limtiaco
6. Frank Tung

Standard 3
7. Steve Lam, Chair
8. Dave Santos
9. Bill Korenko

Standard 4
10. Barbara Bouchard-Miller, Chair
11. Becky Aguon
12. Pilar Pangelinan

Calendar Committee

This committee will coordinate with Administration, Student Services, COPSA, Department Chairs, and the Institutional Marketing committee in setting college-wide calendars/schedules.

1. Tony Roberto, Chair
2. Sally Sablan
3. Imelda Clymer
4. Phyllis Yurko
5. Chris Duenas
6. Erwin Tudela
7. Katherine Salzer
8. Latisha Leon Guerrero
9. Michelle Santos, Dean, TSS
10. Reilly Ridgell, Dean, TPS
11. Cathy Gogue, Assistant Director, Communications & Promotions
12. Patrick Clymer, Coordinator, Admissions & Registration

Committee Assignments
(Current as of 12/11/06)

Student Learning Excellence – Gary Hartz, Oversight Chair

General Education Committee
The General Education Committee is tasked with developing course goals and objectives, assessment tools, and assessing GenEd Curricular and program needs.
1. Gary Hartz – Chair
2. Judith Salas
3. Zhaopei Teng
4. Frank Camacho
5. Steve Lam

Curriculum Committee
The Curriculum Committee will have the responsibility to review program agreements, course guides and insure the correlation between these documents and SLO's. The Chairperson of this committee will collaborate with the General Education committee, College Committee on Assessment, and the AID committee.
1. Carol Cruz – Chair
2. Kelly Sukola, Chair Elect
3. Marsha Postrozny
4. Cecilia delos Santos
5. Doreen Blas
6. Ray Valenzuela
7. Frank Evangelista
8. Paul Parvin
9. Ron Abshire
10. Joel Egana
11. Karen Sablan
12. Lani Gamble
13. Nenita Perez

Academic Advising Committee
The members of this committee will be tasked with developing and maintaining an institutional advising plan.
1. Patti Terlaje, Chair
2. Rommel De San Jose
3. RoseMarie Nanpei
4. Arline Leon Guerrero
5. Katherine Salzer
6. Hernalin Analista
7. Sr. Trini Pangelinan
8. Lois Gage

College Committee on Assessment
The Committee will present written recommendations, through the Annual Institutional Assessment Report, to the Board of Trustees via the President each year.
1. Michael Setzer, Chair
2. Wilson Tam
3. Inez Bukikosa
4. Pearl Capindo
5. Klem Kio
6. Robert Balajadia
7. Eric Chong, Associate Dean, TPS
8. Geraldine James, Associate Dean, TSS
9. Priscilla Johns, Program Specialist, AIE
10. Ray Somera, Assistant Director, AIE
11. Joleen Evangelista, Administrator, Business & Finance
12. Dr. John Rider (ex officio), VP, AAD
13. Tara Pascua, Student

Committee Assignments
(Current as of 12/11/06)

Faculty Excellence – Lisa Baza-Cruz, Oversight Chair

Promotions Committee
The Promotions Committee shall evaluate applicants for the ranks of Assistant Professor, Associate Professor, and Professor and make decisions regarding applicants' advancement to professorial ranks.
1. Salvatore (Bunny) Sgambelluri, TSS, Chair
2. Yvonne Flores, TSS
3. Julie Stein, TSS
4. Brian San Nicolas, TPS
5. Jonathan Quan, TPS
6. Donna Cruz, TPS

Professional Development Review Committee
Committee members review applications for professional development activities and ensure that recommended eligible faculty have plans for study, research, or work experience that promote professional development congruent with the mission, vision, and needs of the College and their departments.
1. Juanita (Tico) Tenorio, TPS, Chair
2. Cathy Leon Guerrero, TPS
3. Vera de Oro, TPS
4. Robert Neff, TSS
5. Christine Matson, TSS
6. Karen Sablan, TSS

Professional Ethics Committee
The Professional Ethics committee shall be tasked with developing a set of professional and ethical guidelines that will apply to all employees of the College.
1. Lisa Baza-Cruz, TPS, Chair
2. Polli Huseby, TPS
3. Sandy Balbin, TSS
4. Karen Dumchus, TSS
5. Rick Skipper, TPS
6. Susan Seay, TPS
7. Julie Cruz-Jones, TSS
8. Barbara Mafnas, TPS
9. Gil Yanger, TPS
10. Jonathan Quan, Volunteer, TPS

Evaluation & Job Specifications Committee
This joint committee, **appointed** by the Faculty Union Chair and Admin, reviews job specifications, makes updates as appropriate for the work that needs to be accomplished and determines the methods of evaluation for faculty.
1. Barry Mead, TPS
2. Sarah Leon Guerrero, TPS
3. Karen Sablan, TSS
4. Charles Meno, TPS
5. Patricia (Patty) Terlaje, TPS

Administrator Membership:
1. Joann Waki-Muna, Administrator, HRO
2. Lolita Reyes, Assoc. Dean, Continuing Ed
3. Reilly Ridgell, Dean, TPS
4. Michelle Santos, Dean, TSS

APPENDIX N

Effectiveness Survey Report of the GCC Faculty Senate
(March 2007)

MARCH 2007

**ACADEMIC
YEAR
2006-2007**

EFFECTIVENESS SURVEY REPORT

ASSSESSMENT & INSTITUTIONAL EFFECTIVENESS

OF THE GCC FACULTY SENATE

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan
*Accredited by the Western Association
of Schools and Colleges*

Executive Summary

Conceptualized as a formative assessment project, three surveys were utilized to determine the implementation progress of the newly-established GCC Faculty Senate. Membership profile and information, as well as perceptions of shared governance processes, were compiled both quantitatively and qualitatively and then analyzed for general trends and patterns. With the general membership survey generating a 34% response rate and the leadership survey garnering a 92% return rate, it appears that Senate leaders need to implement unique strategies to strengthen buy-in and eventual engagement among other constituents on campus. Moreover, the results reflect that respondents who completed the surveys are already highly involved in Senate activities in the first place. This observation becomes even more pronounced when these findings are superimposed with respondents' assessment of their own expectations regarding the impact of their contributions to the Senate.

Though limited in its generalizability, the study's findings provide the evidence that the formative stages of the Faculty Senate was a period of bountiful challenges. Given its relative infancy, the new Senate structure is still relatively untested, in the minds of several survey respondents. Though some might have a feeling of unease with the new structure and organization, the greater majority nonetheless supports the Senate's goal of shared governance, one that demands substantive involvement and input in decision-making processes at the college. Several points for discussion and dialogue are identified in the report in order to provide clarity and direction to some of the issues emerging from the analysis of the quantitative and qualitative data components.

All of the study's recommendations and the resulting dialogue, must be viewed from a formative (rather than summative) framework in order that further experimentation can occur. What works or not in a newly-developed structure demands patience and perseverance as emphasized by study respondents. Time also lends maturity to the process. As this study has demonstrated, however, a well-conceptualized assessment plan can generate the collective, as well as the individual voices of those who participate in Senate activities, and eventually transform such wealth of insights into concrete strategies that demand continuous accountability and improvement.

Table of Contents

I.   Introduction and Purpose

The Guam Community College's Faculty Senate was fully implemented in fall semester 2006 after the yearlong efforts of an active core group of faculty members. Within the past year, protocols and processes were developed, organized, and formalized into a structure of shared governance in which faculty, administrators, staff and students can participate in decision-making processes that impact the way the institution is run. In an effort to determine the progress of such an implementation, this piece of formative assessment was conceptualized. It is intended to fulfill the following purposes:

(1) To document the milestones of the Faculty Senate that have been accomplished since its implementation;

(2) To gauge the perceptions of the leadership, as well as the general membership, of the effectiveness of Faculty Senate processes;

(3) To identify points for discussion and negotiation in order to strengthen the dialogue between and among the constituents involved; and

(4) To utilize the formative assessment results for furthering the objectives of the Senate in terms of accountability and improvement.

II.   Methods and Instrumentation

Given the relative infancy of the Faculty Senate structure, a rapid assessment tool was needed to accomplish the above objectives. The development of this tool was spearheaded by the Office of Assessment and Institutional Effectiveness (AIE), as begun in a series of meetings among selected Faculty Senate leaders, AIE's Assistant Director and the Vice President for Academic Affairs. What emerged out of these discussions was the instrument called *Indicators of Faculty Senate Effectiveness* or IFSE, which was initially based on a general survey on shared governance developed by the American Association of University Professors (AAUP).[1] It was refined further to suit local needs, and two instruments were finally developed –IFSE Part 1 and IFSE –Part 2. The former was intended for the general membership which included membership information while

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[1] The AAUP survey was originally called *Indicators of Sound Governance*, as developed by Prof. Keetjie Ramo, February 12, 2001. It was intended as a tool for assessing the extent to which practices at an institution are consistent with national standards for shared governance in higher education.

the latter was meant for the leadership regarding perceptions of shared governance processes. In this report, IFSE-Part 1 is henceforth referred to as IFSE-GM, to reflect its general membership sample. IFSE-Part 2, on the other hand, will be referred to as IFSE-L to reflect the leader-respondents in this sample.

In this collaborative undertaking, valuable input from Senate leaders was incorporated in several revisions of the two instruments discussed above. Upon the completion of three draft versions, they were finally developed into online surveys so that -- for purposes of speed, confidentiality, and efficiency-- electronic implementation would be realized.[2]

Respondents for these instruments were pre-selected faculty, staff, administrators and students based on current listings from the Senate's oversight chairpersons. Because these instruments were later developed into online surveys, AIE depended on the existing email addresses of faculty obtained from MIS, as cross-validated by the HR list.[3] The first email message with the survey link (IFSE –Part 1) was sent to faculty@guamcc.edu on December 1, 2006, as preceded by an email of invitation by Frank Blas, Faculty Senate President. In this email invitation to participate in the survey, the Senate president emphasized the theme, "for the good of all," as evidenced by the following excerpts:

- *…The information gained from this survey will give an overall picture of how well (or bad?) this new self-governing process is working out. It will allow us to make improvements/changes where necessary.*
- *..Thus you play a very important role in this our very first year of the life of the Faculty Senate and we would like to see if we are "making the grade" so to speak. …thank you for your part in this very important and monumental event we call the Faculty Senate.*
- *…Whatever your role is in this process, please understand that is it an important one and placed together with the others, this process works for the good of all.*

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[2] AIE has an online survey subscription with SurveyMonkey.com and it was this service that was utilized for this project.
[3] MIS stands for Management Information System while HR is Human Resources.

A total of 126 emails with the survey link was sent during the period December 1 -15, with two email reminders.   A week thereafter, IFSE- Part 2's survey link was sent to 25 Senate leaders based on the listing obtained from the Senate's oversight committee chairs. Two email reminders also followed this initial email message. The timing of the surveys, however, coincided with the end-of-the-semester rush of grading papers and final exams, and hence, the online submission of completed surveys (at the time of the deadline, December 15) was less than satisfactory. This timing issue led to the re-opening of the two online surveys anew at the start of the spring 2007 semester to boost the response rate. The online surveys were finally closed on February 16, 2007.

In the previous year, a Governance Satisfaction Survey (GSS), was also administered during the last Governance meeting in spring 2006. This three-item perception survey was administered to all faculty who attended the meeting. The completed questionnaires from the survey were delivered to the AIE office at the end of December 2006 for processing and analysis.

III.   Limitations

This formative assessment report integrates the results of the three suveys discussed above. Both quantitative and qualitative aspects of the study are synthesized in this report to present an overall picture of respondents' perceptions of the Senate as a whole in its formative stages. As such, the generalizability of the study results are limited, based on the singular tool (that is, the survey) that was utilized for this study. The reader should also bear in mind that this project was not intended as a summative evaluation of the Faculty Senate's effectiveness; rather it served as a tool to assist and guide the functioning of the Senate in its formative stages.

IV.   Results and Discussion

Response rates varied widely between the two IFSE surveys. Of the 126 emails sent with an electronic link to IFSE –GM, there were 43 completed surveys (34%) submitted online in the two periods that the survey was opened. On the other hand, IFSE --L garnered a 92% response rate, with 23 submitted surveys online out of 25 emails sent

with the electronic link to the survey tool. The response rate of the Governance Satisfaction Survey (GSS) cannot be determined, however, because no recordkeeping was in place at the time the survey was implemented.

It appears from the above response rates that the Senate leadership was more available and willing to participate in the survey than the general membership. Given this observation, a comparison of the response rates between the two IFSE surveys (34% vs. 92%) implies that Senate leaders are the prime "movers and shakers" of Senate processes on campus. The greatest challenge for the Senate leadership, at this point, would be to secure the full buy-in of the rest of the constituents on campus. In light of this, the issue of representativeness in the former survey also needs to be raised. There was representation, yes, but representativeness (i.e., an acceptable sample) should be an objective to be achieved later, for greater generalizability of results. This limitation of the study is important to bear in mind throughout this report.

General membership profile

Of the general membership survey (IFSE –GM), Table 1 below presents several relevant information about the membership that will give the reader a more solid understanding of those who participated in this survey:

Table 1. Respondent's role in the Faculty Senate

Identify your role in the committee/governance structure you presently belong to	Frequency	Percent
Committee chair (Faculty)	7	16.3
Committee chair-elect (Faculty)	2	4.7
Committee co-chair (Admin)	2	4.7
Committee member (Faculty)	22	51.2
Committee member (Student)	1	2.3
Oversight committee chair	2	4.7
President present/elect/past, member-at-large	3	7.0
Other (Please specify)	2	4.7

Total Respondents	41	
(skipped this question)	2	4.7
N	43	

Over 50% of the respondents (n = 22) were faculty who are members of various Senate committees, followed by chairpersons of those committees themselves (16.3%), and then 4.7% each of oversight committee chairs, chair-elect, and co-chairs. Interestingly, the same percent (4.7%) skipped this question, and chose not to divulge their role in the Senate's hierarchy. It is also worthy to note that one student member is identified as a survey participant. In terms of committee memberships, however, the next table (Table 2) presents the following detailed information:

Table 2. Committee memberships of survey respondents

In the newly-established Faculty Senate what committee do you primarily belong to? (i.e. as part of your identified workload if you are a faculty member)	Frequency	Percent
Technical Advisory Committee	1	2.3
Calendar Committee	1	2.3
College Committee on Assessment	6	14.0
Accreditation Steering Committee	3	7.0
Promotions Committee	1	2.3
Evaluation/Job Specs Committee	1	2.3
Professional Ethics Committee	6	14.0
Curriculum Committee	6	14.0
Academic Advising/Counseling Committee	6	14.0
General Education Committee	1	2.3
Institutional Excellence Oversight	1	2.3
Executive Committee	4	9.3

Total Respondents	37	86.0
(skipped this question)	6	14.0
N	43	

Four committees were equally represented in this survey (at 14%) with 6 members each responding to the online instrument. These committees include Professional Ethics, Curriculum, Academic Advising/Counseling, and Assessment. There were also 3 members (7%) from the Accreditation Steering Committee who responded to the survey, while the other committees represented had one member each (2.3%) responding to the instrument. It must also be pointed out that member-respondents may have multiple, overlapping roles in the Senate so the figures above may not reflect these multifarious roles.   With regard to membership type and context, Table 3 below illustrates the multifaceted roles of committee members:

Table 3. Respondents' membership type and context

Select the environment you currently work under	Frequency	Percent
Secondary	12	27.9
Post-secondary	27	62.8
Total Respondents	39	
(skipped this question)	4	9.3
N	43	
Which description below best fits your membership under the current Faculty Senate structure?		
a member who signed up for a committee at the start of the term	20	46.5
a member who signed up for a committee and volunteered to serve in a second committee	1	2.3
a member who signed up for a committee and volunteered to serve in 2 other committees	1	2.3
a member who is a carry-over from a previous committee (pre-Faculty Senate)	11	25.6

a member who opted out of committee membership	1	2.3
a member who was elected to a Faculty Senate position	4	9.3
Total Respondents	38	
(skipped this question)	5	11.6
N	43	

The table above indicates that the ratio is 2:1 between postsecondary faculty and secondary faculty, in terms of response rate to this survey. With over 30 secondary teachers in the GCC faculty roster, the almost 28% representation of this group of faculty members (n = 12) in this survey may be considered sufficient, given the existing ratio. Moreover, committee memberships in the Faculty Senate were made optional for secondary faculty; extra compensation is given once they elect to participate in the shared governance process. This factor may have also affected the response rate of this specific group in the sample.

Almost half of the sample (46.5%) identified themselves as members who signed up for the various committees at the start of the term while 25.6% were those members who got carried over from previous committees (pre-Faculty Senate). Four respondents (9.3%) won elected positions in the Faculty Senate while the rest of the respondents (one each) identified themselves as members who are either serving in two committees, more than two committees, or opted out of committee membership.

As the table below illustrates, meeting times and frequency vary widely among the committees, depending on their tasks that demand short, medium, or long-range attention.   Most committees meet weekly (53.5%), every other week (14%), or monthly (7%). While one respondent (2.3%) indicated that his or her committee has not met at all, other respondents (18.6%) did make qualifications regarding their meeting schedule, like "twice a month," "some months, weekly, other months, bi-weekly," "whenever we can all meet," and "as needed," among other reasons. These respondents also indicated, as

reflected in the following table, that the average committee meeting lasts for one and a half hours (62.8%), one hour (18.6%), or two hours (14%).

Table 4. Attendance and Meeting Frequency

Indicate the frequency of your committee meetings.	Frequency	Percent
Weekly	23	53.5
Every other week	6	14.0
Monthly	3	7.0
Every other month	0	0.0
Has not met at all	1	2.3
Other (please specify)	8	18.6
Total Respondents	41	
(skipped this question)	2	4.7
N	43	
On the average, our committee meetings usually last for		
One hour	8	18.6
1 1/2 hours	27	62.8
Two hours	6	14.0
2 1/2 hours	0	0.0
Other (please specify)	0	0.0
Total Respondents	41	
(skipped this question)	2	4.7
N	43	

Through self-reports, the study also noted that the respondents indicated the following frequency of meetings in their own respective committees: 12x (n=6), 10x (n=6), 7x (n=5), 6x (n=4), 8x (n=4), 9x (n=4), 15x (n=3), 5x (n=2), 11x (n=2), 13x (n=1),

3x (n=1) and 1x (n=1). With regard to absences in meetings, respondents reported the following information, as Table 5 below indicates:

Table 5. Respondents' self-reported attendance record

As far as I can honestly remember I have been absent in committee meetings for X number of times.	Frequency	Percent
None	22	51.2
1	16	37.2
3	1	2.3
4	1	2.3
More than 5	1	2.3
Total Respondents	41	
(skipped this question)	2	4.7
N	43	
I have been absent in committee meeting/s because of the primary reason indicated below.		
Off-island conference	6	14.0
Sickness	3	7.0
Scheduling conflict	8	18.6
Personal reasons	1	2.3
Other (please specify)	10	23.3
Total Respondents	28	
(skipped this question)	15	34.9
N	43	

The respondents who completed the instrument seem to be the ones who, in the first place, are already actively involved in Senate activities; that is, if the attendance record in meetings serves as a good indicator. More than half of the survey respondents (51.2%) reported not having missed a single meeting while 37.2% indicated they have

missed one. Only one respondent each reported missing 3x, 4x, or 5x of scheduled meetings. Among the primary reasons given for absences include the following: scheduling conflict (18.6%), off-island conference (14%), sickness (7%), or personal reasons (2.3%). At least 10 respondents (23.3%) indicated other reasons, such as "ill child," "treatment of ill child on Fridays," "off-island travel," among other reasons. It is also notable that 15 respondents (34.9%) provided no reasons or excuses for their committee absences.

Because the most common reason given for absences is scheduling conflict, respondents were also asked to provide their own best schedule for committee meetings. The table below compiles the variable schedule preferences of the survey respondents:

Table 6. Respondents' most preferred meeting schedule

If you've missed a committee meeting/s due to scheduling difficulties what schedule below works best for you? Please choose only ONE.	Frequency	Percent
Monday AM between 8-12 noon	1	2.3
Monday PM, between 1-5 pm	1	2.3
Tuesday AM, between 8-12 noon	4	9.3
Tuesday PM, between 1-5 pm	1	2.3
Wednesday AM, between 8-12 noon	1	2.3
Wednesday PM, between 1-5 pm	2	4.7
Thursday AM, between 8-12 noon	0	0.0
Thursday PM, between 1-5 pm	0	0.0
Friday AM, between 8-12 noon	1	2.3
Friday PM, between 1-5 pm	7	16.3

Any weekday, between 1-5 pm	0	0.0
Saturday AM, between 8-12 noon	0	0.0
Saturday PM, between 1-5 pm	0	0.0
Total Respondents	19	
(skipped this question)	24	55.8
N	43	

Based on the above table, it appears that most respondents prefer the status quo; that is, a Friday afternoon meeting, between 1-5 pm, would be their preference. Though this would seem to be the best schedule choice based on this survey, the number of respondents (n=24) –almost 56%-- who provided no preferred schedule (i.e, by skipping the question) is even more telling. It might be that these respondents are already gradually beginning to adjust to the set schedule of committee meetings on Friday afternoons. This might also be interpreted as a kind of accommodation to the secondary faculty who can only participate in Senate activities if the meeting schedule is flexible enough for them.

When the respondents were asked to identify the primary means of communication (with regard to meeting schedules, for example) among the members of their respective committees, the following statements were given:

- Since the Committee meets almost every week, scheduling of the next meeting is done at the end of the previous meeting. E-mail is used regularly for follow-ups and reminders.

- Weekly meetings.

- Email and posting of minutes and calendar on the Senate Website.

- Email, speaking directly to the members; we have one member whose HS schedule is the schedule we work around. The telephone is also a very important tool. Currently our support person is pulled in many directions due to her coverage elsewhere, and

due to the computer training that the former department has been involved in. I have said that we all know at this time there is no choice so we manage.

- Committee website

- The committee has established a group email address, thereby everyone is kept abreast via email. Furthermore, the annual meeting schedule is well established.

Quality of participation

How do respondents perceive their own participation in Senate activities? How do they assess the quality of their involvement? Following the observation made earlier about survey respondents' level of involvement in the Senate as generally active, the same observation may be made in terms of the "substance" of their participation. The table below, Table 7, presents respondents' perceptions of their own contributions to the functioning of the Faculty Senate:

Table 7. Respondents' perceptions of involvement

In the overall work expected of our committee I estimate my involvement (e.g. participating in discussions setting up the agenda writing the minutes etc) in X percent of the committee's work.	Frequency	Percent
About 25%	7	16.3
About 50%	2	4.7
About 75%	4	9.3
About 90%	8	18.6
More than 91%	19	44.2
Total Respondents	40	
(skipped this question)	3	7.0
N	43	
In terms of the quality of my participation in Faculty Senate activities at this point in time I would rate myself as having	Frequency	Percent
Exceeded expectations	25	58.1
Met the minimum expectations	12	27.9

Barely met the minimum expectations	2	4.7
Did not meet minimum expectations	2	4.7
Total Respondents	41	
(skipped this question)	2	4.7
N	43	
Mean = 3.30		

The observation regarding respondents' level of involvement gains more validation when the findings from the above table are considered. Of the 43 survey respondents, they estimated their involvement (e.g. participation in discussions, setting up the agenda, writing the minutes, etc) in the following manner: more than 91% (44.2%), about 90% (18.6%), about 25% (16.3%), about 75% (9.3%), about 50% (4.7%). These findings reflect that respondents who completed the surveys are already generally highly involved in Senate activities in the first place . This conclusion becomes even more pronounced when these results are superimposed with respondents' assessment of their own expectations regarding the impact of their contributions to the Senate. For a good number of them (n=25) –58.1%-- they report that they exceeded expectations when it comes to their quality of participation. A lesser but still significant number (n=12) – almost 30%-- indicate that they have met the minimum expectations while two respondents reported that they barely met the minimum expectations (4.9%), did not meet expectations (4.9%), or skipped the question altogether (4.9%). The mean of 3.30 for all the responses on this question (on a scale of 4) seems to point to the validity of the earlier observation. This means that this instrument drew respondents who are already considered active Senate participants and most importantly, have already put in a significant investment in time and effort for it to work.

When respondents were asked to provide qualitative comments that would support their reports of quality involvement and expectations being exceeded, they contributed the following statements:

- There are some tasks I take the initiative in starting and also work I take home**.**

- As a secondary faculty, I feel that committee work can consume more that eight hours in a day which includes 2:45 p.m. release period, travel time and 2 hour meetings. In addition, time is needed to review course guides and perform other administrative tasks for the committee. I think secondary faculty who opted to do committee work exceeds the expectations of faculty participation in the college. The challenges that are faced during the committee is the ability to work collaboratively and to keep the committee motivated to more forward in achieving the committee goals. The consensus of the committee determines the amount of meeting held and the length of the time to hold meetings. Faculty Senate had hoped that much of the tasks such as the creation of committee by-laws would be completed within a semester but in my opinion, it may be unrealistic. I would see that committee work completed thus far meets minimum expectations.

- Our committee starts differently. The deadline for the committee report is October. So we overlap the start and end times.

- I believe I've met the minimum requirement for two reasons. The first being that the CGC is brand new and we are just taking off; and the second is when asked for student inputs, the other student member and I give information to the best of our knowledge.

- I have fulfilled all accepted tasks, and continue to do so.

- There's a job that needs to get done, and I'm doing it. It's not really the kind of work that a member can go over-and-beyond for.

- I've committed time well above that expected of committee chairs and senators (over 100 hours of time spent as (committee) chair, approx. 100 hours spent as Senator). Note: At no point was my work in the secondary environment compromised by the additional work, as the extra hours I completed were mostly after my established work hours. In the case of Senate responsibilities, I compensated for any time away from the secondary site during work hours by working additional hours at the secondary site. (e.g. after school).

- I have not been absent for any committee meetings. I am also a co-secretary for the committee and I volunteer for tasks as well as participate in discussions.

- Difficulties in meeting primary responsibilities and demands of faculty position and committee responsibilities.

- Because I actually think about it once the meeting is done…moreover: I am doing stuff outside the meeting…80-to-100% of the time.

When these above statements are viewed in the context of respondents' perceptions of Senate milestones or successes, they do serve as good indicators of personal commitment.

The following question and the qualitative responses that follow testify to the substantive contributions of many respondents who participated in this survey:

As a participant in the activities of the Faculty Senate in its first year of operation, what would you say to be the one or two successes for which the Senate takes some satisfaction at this point? Explain why these milestones are significant.

- More equal participation from all GCC faculty.

- The ability to have a shared voice. Increased participation among secondary faculty. Greater involvement with administration and their desire to want to work with faculty through this new faculty senate structure. Hopefully faculty will have greater protection in their position.

- All faculty members are assigned equal weight of work for the college. Many tasks not done before are now assigned.

- Participation: all hands seem to feel that they have a voice. Freedom: the participants have the freedom to express themselves and provide input.

- Faculty members are obligated to do committee work.

- 1. Meetings of the Chairs. In these meetings, committee chairpersons were brought together in order to ensure that we are moving forward in our core tasks, in our development of Bylaws, and in our utilization of Moodle. 2. General Education recommendations. The process of gathering data and making recommendations based on that data is an important one in demonstrating the ability of the Senate to bring together and communicate the will of the faculty, and that of GCC's diverse constituencies.

- Involvement of all faculty members in this process and having all committees accountable.

- Projects are really for the benefit of the college, faculty and students. For instance: the Marketing Committee is making pamphlets for all the programs. What a great idea and a plus that the committee recognized the need and are tackling it. Projects like these are a real success. Other committees are working on great ideas as well.

- Committee has made an effort to increase student input in the development of its mission statement, learning outcomes, program objectives and policies.

Furthermore, these observations gain more validation, in the context of the question below and the corresponding responses given by the survey participants:

Based on your own Faculty Senate experience thus far, what seems to be working with the current structure and organization?

- There is more participation with the high school teachers.

- I feel that the Faculty Senate is more supportive and understands the challenges faced during this first transitional year. I feel comfortable in expressing concerns and getting some form assistance.

- Work assignments to all faculty; work tasks are being completed.

- From what I'm understanding, this year is more organized especially with Luminus.

- Seems that each individual is participating.

- More involvement from faculty, admin, staff, and students (hopefully).

- More faculty members are actively involved in shared governance. The efforts among some committees are more interconnected than in the past.

- Involvement of administrators and having all faculty participate in the process.

- Attempt for uniformity in reporting; Focus on individual accountability.

- Everyone working on a committee spreads the work load out from this point have seen very positive ideas and projects coming out of the committee work (projects that faculty see a need for)

- Our committee is well established and as a whole have good communication and relations with one another.

- The intent of open dialogue among stakeholders seems to be working somewhat. Committee members take great effort (time, energy, and resources) to include the GCC Community in every process of its formulation. However, members are stressed with the process.

- Still learning and have not fully formulated an opinion of what is working.

- Having none other than I was apart of the original group and I did put in input and was very involved for a while I feel that this may work out well once the bugs get taken out and more is completed in the many areas that are not there yet. I would like to point out that I do miss the gathering and knowing first had what was up and seeing the players and the interaction. Is there a possibility of having an audience box for those of us who wish to be there and hear what is being deliberated. I feel like I am no longer an important enough member of the team call GCC Faculty and I feel uninformed or not as informed as I would like to be. Having said that, not going to governance on Friday is OK however, I never minded the meetings!

- Increased dialog among the entire community of the college.

- The dialog is happening. Things are moving forward with the website and reporting/transparency. I think things are where we expected them to be at this time of the Senate's infancy.

- The people in it

- Still too early to tell.

- Not enough information. Committees are meeting, but not any real big level results.

- Better involvement, focus on specific committee work, better control of meeting scheduling, extra pay is motivation

- The dialog about institutional matters is deeper and involves more people. The online reporting mechanism is a work in progress, but will eventually provide good access.

- Communication between faculty members has improved.

- The majority of GCC faculty are involved, rather than a select few serving on numerous committees.

- There seems to be a lot of good dialogue. It's interesting to see the collective wisdom of the committee.

- Committees seem to be more active. I see a variety of people who are involved. Everyone in post secondary seem to be active in at least one committee. Input from everyone is sought by committees who are trying to make a change.

- More equal and more better participation

- The Senate is a work in process improving the communication, involvement, and effectiveness to include the decision making, planning, and improvement at the College. The Senate seems to be meeting its purpose as positive changes are taking place like the increased involvement of all necessary personnel. The attitude of faculty in regards to their involvement has been more positive than with the previous Governance structure. Although I do believe it is important to include stakeholders however, including secondary faculty in the process has its limitations. Secondary faculty is given the option to not participate and if they do participate they will be compensated. This option limits the productivity of the Curriculum committee because we can only meet on Friday s at 3:30 and our meetings go for 2 hours or more. Prior to compensating secondary faculty for participation in committees, my observation has been that their involvement in committee work was minimal or at times non-existent. The current committee is responsible for a tremendous amount of work and having secondary faculty on the committee impedes productivity. Involving stakeholders is important but the level of involvement needs to be efficient and effective.

- The current structure allows the faculty to actively take part in issues regarding college matters.

- Dialog has been improved. Constructing a rational inclusive basis for decision-making has been established.

- The attempt by Faculty Senate to provide training on the various responsibilities they expect of chairpersons.

- CCA has been trying to get a faculty to chair the committee, and since the adoption of the Faculty Senate, such has materialized.

- The attempt to communicate to the whole faculty regarding issues that concern them via the Faculty Senate website. The regularity of meetings conducted by the leaders of the Senate.

When respondents were asked what hurdles hinder the full development of the Senate, the variety of responses seems to suggest some "dissatisfaction" with certain aspects of the Senate's structure and organization that participants perceive to be problematic areas. The following question and qualitative comments that follow provide the reader a better understanding of respondents' thoughts and feelings about this new, yet-untested structure called the Faculty Senate:

Based on your own Faculty Senate experience thus far, what seems NOT to be working with the current Senate structure and organization?

- Because there are so many newcomers and also people who do NOT want to be on a committee, the progress is slower.

- I think scheduling conflicts is a major factor and administrative support too.

- Data in Web Site and tracking documentation.

- I've heard that some committees still need a student member, but have not attempted to solicit for one.

- Unable to make a proper evaluation due to short time existence, but at this point there seems to be no understanding of what the other committees are doing.

- Lack of communication as to what is going on. Thus far, there seems to be information going in to the Senate but none coming out of it.

- In this initial semester, significant time has been devoted to development of SOPs and Bylaws, resulting in situations where completion of some committee-related tasks have taken longer than ideal. As the structures and protocols become more established, completion of committee-related tasks should become expedited.

- The amount of time it is taking out of my other work and outside responsibilities.

- Again, difficulties with meeting primary responsibilities and duties of faculty position and meeting needs of committee as needed.

- The requirement to put in so many hours during the semester. I think completion of assignments should be sufficient without counting the hours.

- Every committee needs to be on the same page as far a expectations: Mission statements-done By-Laws-still working on? Goals and Objectives-still working on? Are we doing Student Learning Outcomes? Need some stand forms voted on and accepted by the Senate Need clarification on Action Task Logs and Individual Task Log sheets Need Standardization for attendance reporting Need Consistency in the

By-Law as far as membership goes-is their a minimum or maximum or should that not be limited Need clarification on Membership and Voting Membership Is it correct that the by-laws and so forth are all just drafts until they are voted on…Too much focus on meeting the 'required Hours' (especially with this being a work in progress)

- We need to have a forum where everyone is present to discuss issues from each committee. It is difficult to attend the committee meetings to provide input. The previous governance meetings provided for such a venue.

- For this structure to work, all participants must have some commitment to the purpose of the process. I am unsure how completely the College stakeholders have "bought in" to the concept of a new Governance mode. The timeliness of communication between various committees, faculty, administration etc…is disappointing. This may be a result of "growing pains" the new model is undergoing. It could also be because of the enormous change the college has undergone. The need to establish meeting times that all members can meet besides Friday afternoons.

- Reporting by committees. This may be a problem with understanding the importance of the process as a whole and how important the prompt reporting of committee issues and results are to the process.

- Committee Chairs knowledge of responsibility

- Still too early to tell.

- Participation in the committee (or any) puts an undue amount of stress on me. I am a program director and have annual reports and other assessments due to the AAMA and its governing body twice a year. I feel that if a faculty member like myself is directly involved in a continuing accreditation process, membership to committee meetings should be optional. I would much rather be teaching a class, which I was hired to do. I am to teach my vocation.

- Uncertainty of authority/power given to the committee, lack of budget for ideas/projects

- The online reporting mechanism is not being kept up-to-date by various committees. Often there are no agenda, no minutes in a timely manner, and no list of actions taken. The senate is working to improve this deficiency.

- I cannot make an accurate assessment at this time.

- I see a few people not dong their share of the work. While the discussions are on task and in depth, I think we take too long in actually agreeing upon the finished product.

- No opinion at this time.

- I like the Faculty Senate web page idea, but not everyone is using it. It would be good to see all committees using it so others could give their input. Minutes from FAC/SENATE meeting have not been accessible.

- The time to steward the process has not been allocated to the Senate. The Senate was conceptualized as a full-time responsibility for the Executive Committee. This lack

of time means that many tasks go uncompleted. Adequate time needs to be allocated since many faculty committee members are new to their roles and this requires time.

- I just don't believe that there is enough training provided. The trainings are too quick and do not ensure that chairpersons have a good grasp on how to use the senate site. They have approved templates but do not meet with chairpersons to assist in their understanding of the templates.

- At this time, the actions of the CCA committee requires Faculty Senate approval, where such was not an issue.

- The varying number of members among committees does not distribute the work equally; the committees are treated the same when in fact certain committees need to work more, meet more, and discuss more than other committees. How can the Senate ensure that there is equity in terms of the workload among the various committees?

It would seem that these problematic areas identified above provided the basis for the respondents' "unease" with the new structure and organization. As Table 8 below demonstrates, this uneasiness was likewise translated into a less-than-satisfactory evaluation of the current structure. When they were therefore asked to compare the new structure with the old structure, they seemed divided (i.e., 50-50) in that decision. Those that reported this comparison as "better", "same", or "no basis for evaluation yet" comprised 46.4% while those that indicated an outright "worse" response comprised almost 49%. As the data seem to imply, the Senate structure, particularly certain processes and protocols (.e.g. website data access, internal communication, bylaws, training issues, etc), requires needed refinements, as suggested by the qualitative responses given above.

Table 8. Respondents' assessment of structure and organization

Overall how do you assess the current Faculty Senate structure and organization in comparison with last year's Faculty Governance process?	Frequency	Percent
Better	15	34.9
Same or no difference	2	4.7
No basis for evaluation yet	3	7.0
Worse	21	48.8

Total Respondents	41	
(skipped this question)	2	4.7
N	43	

When asked how these issues need to be resolved, participants in the survey provided a wealth of suggestions in response to the following series of questions:

In your opinion, how can this problem or issue be resolved by the Faculty Senate leadership or the administration?

- Do not require EVERYONE to be on committees. There are some faculty who would rather just teach more classes.

- Scheduling conflicts might not be resolved because committee members are also secondary faculty which they don't have much time left in a day to hold meetings and other obligations. There is person hired for assisting the Faculty Senate so it is too premature to evaluate at this time.

- Try new things.

- I would like the committee chairs to do a little presentation at a COPSA General Membership meeting to recruit students for their committee…

- I believe it will fix itself as we continue.

- Bi-weekly or monthly updates in the form of emails.

- Resolution can be facilitated through the Senate continuing to work collaboratively with committees to establish their Bylaws, and to fully utilize the shared governance Website.

- Looking at other means of compensation especially for non-instructional faculty.

- Perhaps, accountability should be based mainly on the work of the entire committee by setting up goals/objectives at the beginning of the semester/year and evaluating them at the end.

- Have a few general meeting for the entire faculty and offer suggestions for standardization and then have the faculty vote on it or ask for and make suggestions and have the faculty vote electronically or ask for and make suggestions and have the senate leadership vote or board vote.

- Slow down! Why wait for chairpersons to ask for assistance? Why not take some time to visit each chairperson and ask what they can do to assist them?

- Devise a way to distribute work that approximates equal scope and coverage among the committees. Some committees may have two chairs instead of one.

- There are plenty of people who love to serve on committees, I am not one of them. I believe that what the college is attempting to do is good but I feel it is a forced, mandated participation and brings some resentment.

- Have a standard list of committee duties/responsibilities like a "job description" so that each committee knows its expected outcomes/authority.

- Setting up clearer expectations, perhaps a "to do" list for committee chairpersons.

Pick one or two committee issues given below and provide concrete suggestions on how the Senate's current organization or structure can be improved or strengthened. Specific recommendations will be most helpful. These issues are the following:

A. Length of membership/Staggered terms. B. Committee scope. C. Continuity of leadership D. Member criteria E. Any other issues?

- Length of membership maybe should be increased to two years so that members are more knowledgeable and productive.

- I think the role of Chairperson and Chair-Elect should be clearly defined. Certain committees such as curriculum should have a representation from each of the departments.

- Members may not be trained to handle the responsibilities of the committee work. Issue of continuity needs to be addressed.

- D-Member Criteria: For student members, please recruit them at the beginning of the school year. If you want to recruit a Student Organization Officer, do a little presentation at the Officer Training sessions (please see Bobbie Leon Guerrero from the Center for Student Involvement).

- Committee scope: Scope of the committee should be confirmed by the executive committee: Member criteria: we should have an established by profession criteria such as one member from each dept. to a committee.

- A. It makes sense that some committees would benefit greatly from continuity of members on the committees, so a mechanism to prioritize continued membership in specific situations might make sense. Also: there should be on-going evaluation by the Senate as to the ideal number of members on each committee. At this point, some committees do not have enough members.

- A. Length of membership should be one academic year with members having the option to continue on in the same committee for at least three academic years. C. Continuity of leadership. Committee chairs should hold the position for a minimum of 2 academic years with option to continue for as long as he/she is meeting the standards of the committee in terms of leadership.

- B. Scope. We need to work to a process of continuous and dynamic reflection of our programs and practices.

- A. Length of membership: Members should be encouraged to sign up for at least two years. C. Continuity of leadership: Committee chair should be for a period of three years for continuity.

- Feedback like this is needed more often. Committee scope: Some committees have outlined responsibilities and some do not – for those that do not – maybe there needs to be a clearer scope…Membership Criteria Limiting Membership of Committees to a number-If some faculty members want to serve on more than one committee (second committee voluntarily) are we going to say they can't because of the limits and or are they members that can't vote? I recommend not limiting membership numbers.

How do you assess the scope of your committee's responsibility as it is developing? Is it expanding in scope beyond what you think it should? Are you doing more than what is expected? Are issues being addressed as they should be? Provide your thoughtful response below.

- Our scope has expanded and it covers so much that we had to prioritize and put many tasks of until next year. Yes, issues are being addressed adequately.

- I think that the committee has a lot on its plate. The committee work expanded this year. We were a committee last year with some major responsibilities. This year more responsibilities were added. I think by the end of the year or early next school year, the committee might recommend to split some of the responsibilities and form two committees instead.

- No comment.

- I think we are progressing smoothly.

- Our committee is reducing our scope, from are initial thought and have in away focused our objectives.

- I believe the scope of the General Education Committee is appropriate.

- The AAC committee members are doing a remarkable job in completing assigned tasks as well as committing to taking on other responsibilities within the committee. Yes, the members are doing a lot considering that we are mostly non-instructional and do not get the kind of monetary compensation that others do. Issues brought forth to the table are being addressed by the committee.

- The overall scope—developing goals, objectives, outcomes, etc—was sufficient, but it has expanded due to the expectation of "online advisement". I think this makes it difficult to set priorities.

- The committees do need direction from senate to focus on what needs to be complete and standardization…ie at this point the By-Laws but that needed to be made more a focus so that is was completed by all the committees and any items that should be/should have been included should be discussed by the senate and recommendations sent out….like the staggered terms, # of committee members…I do appreciate that the committees have been able to come up with projects and ideas that they feel will benefit the college.

- Committee as a whole is led by very competent individuals who are aware of their responsibilities and the committee's role and ensure to maintain the standards set by the committee.

The wealth of recommendations above as compiled from participant responses are generally constructive in nature and are intended for improvement purposes. A number of these statements however point to the necessity of instituting more comprehensive measures to secure "buy in," and eventual engagement, from Faculty Senate constituents. The leadership must therefore plan to spearhead systematic and sustained measures that will promote a "sense of belonging" among members of the entire Senate, so that each individual member becomes an integral part of the Senate's identity or "sense of being."

Although there seems to be a relative unease with the new Senate structure, it appears however that this may be a matter of attitude, rather than conviction. This observation acquires some validation when superimposed with the question on satisfaction of respondents with their Senate experience. As the table below (Table 9) presents, the data on satisfaction seem to negate the relative unease of respondents with the new structure, as discussed earlier. Why? The relatively high level of agreement (81.4%) among the respondents when it comes to their degree of satisfaction with the Senate experience (mean, 3.28) firmly supports this observation.

Table 9. Respondents' levels of satisfaction

I am satisfied with my Faculty Senate experience thus far.	Frequency	Percent
Agree	28	65.1
Strongly agree	7	16.3
Disagree	4	9.3
Strongly disagree	0	0.0
Total Respondents	39	
(skipped this question)	4	9.3
N	43	
Mean = 3.28		

The IFSE data on Senate experience satisfaction become even more pronounced, when compared alongside data from the GSS instrument. This latter instrument was a three-item survey tool that was administered to faculty during the last Governance (i.e., the old structure) meeting in spring 2006. Although the satisfaction statements are worded differently, these may be considered global measures of satisfaction with the old and the new structures, as the charts below significantly reflect:

Figure 1. Global measures of satisfaction, pre- and post-Senate
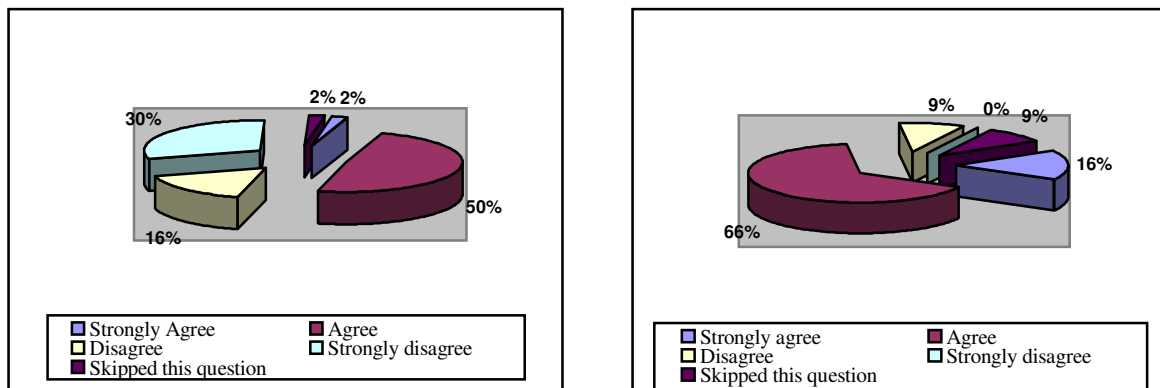
I am satisfied with the way decisions are currently made at GCC.

I am satisfied with my Faculty Senate experience thus far.

As the charts above indicate, the pre-Senate data on this variable show a 52% satisfaction while the post-Senate data reveal about 82% satisfaction, reflecting approximately 30% net change. Interestingly, both instruments also had a total sample of 43 respondents each. These data clearly suggest that the attitude towards Senate processes by most respondents are generally positive and affirming. The enthusiasm and advocacy provided by the Senate leadership undoubtedly contributed significantly to this state of affairs.

Senate leadership's perceptions of shared governance processes

At this juncture, the all-important role that Senate leaders play in realizing the goals of shared governance processes needs to be explored. The survey instrument, IFSE-L, was intended to reveal leaders' perceptions regarding the role and function of the Senate itself in bringing a shared governance process into motion. The series of bar

graphs in the next few pages illustrate the varied perceptions of the Senate leadership on certain aspects of the Senate's impact on institutional life.

As illustrated in Figure 1 (see page 28), there are several interesting patterns among the four items that identify the role of the Senate in fostering relevant dialogue on campus. As these patterns show, there seems to be greatest agreement among the respondents regarding the Senate's critical function in fueling *institutional dialogue* (mean, 4.65, s.d. 0.88), followed by *stakeholder dialogue* (mean, 4.41, s.d. 0.73), then *faculty-to-faculty* dialogue (mean, 4.35, s.d. 0.78), and lastly, *inter-committee dialogue* (mean, 4.13, s.d. 1.49). The perception that the establishment of the Faculty Senate has promoted the spirit of collaborative partnerships among various constituents of the college seems to be validated by the low standard deviation (0.73) of the stakeholder dialogue variable.[4] Conversely, the respondents' perception that inter-committee dialogue has not gained much momentum (as indicated by a high s.d. of 1.47) seems supported by qualitative comments discussed earlier in this report.

Compliance with rules in archiving documents via the Faculty Senate website also appears to garner strong agreement among the respondents (mean, 4.26, s.d. 0.86), though this needs to be validated by an actual review of the website itself.[5] If the respondents to this survey are already active in Senate activities, however, as discussed in an earlier section, it is very likely that they indeed will self-report compliance to Senate processes.

It is the lack of an assessment plan that seems common to all, as perceived by survey respondents (mean, 3.35, s.d. 1.34), though the spread of opinions (as evidenced by the 1.34 s.d.) also reflects the lack of consensus in this respect. The relative infancy of the Senate structure, and the ongoing development of certain committee rules and protocols, might have largely contributed to this diversity of perceptions.

Figure 2 (see page 29) reveals that there is greatest consensus among respondents when it comes to the Senate's independence in setting up its *structure and leadership*

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[4] The statistical norm indicates that the lower the standard deviation for a particular item, the greater the consensus among the respondents, and conversely, the higher the standard deviation, the lower the consensus.

[5] Since this report relied solely on one data source (i.e. survey results), the reader must bear in mind that this is a limitation of the study.

(mean, 4.48, s.d. 0.90), followed by a *diversified membership* (mean, 4.23, s.d. 1.15), and *communication with constituents* (mean, 3.87, s.d. 1.14). Of these three variables, it appears that the latter seems to indicate a greater diversity of opinions, as evidenced by the relatively high standard deviation (1.14). This comment (i.e., lack of inter-committee connections) was in fact also a pattern seen in the qualitative comments as earlier discussed. This is in a way also related to the *timeliness of information* available to respondents (mean, 3.48, s.d. 1.08) which reflects the same lack of unified opinion, as supported by the high standard deviation. This can only be interpreted as an issue that needs immediate attention. Most importantly, this also applies to the *texture of faculty-Board communication vis-à-vis Senate issues* which respondents also found to be wanting (mean, 3.04, s.d. 1.55), as well as the *timely response to campus issues* (mean, 3.0, s.d. 1.86) which all need to be explored and examined further so that remediation measures may be implemented, if necessary and appropriate.

In Figure 3 (see page 30), the Senate leaders' perceptions of a good, working Faculty Senate are further revealed. Respondents clearly agree about the significant contribution of the Senate towards the improvement of the campus climate (mean, 4.83, s.d. 0.39), as well as their view that shared governance is a notable faculty responsibility (mean, 4.13, s.d. 0.97). When it comes to satisfaction level with committee work however, the Senate leadership still seems to be grappling with issues regarding scope of work (mean, 4.30, s.d. 1.15), as the high standard deviation indicates wide differences in perceptions regarding the workability of certain committee processes. It is this same perception that Senate leaders have regarding the faculty-administration relationship (mean, 3.96, s.d. 1.19). The relatively high standard deviation suggests that this relationship ought to be more refined through continuing dialogue and collaboration regarding issues that mutually affect them. Do the respondents perceive these relationships as cooperative, as they now exist? The relatively low mean (3.57) and high standard deviation (1.50) imply that all constituents involved in this new structure need to build trust and confidence in each other incrementally, so as to deliver the expected consequences that would accrue the greatest benefit for the college, in the long run.
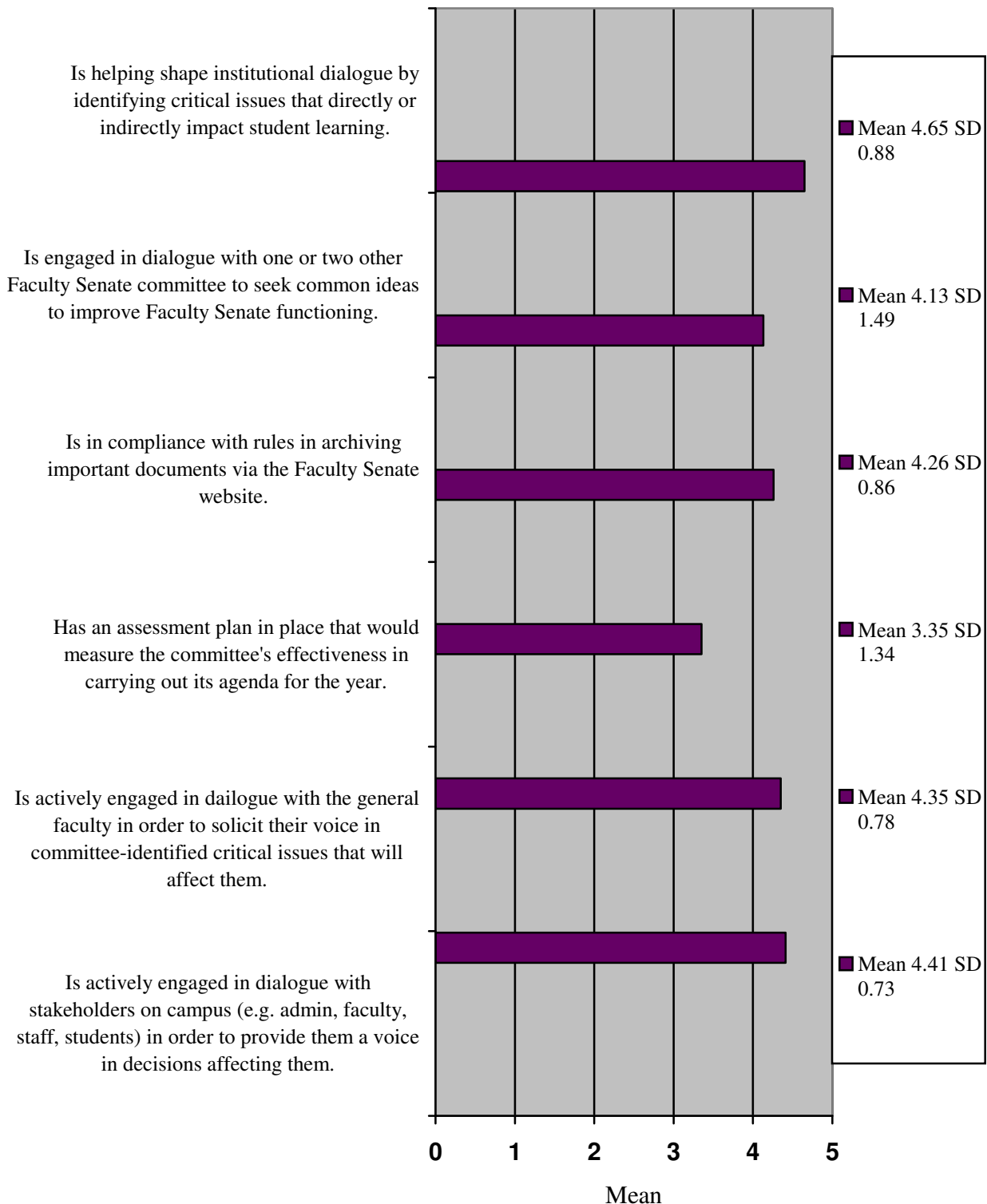
Figure 2. Senate Leaders' Perceptions of Shared Governance Processes

5- True, 4-More True than False, 3-No basis for opinion, 2-More False than True, 1-False

Given resonable time, the College Governing Council responds expeditiously to college-wide concerns and to the need for action on institutional issues.

■ Mean 3.00
SD 1.86

Working within given constraints, the faculty set agendas, chooses representatives and leadership, and establishes procedures for committees that oversee those areas in which the faculty has primacy.

■ Mean 4.48
SD 0.90

Formal arrangements exist for regularly and accurately communicating faculty positions and concerns to the GCC Board of Trustees, and for regularly and accurately communicating the views of the Board to the faculty.

■ Mean 3.04
SD 1.55

Faculty members have timely access to the information they need to make informed decisions or recommendations on institutional matters.

■ Mean 3.48
SD 1.08

Faculty representatives to the Senate, and other representative bodies, keep their constituents informed of the agendas of those bodies and solicit constituents' views whenever appropriate.

■ Mean 3.87
SD 1.14

The campus community fosters participation and leadership by women, persons of color, part-time faculty, and members of under represented groups.

■ Mean 4.23
SD 1.15

Mean

Figure 3. Senate Leaders' Perceptions on Shared Governance Processes

5-True, 4-More True than False, 3-No basis for opinion, 2-More False than True, 1-False
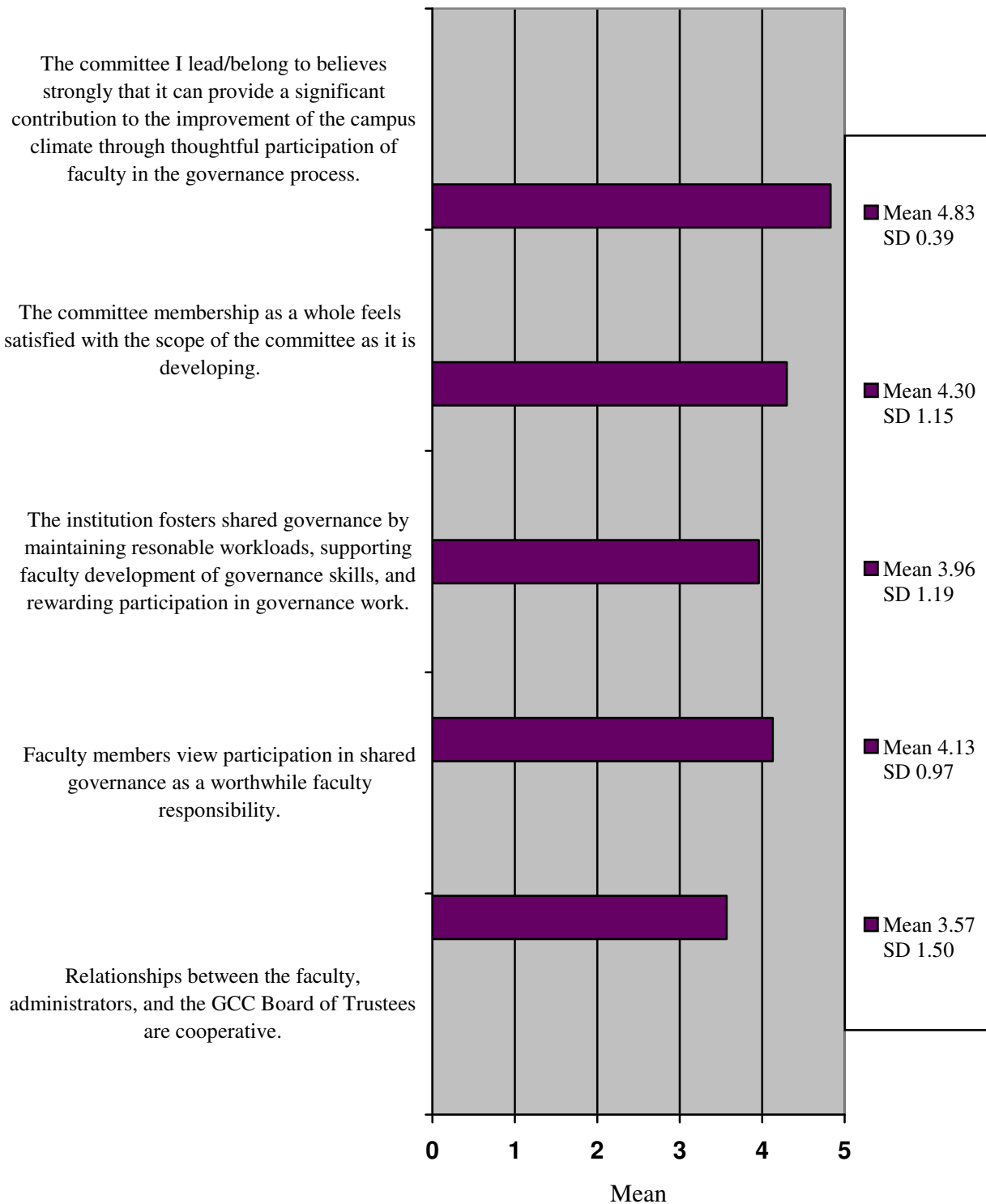
Figure 4. Senate Leaders' Perceptions of Shared Governance Processes

5-True, 4-More True than False, 3-No basis for opinion, 2-More False than True, 1-False

V. Conclusion and Recommendations

The study findings discussed above provide the evidence that the formative stages of the Faculty Senate was a period of bountiful challenges. As this study demonstrates, it is without a doubt that the impetus of its development has injected enthusiasm, optimism, and a sense of institutional belonging to most constituents. Given its relative infancy, however, the new Senate structure is still relatively untested, in the minds of several survey respondents. Though some might have a feeling of unease with the new structure and organization, the greater majority nonetheless supports the Senate's goal of shared governance, one that demands substantive involvement and input in decision-making processes at the college.

In light of these conclusions, and as grounded in the quantitative and qualitative results of this formative assessment study, the following recommendations are suggested:

(1)   Study, weigh, and decide on the merits of the multifarious strategies for improvement as recommended by the respondents of the present study, for they will undoubtedly lead to the better functioning of structure as it exists now;

(2)   Promote greater "buy in" and engagement with the new structure (particularly with both fulltime and adjunct faculty) through campus wide measures that encourage sustained interest and commitment to the process;

(3)   Publish a Senate newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner;

(4)   Conduct regularized training of committee chairpersons on Senate processes and protocols so that they are well equipped and better prepared to handle their multi-layered responsibilities;

(5)   Develop a creative, balanced system of incentives and sanctions that will, in the long run, promote commitment, rather than mere compliance, to Senate processes;

(6)   Strive for "representativeness" (rather than just "representation") of various constituent voices in next year's survey of Senate effectiveness by

administering the survey during the Professional Development Day held on the second semester;

(7)   Create and refine a solid assessment plan that would become an integral part of Senate functioning, and that which considers multiple tools and sources of data (i.e., strive for triangulation of evidence), once the Senate becomes more stable in its organization and structure; and

(8)   Bring all the stakeholders to the table (e.g., faculty, administrators, staff, students, and even Board members) and sustain the dialogue that has been started so that the true spirit of shared governance is fully realized.

V.   *Points for Discussion and Dialogue*

Framed within the context of the above recommendations, the Senate leadership and the administration may need to engage in an intelligent discussion and dialogue to provide clarity and direction to the issues identified below:

(a) *Equity of work.* How does one ensure that committee work is equitable for each faculty member who avails of the one class load alloted for Senate involvement?

(b) *Accountability*. How should accountability be measured? Should collective accountability (e.g. work done at the committee level) prevail over individual accountability (e.g. quantity and quality of work performed by individual faculty)?

(c) *Evidence of performance*. With the adoption of a sound assessment plan, what products or deliverables may be used as evidence for satisfactory Senate performance? Conversely, what conditions need to be created by administration so that a healthy environment for shared governance can flourish?[6]

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[6] The document, **Traits of Effective Senates**, may prove helpful in this regard. See Appendix A.

VII. Synthesis

All of these above recommendations and the resulting dialogue, however, must be viewed from a formative (rather than summative) framework in order that further experimentation can occur. What works or not in a newly-developed structure demands time and patience, as some respondents have indeed emphasized. As this study has demonstrated, however, a well-conceptualized assessment plan can generate the collective, as well as the individual voices of those who participate in Senate activities and eventually transform such wealth of insights into concrete strategies that demand continuous accountability and improvement.

Most importantly, the collaborative environment within the college that the new Faculty Senate structure has indirectly created would seem to be its greatest contribution. The web of complex relationships (e.g. faculty-faculty, faculty-admin, faculty-staff, student-admin, etc) that have been developed, or are still developing, point to the importance of cooperation and partnership in a campus where shared governance needs to reign supreme. Continuous and sustained dialogue is the key towards achieving this all-encompassing goal.

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Traits of Effective Senates

____Permanent office space, files, archives

____Annual budget (travel, telephone, computer, supplies, etc.)

____Secretarial assistance

____Adjusted workload for officers

____Regular meetings with college president

____Consulted on creation of all non-senate committees

____Senate president (faculty officer) presides at senate meetings

____Bylaws specify areas where senate decisions are normally determinative, co-determinative, or advisory

____Meetings and activities advertised in advance and records of actions widely published

____Attracts both junior and senior faculty who are esteemed as academic leaders

____Is regarded by the campus as dealing with crucial issues

____Has effective representation on other key governance groups

____Senate leadership visible in the ceremonial and symbolic affairs of the campus

____Initiates a major portion of its agenda items

____Defends the core values of academic freedom, determines curriculum

____Provides an effective forum for controversial issues

____Is seen as an agent for necessary institutional change

____Grounds its practices in parliamentary procedure and published and endorsed principles of governance

Participants as sessions of the AAHE National Network of Faculty Senates during the past twelve years have developed and refined these traits. Please let us know of additional traits you think are essential.

"TOES" (FlyMark) AAHE/National Network of Faculty Senates Joe Flynn, Co-director, SUNYACT, Alfred, N.Y. 14802 (607-587-4185) Email: flynnjg@alfredstate.edu

Source: http://www.aaup.org

GCC Indicators of Faculty Senate Effectiveness (IFSE) P1

1. IFSE Part I. Self-Assessment of Member Involvement in Faculty Senate Activities

WHO SHOULD TAKE THIS SURVEY: (1) Faculty members, administrators, staff, and students who belong to Senate committees, and (2) those who serve in leadership positions in the Faculty Senate structure.

As developed by the Office of Assessment and Institutional Effectiveness (AIE), this instrument is meant to compile important and relevant information that would be a part of a meaningful conversation about the current structure and organization of the Faculty Senate at the end of its first year of operation. The collected information will help steer a productive dialogue about current issues being faced by the Senate leadership and membership. Please be candid and thoughtful in assessing your OWN participation in Faculty Senate activities thus far.

This is meant to be a rapid data collection tool and is not intended to be a permanent instrument. The Senate may in fact eventually decide to develop its locally-developed assessment tool to measure its own effectiveness at a later time.

Although you may have multiple roles in the Faculty Senate, however, please fill out this questionnaire (IFSE PART I) only once.

The survey should take approximately 10 minutes to complete.

1. Identify your role in the committee/governance structure you presently belong to

- Committee chair (Faculty)
- Commitee co-chair (Faculty)
- Commitee chair-elect (Faculty)
- Committee co-chair (Admin)
- Committee member (Faculty)
- Committee member (Admin)
- Committee member (Staff)
- Committee member (Student)
- Oversight committee chair
- Senator, Unit chair
- President, President-elect, Past President, Member-at-large
- Other (Please specify)

2. In the newly-established Faculty Senate, what committee do you primarily belong to? (i.e., as part of your identified workload, if you are a faculty member)

- Resources & Budget Committee
- Technical Advisory Committee
- Calendar Committee
- College Comittee on Assessment

- ◡ Accreditation Steering Committee
- ◡ Promotions Committee
- ◡ Professional Development Review Committee
- ◡ Evaluation/Job Specs Committee
- ◡ Professional Ethics Committee
- ◡ Curriculum Committee
- ◡ Academic Advising/Counseling Committee
- ◡ General Education Committee
- ◡ Institutional Excellence Oversight
- ◡ Faculty Excellence Oversight
- ◡ Student Learning Excellence Oversight
- ◡ Executive Committee

3. Select the environment you currently work under

- ◡ Secondary
- ◡ Post-secondary

4. Which description below best fits your membership under the current Faculty Senate structure?

- ◡ a member who signed up for a committee at the start of the term
- ◡ a member who signed up for a committee and volunteered to serve in a second committee
- ◡ a member who signed up for a committee and volunteered to serve in 2 other committees
- ◡ a member who is a carry-over from a previous committee (pre-Faculty Senate)
- ◡ a member who opted out of committee membership
- ◡ a member who was elected to a Faculty Senate position

5. Indicate the frequency of your committee meetings.

- ◡ Weekly
- ◡ Every other week
- ◡ Monthly
- ◡ Every other month
- ◡ Has not met at all
- ◡ Other (please specify)

6. On the average, our committee meetings usually last for

- ◡ One hour
- ◡ 1 1/2 hours
- ◡ Two hours
- ◡ 2 1/2 hours

◡ Other (please specify)

7. The committee I belong to has met this X number of times since the start of the term

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
◡	◡	◡	◡	◡	◡	◡	◡	◡	◡	◡	◡	◡	◡	◡

8. As far as I can honestly remember, I have been absent in committee meetings for X number of times.

None	1	2	3	4	5	More than 5
◡	◡	◡	◡	◡	◡	◡

9. I have been absent in committee meeting/s because of the primary reason indicated below.

◡ Off-island conference
◡ Sickness
◡ Scheduling conflict
◡ Personal reasons
◡ Other (please specify)

⌃

⌄

10. A secondary reason for my absence/s is given below.

◡ Off-island conference
◡ Sickness
◡ Scheduling conflict
◡ Personal reasons
◡ Other (please specify)

⌃

⌄

11. If you've missed a committee meeting/s due to scheduling difficulties, what schedule below works best for you? Please choose only ONE.

◡ Monday AM, between 8-12 noon
◡ Monday PM, between 1-5 pm
◡ Tuesday AM, between 8-12 noon
◡ Tuesday PM, between 1-5 pm
◡ Wednesday AM, between 8-12 noon
◡ Wednesday PM, between 1-5 pm
◡ Thursday AM, between 8-12 noon
◡ Thursday PM, between 1-5 pm

◡ Friday AM, between 8-12 noon
◡ Friday PM, between 1-5 pm
◡ Any weekday, after 5 pm
◡ Any weekday, before 8 am
◡ Saturday AM, between 8-12 noon
◡ Saturday PM, between 1-5 pm

12. In the overall work expected of our committee, I estimate my involvement (e.g. participating in discussions, setting up the agenda, writing the minutes, etc) in X percent of the committee's work.

About 25%   About 50%   About 75%   About 90%   More than 91%
◡   ◡   ◡   ◡   ◡

13. In terms of the quality of my participation in Faculty Senate activities at this point in time, I would rate myself as having

◡ Exceeded expectations
◡ Met the minimum expectations
◡ Barely met the minimum expectations
◡ Did not meet minimum expectations

14. Please explain why you rate your quality of participation in the above manner.

15. Identify the primary means of communication (with regard to meeting schedules, for example) among the members of your committee

◡ Email
◡ Written memo
◡ Faculty Senate website
◡ Word of mouth
◡ Established schedule at the start of the term
◡ Other (please specify)

16. Overall, how do you assess the current Faculty Senate structure and organization in comparison with last year's Faculty Governance process?

Better   Worse   Same or no   No basis for

difference   evaluation yet

17. Based on your own Faculty Senate experience thus far, what seems to be working with the current structure and organization?

18. Based on your own Faculty Senate experience thus far, what seems NOT to be working with the current Senate structure and organization?

19. In your opinion, how can this problem or issue be resolved by the Faculty Senate leadership or the administration?

20. As a participant in the activities of the Faculty Senate in its first year of operation, what would you say to be the one or two successes for which the Senate takes some satisfaction at this point? Explain why these milestones are significant.

21. Pick one or two committee issues given below and provide concrete suggestions on how the Senate's current organization or structure can be improved or strengthened. Specific recommendations will be most helpful. Please provide your suggestions in the box below.

A. Length of membership/ Staggered terms

B. Committee scope

C. Continuity of leadership

D. Member criteria

E. Any other issues?

22. How do you assess the scope of your committee's responsibility as it is developing? Is it expanding in scope beyond what you think it should? Are you doing more than what is expected? Are issues being addressed as they should be? Provide your thoughtful response below.

23. I am satisfied with my Faculty Senate experience thus far.
- Agree
- Strongly agree
- Disagree
- Strongly disagree

Next >>

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

GCC Indicators of Faculty Senate Effectiveness (IFSE)

1. IFSE Part 2. Indicators of Committee Performance

WHO SHOULD TAKE THIS SURVEY: All those who serve in leadership positions (as members of the College Governing Council, Executive committee, oversight chairs, chairs, co-chairs, etc.) in the GCC Faculty Senate structure.

As developed by the Office of Assessment and Institutional Effectiveness (AIE), this instrument is a supplement to IFSE Part 1. The next instrument, Part 3, is an abbreviated version of the American Association of University Professors' "Indicators of Sound Governance," as developed by K. Ramo, February 2001.

Although you may have multiple roles in the Faculty Senate, however, please fill out this questionnaire (IFSE Part 2 & 3) only once.

The survey should take approximately 5 minutes to complete.

1. Please identify yourself.

Faculty   Administrator   Staff   Student

2. The committee I lead/belong to is helping shape institutional dialogue by identifying critical issues that directly or indirectly impact on student learning.

True   More True than False   More False than True   False   No basis for opinion

3. The committee I lead/belong to is engaged in dialogue with one or two other Faculty Senate committees to seek common ideas to improve Faculty Senate functioning.

True   More True than False   More False than True   False   No basis for opinion

4. The committee I lead/belong to is in compliance with rules on archiving important documents via the Faculty Senate website.

True   More True than False   More False than True   False   No basis for opinion

5. The committee I lead/belong to has an assessment plan in place that would measure the committee's effectiveness in carrying out its agenda for the year.

True   More True than False   More False than True   False   No basis for opinion

6. The committee I lead/belong to is actively engaged in dialogue with the general faculty in order to solicit their voice in committee-identified critical issues that will affect them.

True	More True than False	More False than True	False	No basis for opinion
⌣	⌣	⌣	⌣	⌣

7. The committee I lead/belong to is actively engaged in dialogue with stakeholders on campus (e.g. admin, faculty, staff, students) in order to provide them a voice in decisions affecting them.

True	More True than False	More False than True	False	No basis for opinion
⌣	⌣	⌣	⌣	⌣

8. The committee I lead/belong to believes strongly that it can provide a significant contribution to the improvement of the campus climate through the thoughtful participation of faculty in the governance process.

True	More True than False	More False than True	False	No basis for opinion
⌣	⌣	⌣	⌣	⌣

9. The committee membership as a whole feels satisfied with the scope of the committee as it is developing.

True	More True than False	More False than True	False	No basis for opinion
⌣	⌣	⌣	⌣	⌣

10. How many members did your committee have at the beginning of the semester?

5 and under	6-7	7-8	8-9	10 and over
⌣	⌣	⌣	⌣	⌣

11. How many members have remained active at this point?

All	Less 1	Less 2	Less 3	Less 4 or more
⌣	⌣	⌣	⌣	⌣

12. How many secondary faculty have dropped out from your committee or group?

None	1	2	3	4 or more
⌣	⌣	⌣	⌣	⌣

Next >>

College Governance Satisfaction Survey Spring 2006   Appendix D

1. GCC Faculty Survey on College Governance

This survey is being conducted to measure college perceptions related to our current college governance. Thank you for your valuable contribution.

Use the following scale to identify the level that best represents your views:

1 - Strongly disagree
2 - Disagree
3 - Agree
4 - Strongly agree

1. I am satisfied with the way decisions are currently made at GCC.

Strongly disagree	Disagree	Agree	Strongly agree
◡	◡	◡	◡

2. I am able to participate in the decision making process at GCC.

Strongly disagree	Disagree	Agree	Strongly agree
◡	◡	◡	◡

3. Committee assignment are a significant part of my normal workload.

Strongly disagree	Disagree	Agree	Strongly agree
◡	◡	◡	◡

Next >>

APPENDIX O

Faculty Senate Action Item Log

Action Item Log

Action Item No.	Date of Meeting	Task	Person to take action	Date to be completed by	Progress	Date Completed
Action Item number as indicated in the minutes	*Date of meeting when action was raised*	*Description of task/item to be actioned*	*Name of person/s to complete action*	*Insert anticipated date for action to be completed by*	*Progress of action and date of anticipated completion and any other notes/details*	
001	081106	Design a template for minutes/agendas	Dave Moran	081506	Completed	081506
002	081806	Send out copy of bylaws to all chairs	Dave Moran	081806	Completed	081806
003	081806	Need training for Robert's Rules	Dave Moran	082506	Training held 082506	082506
004	082906	Email all chairpersons about referring to the Constitution re: administrative/staff/student representation.	Dave Moran	ASAP	Completed	082906
005	082906	Request committee member listing and contact information from all committee chairs.	Dave Moran	ASAP	Completed	082906
006	082906	Inform all committees to send out meetings times/dates/places and to forward all agendas and minutes to facultysenate@guamcc.edu for archiving.	Dave Moran	ASAP	Completed	082906
007	082906	Email Dr. Rider requesting a list of administrative/staff/student representation for committees.	Dave Moran	ASAP	Completed	082906

Action Item No.	Date of Meeting	Task	Person to take action	Date to be completed by	Progress	Date Completed
Action Item number as indicated in the minutes	*Date of meeting when action was raised*	*Description of task/item to be actioned*	*Name of person/s to complete action*	*Insert anticipated date for action to be completed by*	*Progress of action and date of anticipated completion and any other notes/details*	
008	091206	Devise a flow chart for paperwork and issues	John Armstrong	091506	Completed and sent to FS committee	091506
009	092606	Email all chairs of committees to identify Administrators and Staff who are active participants of their committees.	Elaine Fejerang	100306	Completed	092806
010	101006	Email to "ALL" regarding the recommendations made by the General Education Committee with a deadline to respond	Gary Hartz	101606	Pending adequate number or responses	101606
011	101706	Workshop for Chairs re: Moodle	Elaine & Dave M	102006	Workshop held 102006	102006
012	102406	Resend membership list nlt Friday 10/27 to the Oversight Chairs who should then verify membership.	Dave Moran	102706	List resent via email	102506
013	102406	Send Elaine the new FS structure diagram for posting on the website by Friday 10/27.	Dave Moran	102706	Diagram revised and sent on 103006	103006
014	102406	Contact Tico Tenorio to gather assessment forms from the workshops so that they can be collated and recorded.	Lisa Baza-Cruz	102406	Christine Matson is doing this and will report back.	Pending
015	102406	Contact Deans Santos and Ridgell to have the subject included on the next agenda.	Gary Hartz	??????	Completed	102506

Action Item No.	Date of Meeting	Task	Person to take action	Date to be completed by	Progress	Date Completed
Action Item number as indicated in the minutes	*Date of meeting when action was raised*	*Description of task/item to be actioned*	*Name of person/s to complete action*	*Insert anticipated date for action to be completed by*	*Progress of action and date of anticipated completion and any other notes/details*	
016	102406	Will get GE statistical data gathered asap.	Gary Hartz	??????	Pending	
017	102406	Will draft a letter in response to faculty request to change committees	Frank Blas	102506	Completed	102506
018	103106	Write up a request for addition to the agenda, send it to PDRC with a recommendation that Sungard be the primary focus of Professional Development Day activities/workshops	Lisa Baza-Cruz	103106	Completed	103106
019	112806	Write PDRC letter stating contractual issues regarding reporting requirements and assessment	Barry Mead	112806	Pending	Pending
020	112806	Send email to Dr. Rider to reschedule flu shots for faculty on a day other than Friday	Frank Blas	112806	Completed	112806
021	112806	Send notice of meeting to Chairs and give them a heads-up re: IFSE Pt. I	Frank Blas	112806	Completed	112806
022						
023						
024						
025						

Action Item No.	Date of Meeting	Task	Person to take action	Date to be completed by	Progress	Date Completed
Action Item number as indicated in the minutes	*Date of meeting when action was raised*	*Description of task/item to be actioned*	*Name of person/s to complete action*	*Insert anticipated date for action to be completed by*	*Progress of action and date of anticipated completion and any other notes/details*	
026						

APPENDIX P

Faculty Senate End-of-the-Year Reports

End of the Year Report
Spring 2007
Technology Advisory Committee

1. **Membership details:**

   Elaine C. Fejerang (Faculty), Chair
   Patrick Clymer (Administrator), Co-Chair
   Terry Kuper (Faculty), Voting Member
   Danilo Lawcock (Faculty), Member
   Josephine Arceo (Staff), Voting Member
   John Quintanilla (Faculty), Voting Member
   Frank Camacho (Administrator), Voting Member
   Brian San Nicolas (Faculty), Voting Member
   John Camacho (Administrator), Voting Member
   Michelle Santos (Administrator), Voting Member

2. **Committee goals and/or plans:**

   Respond to the Technology Audit completed during Spring 2006 by finalizing our Information Technology Strategic Plan (ITSP) and Enterprise Architecture (EA) to guide GCC's technology investment.

3. **Highlights/Accomplishments/Action Items Completed or Pending:**

   a. *TAC Charter completed and approved during Fall 2006*
   b. *Completed a close to final draft of our ITSP*
   c. *IT Responsibility Matrices for MIS, ITC, Electronics, Computer Science and Administration have been signed and approved*
   d. *TAC is transitioning into a collaborative recommending body for all technology decisions and direction.*

4. **Recommendations and/or action plans for next school year:**

   a. *Finalize our ITSP and EA*
   b. *Develop Information Technology Standards that are made up of documents that spell out:*
      i. *Policies*
      ii. *Guidelines*
      iii. *Checklists*
      iv. *Procedures*
      v. *Rules*
      vi. *Regulations*
      vii. *Roles & responsibilities*
      viii. *Accountabilities*
      ix. *List of do's and don'ts*
      x. *Requirements*
      xi. *Processes*
      xii. *Methodologies*

Date: 1/29/2007
TAC-Technology Advisory Committee Report
Data Processing/MIS Systems Administrator

Item: Redundant Network Evaluation
Status: E-mailed Procurement for guidance and waiting for response. Also, I'm currently conducting more research on project..

Item: Annual Consolidated Technology Bid
Status: Analysis/Evaluation of proposals completed pending approval from procurement to break a tie on one item with the vendors. Website publication of new specification standards with prices and vendor information will happen as soon as Procurement sends out the award letters.

Item: PC laptop initiative proposed for all employees.
Status: Laptop requests by employees will not be disapproved as long as procured from standards. Draft policy being researched as well as specifications for the most ideal laptop(s) configuration.

Item: MIS Help Desk Information (products, processes and timeline)
Status: Although researched confirmed FAMIS to be compatible with Banner as a plug-in or add-on, E-Maint clearly shows greater advantages in support and costs and can also be interfaced with Banner's database. Recommendation is to continue with E-Maint and establish data entry and record maintenance processes and procedures to fit with the Help Desk SOP requirements.

Item: Technology Fee Usage - Library, C-25, Rm104, C4, D4, and D5 Upgrades & MCV/Kuentos Internet Line
Status: All 130 units were received from ComputerLand pending imaging of drives and scheduled deployment of hardware to the labs. Another PO will also be given to MCV/Kuentos for the Internet Line services in SY2007. Technology Fee Unencumbered balance to date is $46,080 to be less $27,072 for MCV/Kuentos. Remaining balance of $19,008.00 will be used for lab operations such as supplies, equipment, tools, parts, etc..

Item: MIS Charter.
Status: Approved by MIS Team pending first level approval by TAC, then to Faculty Senate.

Report Item: Technical Support, Manpower Shortage, Workorder Backlog, and SunGard Issues
Status: Will provide updated detailed report upon request.

Date: 11/27/2006
TAC-Technology Advisory Committee Report
Data Processing/MIS Systems Administrator

Item: Redundant Network Evaluation
Status: E-mailed Procurement for guidance and waiting for response. Also, I'm currently conducting more research on project..

Item: Annual Consolidated Technology Bid
Status: Procurement completed bid packaging and announcement on 11/22/06. Pre-bid conference scheduled for 12/1/06 at 10AM.

Item: PC laptop initiative proposed for all employees.
Status: Next Step is to discuss Pros & Cons, and then have TAC members vote 'Yes' or 'No' on initiative to require all 'Employee' units to be a laptop.

Item: MIS Help Desk Information (products, processes and timeline)
Status: Researching details on cost and implementation requirements of FAMIS which was confirmed to be compatible with Banner as a plug-in or add-on, based on John Camacho's feedback.

Item: Technology Fee Usage - Library, C-25, Rm104, C4, D4, and D5 Upgrades & MCV/Kuentos Internet Line
Status: Requisition submitted as follows and PO is pending President's signature. Negotiated with vendor to reduce total cost and include second swappable hard drives. Due to $188,000 limit of Technology Fee Funds, UPS and licenses reduced to 20 only for the new library units, and removed Line conditioners. We now have sufficient funding for MCV/Kuentos' Internet Line and this year's lab operations.

Item#	Description (include ISBN#, part#, catalog page#, color, size, etc.)	Quantity	U/M	Unit Price	Amount
2.	Standard "B"-PC System-Premio Athena 865PE2 With	130	@	$1,066.00	$138,580.00
	Second Swappable Hard Drive installed on Swappable Drive Rails (with base price) Negotiation with ComputerLand saved us $10,400.	130	@	$0.00	$0.00
64.	600VA UPS With 3 On-backup & 3 Surge Protection Outlets	20	@	$70.00	$1,400.00
49.	Microsoft Office Latest Academic Edition	20	@	$79.00	$1,580.00
57.	Corel WordPerfect Office Latest Academic Edition	20	@	$18.00	$360.00
	PROCUREMENT: PLEASE PUT MESSAGES BELOW ON PURCHASE ORDER.				
	** Both hard drives for these systems are to be swappable and must be installed in trays.				
	** Docking component must be installed in system prior to delivery to GCC.			Total-→	$141,920.00
	MCV/Kuentos 5Mbps Fiber Internet Line			$30,572.00	$30,572.00
				Grand Total→	$172,492.00
	Remaining $15,508 of Technology Fee Funds to be used for Operations			Remaining→	($15,508.00)

Item: MIS Charter.
Status: Approved by MIS Team. Submitting to TAC for first level approval, then to Faculty Senate.

Report Item:
Item: Technical Support, Manpower Shortage, Workorder Backlog, and SunGard Issues
Status: Still compiling full list. Below is partial only as of this date.

- Absence and lack of tape-drive specific backup software that is preventing GCC from doing proper backups of ongoing work, especially those done in the pre-production database and server
- Challenges in preparing regular electronic reports for accounts payable vendors, such as IAC and ASC;
- Challenges in preparing training labs for last minute relocations
- Conflict of training schedules/plans and missed prerequisite courses for MIS technical staff
- Critical time is being utilized on the SunGard training and users are becoming frustrated regarding delays or backlogs of work orders
- Current workload is being delayed to give SunGard the highest priority
- Data migration tasks is unclear and relies on an unrealistic expectation by MIS personnel to conduct activities on top of everything else that requires their attention
- Delayed network expansion to building 400 and Automotive building 900
- Delays in account administration for backup employees supporting areas that have regular personnel in SunGard training
- Employees taking calls at home and still working while being on sick leave
- Functional areas not attending training as requested by training consultant
- Having to do make-up work on weekends and sometimes holidays
- Insufficient time to focus on what was taught during earlier trainings to build a stronger knowledge foundation
- Lack of hardware/OS/database training and practice on SunGard servers
- Lack of or missed MIS technical review of SunGard project contracts
- Lack of time to learn and pre-mature expectations to be able to create accounts in servers and applications
- Lack of time to practice topics from all trainings
- Lack of training on newly acquired hardware, OS and other programming languages which will be necessary to provide adequate technical support
- Missed family-related and family-oriented obligations (school functions, PTA, rosaries, funerals, court hearings, etc.) while in technical training
- Missed trainings due to scheduling conflicts
- Missing all or parts of critical technical training to complete regular GCC required tasks, such as the payroll ACH file upload to BOG
- Missing TAC, MTM and BIPT meetings due to training schedule conflicts
- More than 10 hours a day is needed to maintain a satisfactory level of service to the SunGard Project and current workload
- Nothing planned for the displacement and movement of MIS personnel due to OSHA compliance requirements
- Nothing was planned or provided to MIS for the cost of additional equipment, fixtures, and/or supplies for power and fire suppression requirements for the Server UPS, space needs, etc..
- ON HOLD - Dynalogic: a) Employee credentials and training tracking, b) Automatic Timesheet, d) SNOW Writer Audit Reports
- ON HOLD – New VOIP Telephone System Project
- ON HOLD - NIAS: a) Ongoing "Rules to Batch" process, b) Web registration, c) IPEDS, d) Updates / Upgrades
- ON HOLD – XEROX Networking Project
- Overall technical training impression is that it is rushed without enough time given to truly practice or grasp the lessons
- Partial only completion of Fiscal Year-end Rollover Activities (Fixed Assets)
- Personnel Resource Analysis was conducted by MIS but was not entertained or supported for the SunGard project causing an imbalance on demands and actual availability of existing personnel to work with this project in addition to providing legacy systems support
- Pressure for SunGard servers to be backed up but SunGard did not purchase related backup software with the rest of the hardware and now GCC is left with the task of procuring this backup and recovery solution
- Problem with immediate and overall system support while MIS staff undergo training for the SunGard project
- Problem with limit to VNC single sign-on to the server via the firewall

- Problem with STG and SunGard arrangements
- Reprioritized / Delayed Account Management for user accounts in NIAS and Dynalogic
- Reprioritized / Delayed Assessing and setting up Help Desk Environment
- Reprioritized / Delayed Assistance to Bookstore's Fiscal Year-end activities (Pending purge)
- Reprioritized / Delayed Lab Master Images and Lab Re-imaging
- Reprioritized / Delayed Redundant Network Project
- Reprioritized / Delayed Storage Room, Container and D6 cleaning, clearance and surveying of junk/obsolete items (must be done by December 2006)
- Reprioritized / Delayed Technology Fee Planning for lab upgrades, lab supplies, and contractual services
- Reprioritized / Delayed Work Orders (various)
- Reprioritized / Postponed Internal DNS & DHCP Research activities
- Reprioritized / Postponed MIS Electronic User Surveys for Assessment
- Reprioritized / Postponed Public Website Technical Support
- Schedule challenges running the rules to batch process per Business Office request due to its effect on student billings
- Schedule challenges sending payroll direct deposit pre-notes for account verification in preparation for following payroll processing
- Several task to learn specially servers types, from Linux to Windows 2003, Java Programming to XML
- Singed SunGard contracts have conflicting statements based on actual events and approaches to the project
- So much decision-making tasks on rules, policies, procedures, and practices, etc. need to be elevated to the Executive Team, but very little seem to be reaching them
- Staff needing to come in early, work during lunch, and stay after hours to complete regular and unscheduled tasks or requests
- SunGard appears to have just dumped the responsibility on GCC, as the client, to settle HW/Equipment matters or issues directly with the hardware vendor
- SunGard consultants do not seem to be communicating well with each other with regards to issues with the servers installation, training, and the overall implementation of the project
- The absence of and the lack of readily available resources to assist MIS in troubleshooting system problems with the SunGard servers
- The absence of and the need for two more Luminis Servers that require MS Windows Server O/S 2000
- The data migration and conversion tasks need to be spelled out more clearly to let the functional areas be fully aware of what they are required to do
- The requirement to do the mapping from the legacy into the data mapping spreadsheets provided by Joe Langevin is a challenge (NIAS has several databases and tables within those database; whereas, Banner has one database with many tables) and there is an uncertainty with which database/table/field to map to each Banner table/field which will need functional users' support
- There is a lot of documentation to read and barely any time to read it
- Time challenges in troubleshooting databases and network-accessed applications that are corrupted, such as COMPASS
- Too many class interruptions during training of MIS technical staff
- Too much reliance and unrealistic expectations by functional areas with regards to what MIS is supposed to know and what MIS is supposed to provide them, when they are supposed to be learning how to be more independent of MIS and to be more empowered to do things for themselves with this SunGard system
- Too much unrealistic expectation by project participants on MIS to know and do so much more than what we are trained to do
- Training/certification plans other than SunGard-related ones are on hold
- Trying to troubleshoot current connectivity issues or problems with the Windows 2003 Operating Systems and IBM Blade Server Center without the basic foundational training for these items, which are consuming the time needed to concentrate on the SunGard Project and causing delays with the SunGard functional areas usage of the Banner System
- Trying to troubleshoot Luminis issues without the necessary type of training relating to the problem(s)

- Unable to hold regular MIS staff meetings
- Unclear or unknown timelines or specific triggers to indicate when actual HW equipment, OS, Licensed SunGard Software installation, and server tuning, etc. task will be assumed by GCC
- Unplanned delays in Rack delivery and installation
- Unplanned delays in system HW delivery and installation
- Unplanned delays in UPS delivery and STG allowing for direct connection of the servers into island power without power protection
- Unplanned MS Windows Server Operating System 2000 version and licensing problems with Luminis servers and STG providing the O/S
- Unplanned or lack of labs/rooms to conduct simultaneous training
- Unplanned requests from SunGard functional users for technical support during technical training
- Unplanned requests from SunGard trainees to configure desktops for Banner/Luminis access
- Unrealistic Client Responsibilities expectations without a GCC in-house DBA and must rely on SunGard Remote DBA to do all Client DBA Responsibilities until training and experience level is reached by MIS technical support staff
- Unrealistic expectations for MIS to produce lots of information when most content is the responsibility of respective divisions, departments and/or sections
- Windows 2000 issues continue to be problematic which was never fully resolved by SunGard after they recommended everything to be running on Windows 2003
- Workorder backlog and delay in processing and in providing the services to the users

Date: 11/20/2006
TAC-Technology Advisory Committee Report
Data Processing/MIS Systems Administrator

Item: Redundant Network Evaluation
Status: E-mailed Procurement for guidance and waiting for response. Also, I'm currently conducting more research on project..

Item: Specs for the Annual Consolidated Technology Bid
Status: Updated Specifications, as approved by TAC, forwarded to Procurement for bid packaging.

Item: PC laptop initiative proposed for all employees.
Status: Next Step is to discuss Pros & Cons, and then have TAC members vote 'Yes' or 'No' on initiative to require all 'Employee' units to be a laptop.

Item: MIS Help Desk Information (products, processes and timeline)
Status: Still pending inquiries with the one that is an add-on to Banner and additional research with other systems, as well as the one being looked at by VP of ASD.

Report Item: Technology Fee Usage & Lab Upgrade Status Breakdown

Approx. Percentage of Funds Used	Approx. Tech Fee $ Used	Status	Purchased	Location/Estimated Time of Next Upgrade
80% Tech Fee / 20% MIS	$ 61,333.33		FY2005	A-07 FY08/FY09
80% Tech Fee / 20% MIS	$ 61,333.33		FY2005	A-26 FY08/FY09
80% Tech Fee / 20% MIS	$ 61,333.33		FY2005	A-27 FY08/FY09
90% Tech Fee / 10% MIS	$ 35,782.67	Due	FY2002	C-04 FY05/FY06
Departmental		Overdue	Mixed	C-25 Priority (For Science/Math Department)
70% Tech Fee / 30% MIS	$ 38,028.17		FY2004	D-02 FY06/FY07
70% Tech Fee / 30% MIS	$ 38,028.17		FY2004	D-03 FY06/FY07
90% Tech Fee / 10% MIS	$ 35,782.67	Due	FY2002	D-04 FY05/FY06
80% Grant / 15% Tech Fee / 5% MIS	$ 35,782.67	Due	FY2002	D-05 FY05/FY06
70% Tech Fee / 30% MIS	$ 38,028.17		FY2004	D-07 FY06/FY07
70% Tech Fee / 30% MIS	$ 38,028.17		FY2004	D-08 FY06/FY07
70% Tech Fee / 30% MIS	$ 38,028.17		FY2004	D-09 FY06/FY07
70% Tech Fee / 30% MIS	$ 38,028.17		FY2004	D-10 FY06/FY07
75% Tech Fee / 20% Foundation / 5% MIS	$ 192,000.00		FY2006	Tech Center x 3 PC Rooms FY09/FY10
	Recycled	Overdue	FY2001	Room 104 - Priority (Must move to Building A or C for CJ/SS)
Grant / Departmental			~FY2003	VisCom FY06/FY07 (Mac Labs)
Departmental		Overdue	FY2000	Library - Highest Priority (oldest systems in use as a mini-lab)

Item: Technical Support/Manpower shortage and Workorder Backlog Issues
Status: Still compiling list of issues to be provided ASAP. Open workorders provided by ASD's, Josephine Arceo. Examini all open workorders to report on.

Date: 11/13/2006
TAC-Technology Advisory Committee Report
Data Processing/MIS Systems Administrator

Item: Redundant Network Evaluation
Status: E-mailed Procurement for guidance and waiting for response. Also, I'm currently conducting more research on project..

Item: Specs for the Annual Consolidated Technology Bid
Status: To date, all discussed updates were incorporated and latest specification documents e-mailed to TAC members. No other change requests received or submitted. Next step is planning on proceeding with Procurement for bid packaging.

Item: PC laptop initiative proposed for all employees.
Status: Next Step is to discuss Pros & Cons, and then have TAC members vote 'Yes' or 'No' on initiative to require all 'Employee' units to be a laptop.

Item: MIS Help Desk Information (products, processes and timeline)
Status: Followed-up with Tech Auditor, Bill Oaks, and he provided the following link for his recommendation for a Help Desk system.--> http://sourceforge.net/search/?type_of_search=soft&words=Help+Desk

Item: Technology Fee budget
Status: Breakdown of Plans for $188,000.

Item #	Description (include ISBN#, part#, catalog page#, color, size, etc.)	Qty	U/M	Unit Price	Amount
2	Standard "B"-PC System-Premio Athena 865PE2 With Swappable Drive Bay	130	@	$ 1,066.00	$138,580.00
64	600VA UPS With 3 On-backup & 3 Surge Protection Outlets	130	@	$ 70.00	$ 9,100.00
67	1250VA Line Conditioner with 4 Outlets	130	@	$ 75.00	$ 9,750.00
48	Norton AntiVirus Latest Edition	130	@	$ 30.00	$ 3,900.00
49	Microsoft Office Latest Academic Edition	130	@	$ 79.00	$ 10,270.00
57	Corel WordPerfect Office Latest Academic Edition	130	@	$ 18.00	$ 2,340.00
	MCV/KUENTOS 5Mbps Dedicated Fiber Internet Line	1		$30,572.00	$ 30,572.00
	Although Total is beyond actual collected Tech Fee, if possible and approved, MIS will use its own Capital budget to complete these priorities.				$204,512.00
	Shortfall, MIS Capital to be Used.				($16,512.00)
Library - Highest Priority (oldest systems in use as a mini-lab)*****Due based on priority*** 20 Units					
C-25 Priority (For Science/Math Department)*****************Due based on priority*** 15 Units					
D-04 FY05/FY06***Due based on date****** 20 Units					
D-05 FY05/FY06***Due based on date*******20 Units					
C-04 FY05/FY06***Due based on date*******24 Units					
Room 104 - Priority (Must move to Building A or C for CJ/SS)****Due based on priority****20 Units					
Total Units for Above Lab Upgrades with 11 Spares		130			

Item: Technical Support/Manpower shortage and Workorder Backlog Issues
Status: Still compiling list of issues to be provided ASAP. Open workorders provided by ASD's, Josephine Arceo. Examini all open workorders to report on.

General Education Committee
Primary Accomplishments for 2006 - 2007

-Met deadlines for AIE Assessment Cycle.

-Set up an Assessment Plan which evaluates the General Education student learning outcome categories of Oral Communication, Written Communication, Civic Engagement, and Tutoring; completed an Assessment Report, gathering and interpreting data pertaining to the above SLO categories and topics.

-Drafted Bylaws reflecting the proposed operational structure and procedures of the General Education Committee within the new shared governance structure; received Bylaws approval from the Faculty Senate

-Presented the General Education Recommendations to the Curriculum Committee, receiving unanimous approval.

-Gathered data from students, faculty, staff and administrators pertaining to the General Education Recommendations. Data was gathered from the Council on Postsecondary Student Affairs, the Department Chairs / Program Managers Group, and from dozens of individuals holding a vested interest in the General Education program at GCC. Revised recommendations will be submitted to the Senate for consideration (April 30).

-Developed and submitted Civic Engagement Recommendations to the Faculty Senate.

-Worked with the Office of Assessment and Institutional Effectiveness to set forth a plan for identifying and evaluating General Education Student Learning Outcomes for all GCC courses, in anticipation of new assessment expectations related to accreditation.

End of Year Report
Fall 2006-Spring 2007
Professional Ethics Committee

I. Membership details (members and their responsibilities)

1. Lisa Baza-Cruz, TPS, Chairperson
2. Polli Huseby, TPS
3. Sandy Balbin, TSS
4. Karen Dumchus, TSS (Fall, 2007)
5. Rick Skipper, TPS
6. Susan Seay, TPS
7. Julie Cruz-Jones, TSS
8. Barbara Mafnas, TPS
9. Gil Yanger, TPS
10. Jonathan Quan,, TPS Voluntary Membership

II. Committee goals and/or plans (What were the committee's goals from the start and what is it now?)

As stated in the BOT contract: The Professional Ethics committee shall be tasked with developing a set of professional and ethical guidelines that will apply to all employees of the College.

Committee Year-Long Goals:

1. Committee agrees that it will develop an institutional ethics related policy; eventual emphasis on faculty.
2. Committee will create a Statement of Professional Ethics and Code of Conduct to support the statement.
3. Committee will undertake responsibility to investigate ethical issues and concerns. Will consider option of collaboration with College AAO/EEO representatives; GFT representative.
4. Committee will undertake responsibility to deliberate breaches of faculty ethics, make recommendations, and send recommendations to administration as needed.

This Committee acknowledges that its role evolved into the Formation Committee charged with developing the foundation for which this committee will eventually be tasked with beginning SY 2008-2009. Because of the sensitive issues regarding ethics in general, numerous hours have been undertaken by committee members independently researching ethics policies, committees, etc., within institutions of higher education. From this research, many hours of lengthy discussions have occurred regarding these policies etc., and their potential use within the campus culture of Guam Community College. Thus far, the Committee is at Draft 4 of the institutional wide ethics document and has identified 7 principles which will assist in guiding ethics related issues on campus. They include Conflict of Interest, Confidentiality, Use of Resources, Abuse of Power, Integrity, Equality, and Professionalism.

III. Highlights/Accomplishments/Action Items Completed or Pending

    A.   Completed: Committee By-Laws approved by Faculty Senate in April 2007.

    B.   Pending: Institution-wide Ethics Document at Draft 4 (Work in progress)

    C.   Completed: On-line Site Posting of Agendas, Minutes, By-Laws, Goals, Membership, and Weekly Meeting Schedule.

    D.   Guest Speaker: Mikel Schwab
                          Dr. John Rider, VP, Academic Affairs, GCC

    E.   Moodle Training for Faculty Senate Website with Elaine Fejerang.

    F.   Membership has established an effective and positive relationship which will allow it to begin SY 2007-2008 with continued interest, commitment, and productivity.

    G.   Members shared responsibility for the taking of minutes for each meeting.

IV. Recommendations and/or action plans for next school year (Changes for the better?)

    A.   Continue role as Formation Committee for eventual Professional Ethics Committee.

    B.   Membership into SY 2007-2008 will continue with the exception of two members. Karen Dumchus' membership was for Fall 2006 only due to scheduling issues. Julie Cruz-Jones' membership was for SY2006-2007. She has decided to join Curriculum Committee.

    C.   Chairperson elected to second term of one year to promote continuity of committee tasks and goals.

    D.   Committee recommends that the Chairperson position be provided extra release time. Once this Committee begins to implement the ethics policy and receives concerns from faculty members, the Chairperson will be the individual responsible for initiating and facilitating the procedures among the committee members and other college entities involved towards resolving the concern. The committee foresees this position as needing the time to ensure that the process is completed in an effective and timely manner.

APPENDIX Q

BOT Policy 111:
Adoption of BOT Membership Handbook,
Standing Committees, Parliamentary Procedures at a Glance

ADOPTION OF
BOARD OF TRUSTEES MEMBERSHIP HANDBOOK,
BOARD OF TRUSTEES STANDING COMMITTEES,
PARLIAMENTARY PROCEDURES AT A GLANCE
(By: O. Garfield Jones)

WHEREAS, as part of the College's Institutional Assessment, the Board of Trustees has developed an Assessment Activity Strategy & Timeline that outlines five major goals and objectives related to ACCJC/WASC goals; and

WHEREAS, these major goals include the development & implementation of a Board Development Plan, improving the conduct of Board business and meetings, strengthening of institutional relationships, establishment of standing committees within the Board, and improvement of the relationship with the GCC Foundation Board; and

WHEREAS, of the major goals of the Board, a number of objectives have been accomplished such as the development of a Membership Handbook; the establishment of ground rules for conducting and managing meetings utilizing the Parliamentary Procedures at a Glance publication as the Board's official reference and guidance; the establishment of Standing Committees of the Board that include their duties & responsibilities expected from each committee member; the Student Trustee continues to represent constituents by reporting activities and concerns at regularly scheduled Board meetings; and the Board of Trustee Chairperson continues to work closely with the Foundation Board members to strengthen relationships between the Trustees and Foundation board members; and

WHEREAS, the Board continues to move forward with its efforts to fulfill the objectives identified as a part of its own assessment process in compliance with ACCJC/WASC standards, and as mandated by BOT Policy 306.

NOW, THEREFORE, BE IT RESOLVED, that the Guam Community College Board of Trustees adopts the following for immediate implementation and use:

- GCC Board of Trustees Membership Handbook;
- GCC Board of Trustees ACCJC/WASC Standing Committees:
    - Academic Affairs Standing Committee
    - Business & Finance Standing Committee
    - Administrative Services Standing Committee
- Parliamentary Procedures at a Glance, based on Robert's "Rules of Order," and published by Hawthorn Books, Inc.

BE IT FURTHER RESOLVED, that the above documents and processes, from time to time and as deemed necessary, are subject to review, updating and amendment by the Board of Trustees.

Adopted: August 1, 2006

Resolution 12-2006

APPENDIX R

Institutional Strategic Master Plan (ISMP)
As Developed by Various Divisions, Departments, and Units

Mission Statement: "Guam Community College is a public, open access secondary and postsecondary 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."					
Divisional/Unit Goals / Initiatives **ACADEMIC AFFAIRS DIVISION** See Goals/Objectives in the respective Assessment Plan (TracDat)	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Shift to an on-line ONLY catalog	AVP will change procedures and inform the public	AVP	Spring 2006		carry over
Assess the effect of Math and English policies(AAD, AY2006-07, STD2, A.3 - 06 Eval Rpt)	Task Institutional Researcher with this task	AVP	Fall 2007		
Begin dialog with General Education Committee about expanding offerings to include Humanities and Fine Arts classes (AAD, AY2006-07, STD2, A.3.a - 06 Eval Rpt)	Write letter to Gen Ed Committee Chair	AVP	Fall 2007		
Report on progress made in Faculty Senate formation (AAD, AY2006-07, STD4, A.1, 4.A.2, 4.A.2.a, 4.A.3 - 06 Eval Rpt)	Note findings in this document	AVP	Fall 2007		
Establish protocols for addressing needed SLO work in linking Program SLOs to Course SLOs to Course Syllabi, and to Assessment Reports (AAD, AY2006-207, STD2.A, 2.A.1.c, 2.A.2.b, 2.A.2.e, 2.A.2.f, - 06 Eval	Establish dialog with AIE and Curriculum Committee	AVP	Fall 2007		

Rpt)					
Remind President to work with BOT on Recommendation 4 to provide training for trustees and review BOT Policies (AAD, AY2006-07, STD4.1.e, 4.B.1.f, 4.B.1.g, - 06 Eval Rpt)	Send memo to Pres.	AVP	Fall 2007		
Assessment Findings **ACADEMIC AFFAIRS DIVISION** See Recommendations from the Annual Institutional Assessment Report	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Improve support to and participation of Adjunct Faculty at the College	Refer to Faculty Senate	AVP	Delayed to Fall 2006		carry over
Improve link between Assessment practices and Professional Development at all levels	Refer to AIE and Faculty Senate	AVP	Delayed to Fall 2006		carry over
Identify faculty in need of degree advancement	Have Deans review current levels of training and prepare a list of faculty in need of further training/education	AVP	Fall 2006		carry over
DIALOGUE: The theme is designed to facilitate college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement. Dialogue guides institutional change in which all members of the college community should participate in evaluating student achievement, student learning, and the effectiveness of its processes, policies and organization.					
Self Study Recommendations AY2005-2006 *Dialogue*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

Increase student involvement on accreditation self-study teams and other major college plans and decision-making (AAD, AY2005-2006, STD4, A)					
Continue intra-departmental discussions to insure goals and objectives (to include professional development priorities) are connected to submitted budget requests (AY04-05)	Professional Development needs will be identified in the Assessment process and submitted to PDRC for funding consideration. Discipline-specific, required professional development (usually in the form of certifications) may be budgeted by each dept.	AVP	Spring 2006 and Convocation 06		carry over

STUDENT LEARNING OUTCOMES: The theme has to do with the institution consciously and robustly demonstrating the effectiveness of its efforts to produce and support student learning by developing student learning outcomes at the course, program, and degree level. This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made.

Self Study Recommendations AY2005-2006 *Student Learning Outcomes*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
More funding needs to be found for tutoring programs and computer labs (AAD, AY2005-2006, STD2, C)	Funds will be sought in Fall 06	AVP	Fall 07	Funding was identified in the 07 NAF Budget	close
Institutionalize assessment of the correlation between technology and student learning outcomes, and incorporate it into the Institutional Strategic Master plan (AAD,					

AY2005-2006, STD3,C)					
Provide website access to SLO per discipline, as well as institutional financial and performance reports (AY03-04)	Form task force to Research and implement integrated database and portal	AVP	Spring 2006	Sp 06	carry over
Address SLOs at all levels (AY04-05)	Course documents will include SLOs, training will be arranged through AIE	AVP/AIE	Fall 06 - Sp 07		carry over
Integrate formally into the curriculum the information literacy SLOs for General Education and Liberal Arts (AY04-05)	New Curriculum documents will be reviewed for information literacy SLOs	AVP/Deans/ AAC	Spring 2006	Sp 06	carry over
Have institutional processes that develop stronger links between appraisal and system and student learning outcomes. (AY04-05)	This topic will be referred to the Job Specifications Committee	AVP	Spring 2006	Sp 06	carry over
Appraisal should include measuring adjunct faculty effectiveness in ensuring students achieve student learning outcomes. (AY04-05)	This topic will be referred to the Job Specifications Committee	AVP	Spring 2006	Sp 06	carry over
Assess the allocation of physical resources to align with SLOs (AY04-05)	Will be addressed during Budget training for DCs	AVP	Fall 06		carry over

INSTITUTIONAL COMMITMENT: The theme measures the institution's commitment in providing high quality education congruent with the institution's mission. The standard calls for an institutional mission statement that reflects the intended student population and the institution's commitment to student learning. The institution must ensure the consistency between mission and institutional goals and plans and ensure that the mission is more than a statement of intention, but a plan that guides institutional action and demonstrates the institution commitment to supporting student learning as its primary mission.

Self Study Recommendations AY2005-2006 *Institutional Commitment*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

Allow for non-degree students and students taking courses for enrichment to have true open access to the courses they desire (AAD, AY2005-2006, STD1, A4)					
Revise and implement Certificate Programs that allow students to take courses of study in their field of work to enhance their job skills and encourage them to continue towards a degree (AAD, AY2005-2006, STD1, A4)					
Administration needs to address open dialog that results in true joint governance (AAD, AY2005-2006, STD1, B6)					
Communicate to faculty in a timely manner all approved documents affecting programs (AAD, AY2005-2006, STD1, B7)					
Service-Learning must be connected to the process of developing a clearly worded and thoughtful mission statement (AAD, AY2005-2006, STD2, A)					
The College should assume responsibility for the financial obligation of hiring a permanent fulltime administrator for					

the Center for Civic Engagement (AAD, AY2005-2006, STD2, A)					
The Math and English tutorial programs need to be created and locally funded for students who do not qualify for the TRIO programs (AAD, AY2005-2006, STD2, B)					
Upgrade and increase the number of computers in the library (AAD, AY2005-2006, STD2, B)					
Further integrate student services into the curriculum (AAD, AY2005-2006, STD2, B)					
Develop and implement an Interlibrary Loan Agreement (AAD, AY2005-2006, STD2, C)					
Analyze and appropriate accordingly an increase in funds for professional development for staff, faculty and administrators (AAD, AY2005-2006, STD3, A)					
Strengthen the link between student learning outcomes and staff/faculty/administrator development (AAD, AY2005-2006, STD3, A)					
Provide a viewing room in the library for faculty and students as stated	Space for this purpose will become available when the new	AVP	Spring 2006	Sp06	carry over

in the Union Board Contract (AY04-05)	Tech Bldg. opens.				
Provide a student-group study room in the library (AY04-05)	Space for this purpose will become available when the new Tech Bldg. opens.	AVP	Spring 2006	Sp06	carry over
Support the professional development of faculty and staff (off-island), linking faculty and staff development to SLOs (AY03-04)	Funding will be included in the Budget as usual, the link between professional development and SLOs will be strengthened through the assessment reporting process	AVP/AIE	F06 - Sp07		carry over

EVALUATION, PLANNING, AND IMPROVEMENT: This theme requires on-going institutional evaluation and improvement to help serve students better. Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization. Improvement is achieved through an on-going and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation. The planning cycle begins with evaluation of student needs and college programs and services. This evaluation guides the college's decisions on where it needs to improve and to identify improvement goals campus-wide and the resources needed to achieve the improvement goals.

Self Study Recommendations AY2005-2006 *Evaluation, Planning, and Improvement*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Formalize the library's participation in General Education and Liberal Arts classes in the faculty contract and institutional structures (AAD, AY2005-2006, STD2, C)				Fac Senate provides a pathway	close
Strengthen the Institution's commitment to student learning (AAD, AY2005-2006, STD4, A)					
Develop personnel rules and regulations for academic personnel (AY03-04)	AVP will work with HRO to produce new rules and reg	AVP	Spring 2006		carry over

Develop an evaluation model for adjunct faculty, administrators, and staff (AY03-04)	AVP will form a committee to research appropriate models, administrators were evaluated in Fall 2005 to try out an on-line model	AVP	Spring 2006		carry over
Include improvements in the College Master Plan to insure continuity, such as revisions of the curriculum manual to align student outcomes at the course and program level; focus on student learning outcomes; reflect consistency in language with AIE assessment processes (AY04-05)	AVP will call for a review of the curriculum manual	AVP	Fall 2006		carry over

ORGANIZATION: This theme requires colleges to have inclusive, informed, and intentional efforts to define student learning, provide programs to support learning, and to evaluate how well learning is occurring. This requirement means that the institution must have in place 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. This standard requires the institution to have adequate staff, resources and the organizational structure to produce and support student learning and be evaluated on how well they support learning.

Self Study Recommendations AY2005-2006 *Organization*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Create a committee to begin reviewing the next catalog printing to ensure information is correct and updated (AAD, AY2005-2006, STD2, B)					

INSTITUTIONAL INTEGRITY: This theme deals with the institution's demonstrated concern with honesty, truthfulness, and the manner to which it represents itself to all stakeholders, internal and external. This theme speaks to the intentions of an institution as well as to how it carries them out. It prompts institutional assessment of the integrity of its policies, practices, and procedures and to how it treats students, employees, and the public. It requires that the institution demonstrate regard for issues of equity and diversity. It encourages the institution to look at its hiring and employment practices as well as to its relationship with the Commission and other external agencies.

Self Study	Planned Action	Assigned	Expected	Final Outcome	Recommendation

Recommendations AY2005-2006 *Institutional Integrity*		Personnel	Completion Date	(Describe Process & Evidence used to achieve outcome)	(or notation to continue the issue in the next planning cycle)
Develop an effective review mechanism for the college catalog prior to publication (AAD, AY2005-2006, STD2, A)					
Continuously revise catalog allowing contributors time to accurately provide information (AAD, AY2005-2006, STD2, A)					
Strengthen the GCC/GPSS MOA to ensure that GPSS follows through with the commitments identified in the MOA (AAD, AY2005-2006, STD3, B)				duplicate	close
AAD - TECHNOLOGY & STUDENT SERVICES	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Divisional/Unit Goals / Initiatives **AAD - TECHNOLOGY & STUDENT SERVICES** See Goals/Objectives in the respective Assessment Plan (TracDat)	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
All program goals were reviewed and a report was run in TracDat to review both the summary of results and the use of assessment results. Neither indicates action					

necessary from the office of the Dean.					
To develop an online orientation for new students as well as for students with disabilities.	Meet with Wes Gima and Bobbie Leon Guerrero to begin to generate ideas for content and design.	Dean, TSS with technical assistance from SDSU - Interwork Institute.	December 2007		
To increase communication among offices within TSS by creating an annual event calendar.	Meet with CSI, CPC, CCE, and PAIM to create a master calendar for SS in TSS.	Dean, TSS	July 12, 2007		
Departmental goals are very program specific - to list each departmental goal under TSS would essentially mean copying each certificate, associate, and service goal as the goals are very specific to the outcomes relative to learning or service and not to the support provided by administration.					
Assessment Findings **AAD - TECHNOLOGY & STUDENT SERVICES**	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
See Recommendations from the Annual Institutional Assessment Report					

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.	On a smaller scale the students are meeting with the president to express their concerns about the campus. This is a new activity that started during academic year '04-'05. The calendar committee needs to meet in order to finalize both the student voice day as well as the professional development day.	Once Dr. Rider defines the calendar committee and PDRC has a voice in the professional development day, the committee as a whole with representation from AIE and from Center for Student Involvement will decide on a Students' Voice Day.	End of Spring '06 for AY '06-'07.	There has been no effort for a Students' Voice Day however the meetings with the president have continued.	More direction may be needed from AIE to see how they would like to pursue this effort toward a student Voice Day - this may be concurrent with Professional Development Day and run by AIE.

DIALOGUE: The theme is designed to facilitate college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement. Dialogue guides institutional change in which all members of the college community should participate in evaluating student achievement, student learning, and the effectiveness of its processes, policies and organization.

Self Study Recommendations AY2005-2006 *Dialogue*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Continue to develop more programs to meet the needs of the community as a whole (AAD-TSS, AAD-TPS, AY2005-2006, STD1, B)	Dialog with advisory committees to meet the needs of the community.	DCs and Dean	Ongoing	Most recently Electronics has been advised by their advisory committee to expand certification opportunities. They've written a VEA grant and have had two courses approved; IT Essentials I and II. These classes lead to A+ certification.	

STUDENT LEARNING OUTCOMES: The theme has to do with the institution consciously and robustly demonstrating the effectiveness of its efforts to produce and support student learning by developing student learning outcomes at the course, program, and degree level. This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made.

Self Study Recommendations AY2005-2006 *Student Learning Outcomes*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

Have departments continually conduct program reviews to update their curricular offerings (AAD-TSS, AAD-TPS, AY2005-2006, STD1, A)	Include verbiage in faculty IFPs to push the review and rewriting of course documents.	Deans and Assoc. Deans who review IFPs and perform evaluations.	Ongoing - will be strongly stressed again in Fall '07.		
Continue having all faculty see assigned students (AAD-TSS, AAD-TPS, AY2005-2006, STD1, A1)	Include verbiage in faculty IFPs to emphasize the need to see assigned advisees. This action helps with both recruitment and retention.	Deans and Assoc. Deans who review IFPs and perform evaluations.	Ongoing - will be strongly stressed again in Fall '07.		
Continue having SLOs included in Course Guides and Program Documents (AAD-TSS, AAD-TPS, AY2005-2006, STD1, A4)	All new course guides reviewed and signed must include SLOs in order to be approved. Have faculty rewrite courses to include the SLOs in the course guides, the program documents, and the course description.	Deans and Department Chairs.	Ongoing - will be strongly stressed again in Fall '07.		
All syllabi, course guides, and the college catalog must clearly state general education student learning outcomes supported by the general education curriculum (AAD-TSS, AAD-TPS, AY2005-2006, STD2, A)	All new syllabi and course guides reviewed and signed must include GE SLOs.	Deans and Department Chairs.	Ongoing - will be strongly stressed again in Fall '07.		
The information literacy SLOs for General Education and Liberal Arts need to be integrated into the curriculum (AAD-TSS, AAD-TPS, AY2005-2006, STD2, C)	All new syllabi and course guides reviewed and signed must include Information Literacy GE SLOs.	Deans and Department Chairs.	Ongoing- will be strongly stressed again in Fall '07.		

Appraisal should include measuring adjunct faculty effectiveness in ensuring students achieve student learning outcomes (AAD-TSS, AAD-TPS, AY2005-2006, STD3, A)	DCs, Adjunct Assoc. Dean, and Deans need to design an evaluation specific to the course documents and the success of the students on the learning outcomes for the course.	DCs, adjunct assoc. dean, and deans.	Ongoing - will be strongly stressed again in Fall '07.		
Develop and provide mini-courses for students needing training for the use of computers and applications (AY04-05) (AAD-TSS, AAD-TPS,AY05-06, STD3, C)	Discuss with computer science and office technology faculty where these mini-courses fit in. Also work with Project Aim to see if this can be done in their environment.	Dean, DCs, and TRIO program director.	Begin Spring '07	Discussions were held with the departments. Sandy Balbin indicated this is a major component of the Keyboarding class - a prerequisite to the Gen Ed. Class - CS151. However, mini-workshops were held in Project Aim for the first time - they will be held again in Fall. This may be an activity we can get some faculty to do as a "community service".	This activity needs to continue to be monitored and updated.
Develop appraisal of adjunct faculty effectiveness in SLO achievement (AY03-04)	The lead needs to come from DCs in defining and distributing SLOs not only to adjuncts but also to students.	Adjunct Assoc. Dean through observation and DCs through definition, dissemination, and data collection.	Ongoing with evidence apparent in the department assessment reports.		This activity is not complete, there is no evidence of assessment and this item should remain on the ISMP.
INSTITUTIONAL COMMITMENT: The theme measures the institution's commitment in providing high quality education congruent with the institution's mission. The standard calls for an institutional mission statement that reflects the intended student population and the institution's commitment to student learning. The institution must ensure the consistency between mission and institutional goals and plans and ensure that the mission is more than a statement of intention, but a plan that guides institutional action and demonstrates the institution commitment to supporting student learning as its primary mission.					
Self Study Recommendations AY2005-2006 *Institutional Commitment*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

EVALUATION, PLANNING, AND IMPROVEMENT: This theme requires on-going institutional evaluation and improvement to help serve students better. Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization. Improvement is achieved through an on-going and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation. The planning cycle begins with evaluation of student needs and college programs and services. This evaluation guides the college's decisions on where it needs to improve and to identify improvement goals campus-wide and the resources needed to achieve the improvement goals.

Self Study Recommendations AY2005-2006	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Evaluation, Planning, and Improvement					

ORGANIZATION: This theme requires colleges to have inclusive, informed, and intentional efforts to define student learning, provide programs to support learning, and to evaluate how well learning is occurring. This requirement means that the institution must have in place 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. This standard requires the institution to have adequate staff, resources and the organizational structure to produce and support student learning and be evaluated on how well they support learning.

Self Study Recommendations AY2005-2006 *Organization*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Revise and update the Student Handbook and have it available in hard copy and on the website (AAD-TSS, AY2005-2006, STD2, B)	Revise and update the student handbook.	Dean and Student Support Administrator.	Spring '07	The student handbook was completed in Feb. '07. It was placed on the web and the hard copies are being printed.	
Increase library staff to increase the hours of operation to accommodate the entire time students are on campus (AAD-TSS, AY2005-2006, STD2, C)	Change library hours in order to attempt to meet the needs of the students.	Dean in collaboration with library tech supervisor and librarians.	Ongoing	The library staff has kept a record of use for Saturdays and late evening hours - the operational hours alone do not justify the need to hire additional staff, however with only four staff and two librarians there is a need for one other staff person to be hired in order to insure at least two personnel are on staff each shift.	

| The BOT student representative should be a standing item on COPSA's meeting agenda (AY03-04) | Minutes will be on file in the Campus life office. Minutes will show student rep on agenda a minimum of once a month. | Campus Life Program Specialist will keep the data on file. | This item is ongoing. The current BOT student rep has shown tremendous initiative and helps create a higher level of expectation and dialog for the position. | As an item this issue has been addressed yet will continue to be monitored. | It is recommended that in the BOT monthly meeting the student rep. also report for COPSA so there can be a triangulation of communication. **See first recommendation. |

INSTITUTIONAL INTEGRITY: This theme deals with the institution's demonstrated concern with honesty, truthfulness, and the manner to which it represents itself to all stakeholders, internal and external. This theme speaks to the intentions of an institution as well as to how it carries them out. It prompts institutional assessment of the integrity of its policies, practices, and procedures and to how it treats students, employees, and the public. It requires that the institution demonstrate regard for issues of equity and diversity. It encourages the institution to look at its hiring and employment practices as well as to its relationship with the Commission and other external agencies.

Self Study Recommendations AY2005-2006 *Institutional Integrity*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Increase IT support personnel to include a Web Master (AAD-TSS, AY2005-2006, STD3, C)	Find out more information- "web master" is a very broad term - if the reference is to updating the website on a regular basis - this request may have been addressed in the use of Moodle and Joomla. If however the request is to utilize the web page for its academic potential, then contractually we may be able to answer this recommendation.	Dean of TSS must find out more information from the Std. 3 committee.	Fall '07.		
AAD - Trades & Professional Services	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

Divisional/Unit Goals / Initiatives **AAD-TRADES & PROFESSIONAL SERVICES** See Goals/Objectives in the respective Assessment Plan (TracDat)	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Encourage assistant instructors to move toward instructor.	Have faculty make advancement plans.	All evaluators	Ongoing.	Many are still not at Instructor level.	Continue to include in plan.
Improve curriculum and assessment in automotive and construction trades.	Use VEA grant to hire program specialist to write curriculum and assist with assessment.	Dean, Gary Hartz	1-Jun	Documents completed, turned in Fa 06. Will be submitted to Curriculum Committee.	Continue until documents approved.
Improve facilities and provide better space for programs.	Room upgrades and planned moves.	Contractors, Dean, department chairs.	Jun-06	Bldg. 600 & 900 complete. Working on upgrade of Bldg 200.	Continue until 200 completed
Assessment Findings **AAD-TRADES & PROFESSIONAL SERVICES** See Recommendations from the Annual Institutional Assessment Report	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Compliance rates for Fa05 to Sp07 only 54%.	Meet with DCs to outline expected efforts.	Dean, DCs.	Spring 08 (June)		

DIALOGUE: The theme is designed to facilitate college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement. Dialogue guides institutional change in which all members of the college community should participate in evaluating student achievement, student learning, and the effectiveness of its processes, policies and organization.

Self Study Recommendations AY2005-2006 *Dialogue*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Continue to develop more programs to meet the needs of the community as a whole (AAD-TSS, AAD-TPS, AY2005-2006, STD1, B)	Meet with advisory committees and develop programs as needed.	All departments.	Ongoing.	Most departments met with advisory committees during SY06-07.	All departments should continue to meet with advisory committees once per semester.

STUDENT LEARNING OUTCOMES: The theme has to do with the institution consciously and robustly demonstrating the effectiveness of its efforts to produce and support student learning by developing student learning outcomes at the course, program, and degree level. This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made.

Self Study Recommendations AY2005-2006 *Student Learning Outcomes*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Have departments continually conduct program reviews update their curricular offerings (AAD-TSS, AAD-TPS, AY2005-2006, STD1, A)	Have departments conduct program reviews and update current offerings.	Department chairs and members.	Ongoing.	Course documents were submitted by Automotive, Construction, Education, Marketing/VisCom, and Tourism.	Departments must continue to evaluate curriculum needs and produce course documents as needed.
Continue having all faculty see assigned students (AAD-TSS, AAD-TPS, AY2005-2006, STD1, A)	Remind faculty to meet with assigned students.	All faculty evaluators.	Ongoing.	Faculty have met and are meeting with assigned students.	Continue to have faculty meet with assigned students.
Continue having SLOs included in Course Guides and Program Documents (AAD-TSS, AAD-TPS, AY2005-2006, STD1, A4)	Remind faculty to include SLOs in Course Guides and Program Documents. Check to make sure they are included.	All faculty. Curriculum Committee will check for inclusion.	Ongoing.	Course documents submitted have included SLOs.	Continue to monitor course documents for SLOs.
All syllabi, course guides, and the college catalog must clearly state the general education student learning outcomes supported by the general education curriculum (AAD-TSS, AAD-TPS, AY2005-2006, STD2, A)	Remind faculty of the requirement. Check to make sure they are included.	All faculty, Curriculum Committee, Department Chairs, and AVP will check for inclusion.	Ongoing.	Course guides already include. Inclusion in syllabi will be stressed for the upcoming academic year.	Continue to monitor various documents for inclusion and linkage to SLOs.
The information literacy SLOs for General Education and Liberal Arts need to be integrated into the curriculum (AAD-TSS-AAD-TPS, AY2005-2006, STD2, C)	Remind faculty to integrate SLOs for Gen Ed and Liberal Arts into the curriculum.	All faculty. Curriculum Committee and department chairs will check for inclusion.	Ongoing.	Inclusion of SLOs for gen ed will be emphasized for the upcoming academic year.	Continue to monitor curriculum documents for inclusion of Gen Ed SLOs.

Appraisal should include measuring adjunct faculty effectiveness in ensuring students achieve student learning outcomes (AAD-TSS, AAD-TPS, AY2005-2006, STD3 A)	Require departments to have a process for checking that adjunct faculty are effective in delivering SLOs.	Department chairs.	Ongoing.	Department chairs have been notified of this requirement.	Check with department chairs to see if they are following up on their adjuncts effectiveness in delivering SLOs.

INSTITUTIONAL COMMITMENT: The theme measures the institution's commitment in providing high quality education congruent with the institution's mission. The standard calls for an institutional mission statement that reflects the intended student population and the institution's commitment to student learning. The institution must ensure the consistency between mission and institutional goals and plans and ensure that the mission is more than a statement of intention, but a plan that guides institutional action and demonstrates the institution commitment to supporting student learning as its primary mission.

Self Study Recommendations AY2005-2006 *Institutional Commitment*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

EVALUATION, PLANNING, AND IMPROVEMENT: This theme requires on-going institutional evaluation and improvement to help serve students better. Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization. Improvement is achieved through an on-going and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation. The planning cycle begins with evaluation of student needs and college programs and services. This evaluation guides the college's decisions on where it needs to improve and to identify improvement goals campus-wide and the resources needed to achieve the improvement goals.

Self Study Recommendations AY2005-2006 *Evaluation, Planning, and Improvement*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

ORGANIZATION: This theme requires colleges to have inclusive, informed, and intentional efforts to define student learning, provide programs to support learning, and to evaluate how well learning is occurring. This requirement means that the institution must have in place 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. This standard requires the institution to have adequate staff, resources and the organizational structure to produce and support student learning and be evaluated on how well they support learning.

Self Study Recommendations AY2005-2006 *Organization*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

INSTITUTIONAL INTEGRITY: This theme deals with the institution's demonstrated concern with honesty, truthfulness, and the manner to which it represents itself to all stakeholders, internal and external. This theme speaks to the intentions of an institution as well as to how it carries them out. It prompts institutional assessment of the integrity of its policies, practices, and procedures and to how it treats students, employees, and the public. It requires that the institution demonstrate regard for issues of equity and diversity. It encourages the institution to look at its hiring and employment practices as well as to its relationship with the Commission and other external agencies.

Self Study Recommendations	Planned Action	Assigned Personnel	Expected Completion	Final Outcome (Describe Process &	(or notation to

AY2005-2006 *Institutional Integrity*			Date	Evidence used to achieve outcome)	continue the issue in the next planning cycle)
AAD - ASSESSMENT & INSTITUTIONAL EFFECTIVENESS (AIE)	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Divisional/Unit Goals / Initiatives AAD - ASSESSMENT & INSTITUTIONAL EFFECTIVENESS See Goals/Objectives in the respective Assessment Plan (TracDat)	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
To develop and sustain assessment momentum at the college through capacity building efforts that will empower constituents to use assessment results for accountability and improvement	Formulate a continuous capacity building plan that builds from earlier training and workshops conducted since 2001	Dr. Ray Somera Richard Quiambao Priscilla Johns Lucille Palomo	Continuous	Richer assessment data harvested from TracDat as a result of stakeholders' capacity to do assessment via relevant training. The annually-published Annual Institutional Assessment Report will validate such richness of assessment results that will be utilized for accountability and improvement.	
To systematize assessment protocols, processes and policies both in offline and online environment and thereby allow the college to meet its WASC accreditation requirements	Develop user checklists that would align TracDat data entry processes with existing formats and structures that have evolved through the seven (7) years of doing assessment at the college	Dr. Ray Somera Richard Quiambao Priscilla Johns Lucille Palomo	Continuous	Improved assessment processes as documented systematically in the annually-published GCC Annual Institutional Assessment Report.	
To exert and affirm community college assessment leadership	Strengthen the re-established online <u>Practical Assessment</u>	Dr. Ray Somera	Continuous	*Recognition of GCC as a college with established assessment processes	

regionally and nationally	Community of Practice (COP), (formerly with AAHE, now with ICSSIA) to serve as a mentoring resource for other community colleges. ICSSIA is International Center for Student Success and Institutional Accountability (www.icssia.org).			by ACJCC/WASC via the Evaluation Team Report *Linking of Assessment website to the Internet Resources for Higher Education Outcomes Assessment	
Assessment Findings (AAD - Assessment & Institutional Effectiveness) See Recommendations from the Annual Institutional Assessment Report	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
DIALOGUE: The theme is designed to facilitate college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement. Dialogue guides institutional change in which all members of the college community should participate in evaluating student achievement, student learning, and the effectiveness of its processes, policies and organization					
Self Study Recommendations AY2005-2006 *Dialogue*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Continue assessment training e.g. TracDat with faculty and include staff and adjunct faculty (AAD-AIE, AY05-06, STD1, B4)	Develop new TracDat Quick Guides for faculty training on the newly-released Version 4 of the software (released Aug 2007)	Priscilla Johns Dr. Ray Somera Richard Quiambao Lucille Palomo	End of fall 2007		

Continue process of BOT Policy 36 (assessment mandates), with CCA's assessment survey as part of the institution's assessment process (AY04-05)	Institutionalize the conduct of campus-wide assessment surveys every other year (e.g. "Faces of the Future" for students; "Pres. Evaluation Survey" for the CEO, etc.); administer BOT assessment instrument t in fall 2007; administer "Faces of the Future" survey in fall 2007	Priscilla Johns Dr. Ray Somera Richard Quiambao Lucille Palomo	Every other year		
Continue TracDat training to faculty and staff (AY04-05)	Identify departments that need more focused training and initiate one-on-one or group training sessions; conduct continuous TracDat training two weeks prior to assessment deadline every semester	Priscilla Johns Dr. Ray Somera Richard Quiambao Lucille Palomo	Continuous		

STUDENT LEARNING OUTCOMES: The theme has to do with the institution consciously and robustly demonstrating the effectiveness of its efforts to produce and support student learning by developing student learning outcomes at the course, program, and degree level. This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made.

Self Study Recommendations AY2005-2006 *Student Learning Outcomes*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

The College needs to continue to address student learning outcomes at all levels (AAD-AIE, AY05-06, STD2, B)	AIE will work with the various committees of the Faculty Senate (notably, the Curriculum Committee and the Gen Ed Committee) in order to set a timetable for the following activities: • examine every course in all the existing program guides to ensure that student learning outcomes become an integral part of the syllabus in each course offered at GCC; • require that syllabi with SLOs in all courses are collected from all programs in a systematic and organized manner; • plan for the publication of these course SLOs in the Student Catalog	Priscilla Johns Dr. Ray Somera Richard Quiambao Lucille Palomo	TSS courses -- end of fall 2009 TPS courses -- end of fall 2011	Published course SLOs in the student catalog; online availability of catalog in MyGCC	
Include the Planning and Development Office research and evaluate the effectiveness of how the institution individually and collectively aligns its goals and objectives with SLOs (AAD-AIE, AY05-06, STD3, B1)	Refer the possible inclusion of P&D staff into the CCA to the Assessment committee; share and disseminate to the campus community the assessment finding that alignment issues need immediate attention (6th AIAR, pp. 83-85).	Dr. Ray Somera CCA			
Identify appropriate baselines (AAD-AIE, AY05-06, STD 3, B1)	Disseminate the publication, GCC Quick Facts, Fall 2007, to the entire GCC community. This publication is the initial work of the institutional research component of AIE. This establishes baseline data for institutional reporting.	Richard Quiambao			

Ensure that the draft physical master plan establishes measurement criteria which are linked to SLOs (AAD-AIE, AY05-06, STD3, B1)	Review the draft physical master plan and refer this recommendation to the CCA for discussion and analysis.	CCA			
Asses the allocation of physical resources to align with SLOs (AAD-AIE, AY05-06, STD3, B1)	Refer this recommendation to the CCA in consultation with the appropriate Faculty Senate committee.				
The institution needs to demonstrate its commitment to student learning outcomes (AAD-AIE, AY05-06, STD4, A)	Collect, analyze and present SLO data (course, program, degree) to the ACJCC through the newly-revised template called Annual Report Update on Student Learning Outcomes	CCA Dr. Ray Somera Priscilla Johns Richard Quiambao Lucille Palomo			
The Board needs to be strongly informed about student learning outcomes (AAD-AIE, AY05-06, STD4, B)	Lead a Board retreat that focuses on SLOs so that board members have a proper understanding of what SLOs mean. Coordinate with Board secretary for scheduling arrangements.				
The AIE through the CCA continually stress that departments continually conduct program reviews to update their curricular offerings (AY04-05)	Monitor compliance of departments with their assessment requirements every semester by sending timely email reminders about assessment deadlines (as well as missed deadlines).	Priscilla Johns Lucille Palomo	Continuous	Harvested TracDat data, as documented in the annual institutional assessment report, reflect greater compliance with campus-wide established assessment deadlines	Continuous every semester
Ensure continuation that artifacts are collected and data is shared via electronic mail and website, per Annual Institutional Assessment Reporting (AY04-	In TracDat training sessions, emphasize electronic storage of assessment artifacts; all assessment memo submissions will be accepted only in electronic format.	Priscilla Johns Lucille Palomo	Continuous	Continue at the next planning cycle	Continuous every semester

05)					
Continue surveys that collect feedback of GCC programs and assessment efforts (AY04-05)	Generate more participation from students in administering "Faces of the Future" survey through meaningful collaboration with the COPSA leadership	Priscilla Johns Lucille Palomo	Every other year	Continue at the next planning cycle	Continuous training with COPSA leadership every scheduled year
Address SLOs at all levels (AY04-05)	Require all programs (in TracDat) to relate SLOs to institutional, divisional goals, as well as ACJCC standards; emphasize documentation of SLOs in course syllabus and program information as stored in TracDat	CCA members	Continuous	Continue at the next planning cycle	Continuous every semester
Assess the appropriateness of the methodology and strategies used by departments/programs to gather data and how this data supports their financial projection (AY04-05)	Through timely CCA feedback, emphasize the importance of linking Column 3 (Means of Assessment) to Column 5 (Use of Assessment Results) so that all authors learn to use assessment evidence to support projected departmental needs; ensure that data on tools and strategies included in the institutional assessment report completed every year	CCA members	Continuous	Richer assessment results through improved methodology in data collection	
Continue training of TracDat software and the assessment process (AY04-05)	Regularize AIE's offering of beginner and refresher TracDat training sessions so that software training is continuously done throughout the semester	Priscilla Johns	Continuous	Greater ease of use and more effective navigation for every TracDat user	Training schedule already established every semester
Be more effective in assessing general education requirements (AY04-05)	Revamp the Gen Ed assessment approach to cover an institution-wide, AIE coordinated focus, with existing Gen Ed committee serving in an advisory role to AIE	Dr. Ray Somera CCA members			Monitor Gen Ed assessment compliance through guidance and mentoring
INSTITUTIONAL COMMITMENT: The theme measures the institution's commitment in providing high quality education congruent with the institution's mission. The standard calls for an institutional mission statement that reflects the intended student population and the institution's commitment to student learning. The institution must ensure the					

consistency between mission and institutional goals and plans and ensure that the mission is more than a statement of intention, but a plan that guides institutional action and demonstrates the institution commitment to supporting student learning as its primary mission.					
Self Study Recommendations AY2005-2006 *Institutional Commitment*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Continue institutional assessment process (5AIAR), which has shown evidence of participation by non-academic divisions of the college (AY04-05)	Highlight the "comprehensive approach" to assessment by integrating both academic and non-academic units into the whole assessment process by enforcing the 2-year cycle for all programs	Dr. Ray Somera CCA members Priscilla Johns	Continuous	Continue at the next planning cycle	Continuous every semester
Continue institutional mandate for the assessment process (i.e. TracDat) (AY04-05)	Guide the Board of Trustees in fulfilling their assessment requirements through the regular conduct of assessment retreats for their benefit.	Dr Ray Somera Priscilla Johns	Continuous	Continue at the next planning cycle	Ensure that assessment deadlines are met and assessment compliance monitored regularly
Continue providing the details of the assessment structure and data collection (AY04-05)	Utilize the AIE website for the dissemination of important assessment information for all authors (both faculty and staff) --such as useful TracDat checklists for plans and reports.	Priscilla Johns Rose Taitingfong	Continuous	Continue at the next planning cycle	Include patterns of TracDat use in the next annual institutional assessment report
Require mandatory participation of all faculty in assessment guidelines and methodology training (AY04-05)	Encourage full participation of all faculty in assessment training workshops by utilizing various forms of communication media such as posters, online registration, email reminders, etc.	Priscilla Johns Lucille Palomo	Continuous	Continue at the next planning cycle	TracDat training schedule already established every semester
Strengthen the link between student learning outcomes and staff/faculty/administrator development (AY04-05)	Require administrative units to link their TracDat outcomes to student learning and achievement by viewing their role as supportive of students' educational success.	CCA members	Continuous	Continue at the next planning cycle	Include patterns of this relationship in the next annual institutional assessment report
Self Study Recommendations	Planned Action	Assigned Personnel	Expected Completion	Final Outcome (Describe	Recommendation (or notation to

AY2005-2006 *Evaluation, Planning, and Improvement*			Date	Process & Evidence used to achieve outcome)	continue the issue in the next planning cycle)
Include improvements in the College Master Plan to insure continuity, such as revisions of the curriculum manual to align student outcomes at the course and program level; focus on student learning outcomes; reflect consistency in language with AIE assessment processes (AY04-05)	Collaborate with AAC (in its oversight of the curriculum review process) so that assessment terminology remains consistent in usage, both in the curriculum manual and in daily language use on campus	Dr. Ray Somera	Continuous	Continue at the next planning cycle	Work closely with AAC chair in order to respond to curriculum revision issues
Continue the evaluation of programs, which has lead to more planning in the development of SLOs within programs and courses and resulted in improvements in student learning (AY04-05)	Guide out-of-sync programs to fulfill their assessment requirements so that they could get back in sync with the already-established institutional assessment cycle.	Priscilla Johns	Continuous	Continue at the next planning cycle	Ensure that assessment deadlines are met and assessment compliance monitored regularly
Include the seat count of students in program as an assessment results (AY04-05)	Coordinate with Registrar to upload student data information in the AIE website ("Registrar's Data") on a regularized basis so that users can have easy access to such information	Priscilla Johns	At the beginning of each semester	Continue at the next planning cycle	Plan for the position of an Institutional Researcher under the AIE office to take charge of systematic data collection and analysis of relevant student data
Continue TracDat user training for all levels - beginners, refresher (AY04-05)	Revisit TracDat training presentation materials so that faculty-identified issues are integrated into the workshop discussions. Provide one-on-one as well as group training, as requested.	Priscilla Johns Dr. Ray Somera	Continuous	Continue at the next planning cycle	TracDat training schedule already established

ORGANIZATION: This theme requires colleges to have inclusive, informed, and intentional efforts to define student learning, provide programs to support learning, and to evaluate how well learning is occurring. This requirement means that the institution must have in place 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. This standard requires the institution to have adequate staff, resources and the organizational structure to produce and support student learning and be evaluated on how well they support learning.

Self Study Recommendations AY2005-2006 *Organization*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Continue current 2 year cycle of program reviews, including input from industry and review of the actual outcomes from the student artifacts used to evaluate SLOs used in the Department Assessment Plan (AY04-05) (AAD-AIE, AY05-06, STD1, A)	Monitor the compliance of departments in submitting minutes of Advisory Committee meetings at least twice a year.	Priscilla Johns Lucille Palomo	end of Spring 2008		
Continue with the internal dialogue among AAC, CCA & AIE. (AY04-05) (AAD-AIE, AY05-06, STD1, A4)	Invite members of the Curriculum committee to attend CCA meetings and deliberations so that members have a better understanding of assessment processes.	CCA	Continuous		
Continue institutional assessment process (5AIAR) (AY04-05)	Monitor and manage all assessment activities on campus through periodic reports of compliance rates to Academic Affairs Vice President. Reminder memos will be sent to those who miss their assessment deadlines.	Dr. Ray Somera CCA members	Continuous	Inclusion of compliance rates in the annual institutional assessment report	
Continue Process TracDat usage, with the AIE providing for coordinated assessment activities and all activities and assessment documentation published (AY04-05)	Document assessment activities through pictorial evidence for uploading to the AIE website; monitor currency of information posted in AIE website.	Priscilla Johns Lucille Palomo	Continuous	Continue at the next planning cycle	

Continue Process of internal and external reviews, audits, and assessments provide for an environment of institutional transparency (AY04-05)	Ensure that all assessment activities are undertaken at all levels of the institution-- from the Board of Trustees to students-- with accountability and improvement as the driving force behind the initiative; monitor assessment compliance to two-year cycles already established.	Monitor assessment compliance to two-year cycle already established	Continuous	Continue at the next planning cycle	
INSTITUTIONAL INTEGRITY: This theme deals with the institution's demonstrated concern with honesty, truthfulness, and the manner to which it represents itself to all stakeholders, internal and external. This theme speaks to the intentions of an institution as well as to how it carries them out. It prompts institutional assessment of the integrity of its policies, practices, and procedures and to how it treats students, employees, and the public. It requires that the institution demonstrate regard for issues of equity and diversity. It encourages the institution to look at its hiring and employment practices as well as to its relationship with the Commission and other external agencies.					
Self Study Recommendations AY2005-2006 *Institutional Integrity*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Periodically review the mission statement (AAD-AIE, AY05-06, STD1, A3)	Provide relevant assessment findings to Standard 1 committee vis-à-vis the review of the mission statement.				
Continue to follow the ACCJC guideline in the development and approval process of the mission statement (AAD-AIE, AY05-06, STD1, A3)	Monitor the campus process of generating input from all stakeholders regarding the review of the mission statement.				
Finalize the draft campus master plan and ensure that it is aligned with the institution's long-range goals and objectives and strategic plans (AAD-AIE, AY05-06, STD3, B)	Ensure that the institutional goals, as well as the divisional goals of the college are sufficiently addressed in the final campus master plan document.				
AAD-TSS CONTINUING EDUCATION	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

Divisional/Unit Goals / Initiatives **AAD-TSS CONTINUING EDUCATION** See Goals/Objectives in the respective Assessment Plan (TracDat)	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
To provide professional and personal enrichment courses to public, government agencies, private businesses and regional entities throughout the year.	** Develop CE course listings specific to each of the Market Segments and review and update annually.	Lolita C.Reyes Bonnie Mendiola Rose Cruz	On-going	CE is still in the process of finalizing specific courses for various market segments. This will continue into the next planning cycle.	Review different market segments once a year to ensure that program schedule reflects the needs of each market. CE will aggressively market courses via print media, electronic mail and radio.
	** Develop a Community Outreach program to provide individuals with more accessibility to CE classes and services by utilizing village centers and public and private schools.	Bonnie Mendiola	On-going	Work with the Mayors' Council to reach villages, ND High School and St. John's School regarding collaborative work; CE staff participate in exhibits to highlight programs and gauge community needs	Continuing Education Office will communicate with individual Mayors to promote learning opportunities throughout the year.
To expand Industry Certifications to meet the demanding need for certified professionals in various fields.	Increase industry certification course offerings.	Lolita Reyes Bonnie Mendiola	On-going		Carry over to the next planning cycle.
To identify national certifying bodies as provider of recertification for professionals.	Work with specific organizations CPA, MCSC, & SHRM.	Lolita Reyes Bonnie Mendiola	On-going		Carry over to the next planning cycle.

To ensure that courses offered through Continuing Education are financially self-sustaining.	** Perform evaluation on 100% of all CE courses offered and completed.	Rose L. Cruz Vedalema Valencia	On-going	All courses offered and completed are being tracked by CE Staff assigned.	The data collected from the evaluation will be used to determine which courses draw a higher return.
To establish efficient online student registration for Continuing Education courses.	** To provide training for CE Staff in Banner and Open Learning format.	Lolita Reyes Bonnie Mendiola Rose L. Cruz Vedalema Valencia	On-going		Carry over to the next planning cycle.
Seek funding from Federal government and other sources to provide support for training.	Work with various government agencies to provide regional conferences and seminars for select group(s).	Lolita Reyes	March 2008		Carry over to the next planning cycle.
	To create internal department standard operating procedure for students. Train adjunct faculty on use of Banner in viewing grades and rosters.	Lolita Reyes Bonnie Mendiola Rosita Cruz Vedalema Valencia	On-going		Carry over to the next planning cycle.
To maintain the highest standards of institutional integrity in line with accreditation standards and mission of the college.	Follow hiring guidelines as established by the Human Resources Office.	Lolita Reyes Bonnie Mendiola Rosita Cruz Vedalema Valencia	On-going		Carry over to the next planning cycle.
To establish a full-time test examiner position to meet the growing needs of computer based testing.	Research testing trends. Collect data to substantiate need for full-time position.	Lolita Reyes Bonnie Mendiola	September 2008		
To establish efficiency in the submission of grades for all non-credit and special projects courses through CE.	Train adjunct faculty on use of Banner for submission of grades and obtaining rosters.	Lolita Reyes Rosita Cruz Vedalema Valencia	On-going		Carry over to the next planning cycle.
To aggressively promote and advertise the department's goals in the community to include government agencies and private businesses so that all	To advertise course listings and market segment specific advertisement distributed to different organizations and companies in the community.	Lolita Reyes Bonnie Mendiola Rosita Cruz Vedalema Valencia	On-going		Carry over to the next planning cycle.

industry needs are addressed. (AY 06-07)					
Assessment Findings **AAD-TSS CONTINUING EDUCATION** See Recommendations from the Annual Institutional Assessment Report	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

DIALOGUE: The theme is designed to facilitate college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement. Dialogue guides institutional change in which all members of the college community should participate in evaluating student achievement, student learning, and the effectiveness of its processes, policies and organization

Self Study Recommendations AY2005-2006 *Dialogue*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

STUDENT LEARNING OUTCOMES: The theme has to do with the institution consciously and robustly demonstrating the effectiveness of its efforts to produce and support student learning by developing student learning outcomes at the course, program, and degree level. This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made.

Self Study Recommendations AY2005-2006 *Student Learning Outcomes*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

INSTITUTIONAL COMMITMENT: The theme measures the institution's commitment in providing high quality education congruent with the institution's mission. The standard calls for an institutional mission statement that reflects the intended student population and the institution's commitment to student learning. The institution must ensure the consistency between mission and institutional goals and plans and ensure that the mission is more than a statement of intention, but a plan that guides institutional action and demonstrates the institution commitment to supporting student learning as its primary mission

Self Study Recommendations AY2005-2006 *Institutional Commitment*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

EVALUATION, PLANNING, AND IMPROVEMENT: This theme requires on-going institutional evaluation and improvement to help serve students better. Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization. Improvement is achieved through an on-going and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation. The planning cycle begins with evaluation of student needs and college programs and services. This evaluation guides the college's decisions on where it needs to improve and to identify improvement goals campus-wide and the resources needed to achieve the improvement goals.

Self Study Recommendations	Planned Action	Assigned Personnel	Expected Completion	Final Outcome (Describe	Recommendation (or notation to

AY2005-2006 *Evaluation, Planning, and Improvement*			Date	Process & Evidence used to achieve outcome)	continue the issue in the next planning cycle)
ORGANIZATION: This theme requires colleges to have inclusive, informed, and intentional efforts to define student learning, provide programs to support learning, and to evaluate how well learning is occurring. This requirement means that the institution must have in place 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. This standard requires the institution to have adequate staff, resources and the organizational structure to produce and support student learning and be evaluated on how well they support learning.					
Self Study Recommendations AY2005-2006 *Organization*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
INSTITUTIONAL INTEGRITY: This theme deals with the institution's demonstrated concern with honesty, truthfulness, and the manner to which it represents itself to all stakeholders, internal and external. This theme speaks to the intentions of an institution as well as to how it carries them out. It prompts institutional assessment of the integrity of its policies, practices, and procedures and to how it treats students, employees, and the public. It requires that the institution demonstrate regard for issues of equity and diversity. It encourages the institution to look at its hiring and employment practices as well as to its relationship with the Commission and other external agencies.					
Self Study Recommendations AY2005-2006 *Institutional Integrity*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
ASD - PLANNING & DEVELOPMENT JULY 1, 2007	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
Divisional/Unit Goals / Initiatives **PLANNING & DEVELOPMENT** See Goals/Objectives in the respective Assessment Plan (TracDat)	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

Administer federal grants	1. Promote awareness, provide technical assistance, audit and evaluate applications, provide post award training, conduct site visits, and review reports.	Administrative Assistant, Program Coordinator, Planner IV and Assistant Director	Ongoing: May and November	Continuous. 1. The administration of federal grants cycle includes: a. notifying the public of the availability of grant funds; b. providing technical assistance (grant writing), c. evaluating grant applications, d. convening the Project Review Panel committee, e. negotiating budgets, f. transmitting recommended applications to the State Director, g. notifying program administrators of awards, h. conducting briefing sessions to program administrators, i. providing financial reports to program administrators, j. conducting site visits, and k. Reviewing Close Out Reports.	This process is part of P&D's responsibility.

Provide institutional data and research to various individuals/agencies	1. Provide timely monthly financial reports. 2. Provide institutional research and data.	Planner IV and Assistant Director	Ongoing.	Continuous. 1. P&D provides program administrators the Monthly Status Report, which highlights issues to resolve, financial expenditures, and their budget balance. 2. P&D provides internal and external stakeholders with institutional research and data (Graduate/Completer Follow up and Employers Survey, Adult Education Survey, Expense Summary and Detail Report, annual VEA/ABE consolidated reports, Compact Impact Report, etc.).	Although P&D developed its website to disseminate information in 2006, the website must now be modified to SunGard's specification.

Carry out initiatives geared to strengthen the college's educational programs	1. Conduct sessions with department chairs and/or advisory committees. 2. Conduct Briefing Sessions. 3. Conduct technical assistance sessions.	Planner IV, Program Specialist, Administrative Assistant, Program Coordinator, and Assistant Director	ongoing	Continuous. 1. P&D will meet individuals (i.e., department chairs, faculty, etc.) to explore options of how federal funds can augment or strengthen their vocational-technical and adult education program. 2. Briefing sessions will provide program administrators with federal and local rules and regulations, allowable and unallowable costs, etc. 3. Technical assistance sessions will provide eligible providers information on developing VEA/ABE proposals/applications.	Although P&D developed its website to disseminate information in 2006, the website must now be modified to SunGard's specification.

Seek opportunities to diversity GCC's financial resources	1. Prepare documents (grants, loans or white papers) aimed at diversifying financial resources. 2. Research grants, gifts, or foundation opportunities.	Planner IV, Program Specialist and Assistant Director	ongoing	1. A program specialist was transferred to P&D to pursue opportunities to diversify GCC's financial resources. 2. P&D successfully submitted five grant applications (Title III, Gannett, Veteran's Upward Bound, Department of Labor, and ANA). Of the five, Gannett Foundation awarded GCC approximately $16,000 to purchase accessible equipment/supplies for individuals with disabilities.	This process is part of P&D's responsibility.
Assessment Findings **PLANNING & DEVELOPMENT** See Recommendations from the Annual Institutional Assessment Report	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)
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Self Study Recommendations AY2005-2006 *Student Learning Outcomes*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

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Self Study Recommendations AY2005-2006 *Evaluation, Planning, and Improvement*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

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Self Study Recommendations AY2005-2006 *Organization*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)

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Self Study Recommendations AY2005-2006 *Institutional Integrity*	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Describe Process & Evidence used to achieve outcome)	Recommendation (or notation to continue the issue in the next planning cycle)