GUAM COMMUNITY COLLEGE

Office of Assessment & Institutional Effectiveness (AIE)

8

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**AUGUST 2008
AY 2007 - 2008**

Committee on College Assessment (CCA)

ASSESSMENT REPORT

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

GCC student earns gold medal at leadership conference
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Pacific Daily News
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While the Olympic Games are still about six weeks away, Guam has struck gold.

For the second year in a row, a student from Guam Community College won a gold medal at the SkillsUSA 2008 National Leadership and Skills Conference in Kansas City, MO.

Stephanie Sablan won a gold medal in medical assisting at the annual conference, which brought together 5,000 competitors from 50 states and four territories, according to a Guam Community College news release.

Last year, GCC student Abby Farmer also won gold at the event, also in medical assisting.

The community college sent eight competitors this year, with four placing in the top half of their events.

Other top performers include:

- Eric Cruz, a JFK student in GCC's ProStart program, finished 10th out of 42 in secondary culinary arts.
- GCC student Kristian Marquez finished 10th out of 22 in post secondary commercial baking.
- Simon Sanchez student Ashley Garcia, who is in GCC's Lodging Management Program, came in 14th out of 35 in secondary food and beverage service.

This article appeared on the July 1, 2008 issue of the Pacific Daily News.

Eighth Annual Institutional Assessment Report, AY 2007-2008
Committee on College Assessment
Guam Community College
August 2008

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Executive Summary

The 8th AIAR addresses the four major recommendations contained in the 2006 ACCJC Evaluation Report related to General Education (Gen. Ed.) Assessment, governance processes, integration of Student Learning Outcomes (SLOs) in program and course documents, and the Board of Trustees'(BOT) leadership in the development of the college.

This report contains an update of the progress made in achieving a unified digital campus, assessing the College's Gen. Ed. policy and incorporating student learning outcomes (SLOs) into the curriculum. The report also contains a synthesis of the 2007-2008 institutional assessment reports produced by the Office of Assessment and Institutional Effectiveness (AIE) including the *GCC Foundation's Second Assessment Report*, the *Third Board of Trustees' Assessment Report*, the *Faces of the Future Third Survey Report on GCC Students*, the *Third Consolidated Administrator's Assessment Report*, the *Gen. Ed. Impact Study Report*, and the *Second Effectiveness Survey Report of the GCC Faculty Senate*. Additionally, a synthesis of the Gen. Ed. Committee's SLO Study is included in this report.

The recommendations (planned actions) found at the end of the report identify the offices and/or committees responsible for carrying out the recommendations as well as a suggested timeline of suggested activities. These recommendations, and the activities associated with them, when gradually implemented, will help to ensure that the College is prepared for its midterm progress report which is due to the Accrediting Commission for Community and Junior Colleges (ACCJC) on March 15, 2009. It will also help the college prepare for the site visit by ACCJC in Spring 2012.

The college has made significant progress in addressing the concerns of the accreditors but there is still much more to be done.

Introduction

Academic Year 2007-2008 (AY 2007-2008) was a very busy year for Guam Community College (GCC). On December 28, 2007, the college unveiled its 30th Anniversary Logo and announced the year-long activities planned to celebrate the College's 30 years of providing Guam with career and technical education in both the secondary and postsecondary levels.[1] The day before, the college issued a press release which stated that "The college looks forward to celebrating GCC's history with those in the community who support our students and programs, and who have helped make GCC what it is today—a fiscally, responsible, well-managed institution of higher education." Several events have occurred since the unveiling of the 30th Anniversary Logo. A "Denim and Diamonds" 30th Anniversary Dinner was held on February 13, 2008. A "Breakfast with the President" was held on February 22, 2008 at the GCC Multipurpose Auditorium. Students, faculty, and staff were treated to breakfast prepared by the Culinary Arts students and served by the GCC president and vice presidents. A career and technical education GCC Mall Event was held on February 23, 2008. A "Run the Right Path" 5K Run/Walk Fun-Raiser was held on Saturday, April 19, 2008. On May 9, 2008 GCC held a 30th Anniversary Dinner honoring employees, students, alumni, and founders. During the dinner, recipients of the Employee Recognition Awards were announced (Faculty Excellence Award, Employee of the Year Award, Supervisor of the Year Award, and Administrator of the Year Award). A Graduation Drive was held in May 2008 and on July 2008 a parade float was built in partnership with the University of Guam (UOG) and the Guam Public School System (GPSS). This float was part of the July 21, 2008 Liberation Day festivities. More events are planned this fall to highlight the College's 30th anniversary celebration until November 2008.

In addition to providing 30 years of career and technical education to the community, GCC is proud of its tradition of being fiscally responsible. During the June 18, 2008 episode of KUAM News, it was reported that GCC is "making strides as a low-risk auditee." (Appendix A) Specifically, the report indicated that "the community college qualified as a low-risk auditee as the Office of the Public Auditor did not find any questioned costs or unresolved prior year audit findings." On June 19, 2008, the *Marianas Variety* reported that "The Guam Community College, for the seventh year in a row, has qualified as a low-risk auditee by the Office of the Public Auditor." (Appendix B)

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[1] GCC was created by Guam Public Law 14-77 in 1977.

Another accomplishment for the college was the partnership with the Guam Homeland Security Office to offer an Associate Degree and Certificate Program in Emergency Management (EM). On March 18, 2008, GCC issued a press release (Appendix C) announcing the new programs. These programs were designed for individuals seeking careers related to homeland security, emergency management and catastrophic disasters. According to the press release, "GCC is the first postsecondary institution in the region to offer an Associate's Degree or Certificate in Emergency Management."

In AY 2007-2008, GCC acquired resources for the College through donations from the community. In March 2008, Hawthorne Pacific Corp. donated an Olympian-brand generator valued at $8,000 to assist the college in offering a diesel engine preventative maintenance course. Also in March, Environmental Systems Research Institute provided GCC with $400,000 worth of software for land use analysis projects on Guam.

During AY 2007-2008, GCC continued its efforts to become a unified digital campus through the "MyGCC" Project. GCC was successful in meeting its timeline for the implementation of the different modules scheduled for Fall 2007 and Spring 2008.

In addition to the above events, GCC was privileged to host three-day workshops sponsored by the Accrediting Commission for Community and Junior Colleges (ACCJC). From April 15 to 17, 2008, several workshops facilitated by ACCJC Vice President Garman "Jack" Pond were held on the GCC campus for visiting institutions in Micronesia. More than 40 faculty, administrators, and staff from the College of Micronesia-FSM, Palau Community College, Northern Marianas College, College of the Marshall Islands and GCC participated in the workshops. Topics such as program review, self-study, and Accreditation Liaison Officer (ALO) expectations were discussed.

Another ACCJC visit occurred several days later on April 22, 2008. ACCJC President, Dr. Barbara Beno and Commissioner Floyd Takeuchi met with students, faculty, staff, and administrators to discuss the Commission's expectations in relation to institutional compliance with standards. During this visit, Dr. Beno also discussed the rubric for Evaluating Institutional Effectiveness which was released by ACCJC in Fall 2007[2]

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[2] April 2008 Issue of Chachalani, p. 5

Organization of the Report

This report is divided into ten major sections. Part I, "Updates to the 7th AIAR" provides information about the status of the *MyGCC* Project which was reported in last year's institutional assessment report. Also included is information on administrator changes that occurred during the year and a request for a *Position Classification, Compensation and Benefits Study* related to the salary study mentioned in last year's report. Additionally, acknowledgement is given to students, staff, faculty, and administrators who brought institutional recognition to the college. Part II, "Implementing Recommendations from Last Year's Report" provides information on the progress of the recommendations made in the 7th AIAR.

Part III, "Addressing Accreditors' Concern with General Education (Gen. Ed.) provides a synthesis of the Gen. Ed. Impact Study conducted by the Office of Assessment and Institutional Effectiveness (AIE) and the Gen. Ed. Committee's Student Learning Outcomes (SLO) Study.

Part IV, "Institutional Data" provides information taken from the GCC Fact Book (Volume II) including Fall 2007 post secondary enrollment by gender, ethnicity, and program. It also provides information about program completers for AY 2007-2008. A discussion of the changes in enrollment data from Volume I and Volume II is included.

Part V, "AY 2007-2008 Institution-Wide Assessment Activities" includes an SLO update as well as an overview of the steps taken by the college to ensure that SLOs are incorporated into the curriculum. A discussion of the *Rubric for Evaluating Institutional Effectiveness* and the *Student Climate* Survey is included. Also included is a description of a new assessment initiative at the College, the Academic Vice President's Small Assessment Grant Award (AVP Saga).

Part VI, "TracDat Data Patterns: Measures of Assessment and Institutional Effectiveness" provides information about the compliance rate at the divisional level as reported in the College's assessment software (TracDat); patterns in articulating assessment outcomes; assessment methodologies for SLOs; patterns of means of assessment in administrative units and student services; implementation of assessment results for associate degree, certificate and secondary programs; implementation of assessment results for student services and administrative units; patterns of use of assessment results for program improvement; and patterns of curriculum revision activities.

Part VII, "Institutional Strategic Master Plan (ISMP)" contains a brief description of the College's request for proposal for the ISMP and GCC's involvement in the anticipated military buildup and workforce development.

Part VIII, "Guam Community College's Governance System" includes the results of the *Second Effectiveness Survey Report of the GCC Faculty Senate* and a discussion of shared governance in relation to accreditation standards.

Part IX, "AY 2007-2008 Institutional Assessment Reports" provides a brief description of four of six institutional assessment reports prepared by AIE last academic year. Reports include the *GCC Foundation Board's Second Assessment Report*, the *Third Board of Trustees' Assessment Report*, the *Faces of the Future Third Survey Report on GCC Students*, and the *Third Consolidated Administrators' Assessment Report*. The other two reports, the *Gen. Ed. Impact Study Report* and the *Second Effectiveness Survey Report of the GCC Faculty Senate* are described in other sections.

Part X, "Recommendations" provides a matrix of recommendations and responsibilities for the next academic year.

Part I: Updates to the 7th AIAR

GCC's Unified Digital Campus: The MyGCC Project

Figure 1. SunGard Higher Education: Guam CC Timeline
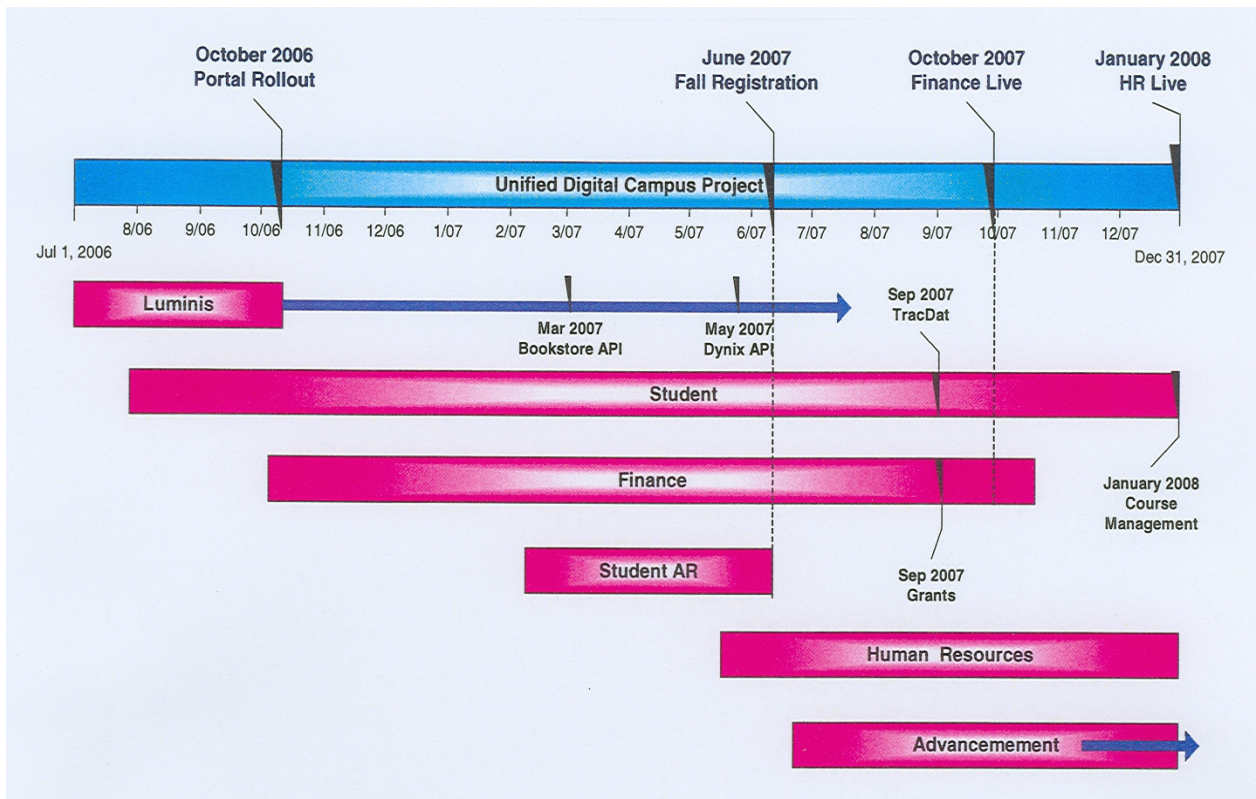
As mentioned in the GCC Seventh Annual Institutional Assessment Report (7th AIAR), the college engaged the services of SunGard Higher Education for the Banner Luminis project, a web-accessible information system that combines Student, Financial Aid, Finance, and Human Resources functions into one database system now known as *MyGCC*. Since the portal rollout in October 2006, GCC has been able to offer many online services. On June 1, 2007, online registration became available. For the first time at GCC, students are able to apply for admissions, register for courses, and check their grades online. Also, in June 2007, a new e-mail system for employees as well as students was implemented. Student email accounts are another first at GCC. Students are now able to communicate with their peers and faculty via student email accounts. Additionally, course management is available via *MyGCC*. Faculty are able to review student schedules, conduct degree audits, post syllabi and office hours and enter grades via *MyGCC*. Furthermore, Department Chairs are able to build their department's schedules (course offerings) each semester in MyGCC. On October 2007, the Finance component of *MyGCC* went live. Accounts Payable, (A/P), Accounts Receivable (A/R) and General Ledgers (GL) are all active. In January 2008, the Human Resources component went live, including payroll. Employees are able to access information related to their benefits, deductions, pay, and leave balances. On March 14, 2008, the online payment function was made available and on June 2008, the Financial Aid component went live.

Administrator Changes

Several administrator changes occurred during AY 2007-2008. Due to retirement, the position of Academic Vice President (AVP) became vacant and was filled by Dr. R. Ray D. Somera who previously held the position of Assistant Director of AIE. Consequently, the position of Assistant Director of AIE became vacant and was filled by Dr. Gina C. Tudela who was previously an Associate Dean for the School of Trades and Professional Services (TPS). Geri James who was an Associate Dean for the School of Technology and Student Services (TSS) was reassigned to TPS to fill the vacancy left by Dr. Tudela. Consequently, a new Associate Dean for TSS was hired. Esther Yanger assumed the position on March 17, 2008.

Since the college president, Mary Okada, vacated her previous position as Vice President (VP) for Business & Finance when she took the presidency on June 2007, the VP position needed to be filled. On December 3, 2007, Carmen Kwek Santos was hired as the new VP for Business and Finance.

On October 29, 2007, the college hired its first Assistant Director for Development and Alumni Relations. Lolita Reyes who was previously an Associate Dean for TSS and who oversaw the Office of Continuing Education was hired for the position. Kelly Sukola who was an Adjunct Associate Dean was hired as an Associate Dean and filled the vacancy left by Ms. Reyes on February 18, 2008. Consequently, Marsha Postrozny, Associate Professor for Early Childhood Education, was selected to fill the vacancy left by Ms. Sukola.

Except for the Vice President for Business and Finance and the Associate Dean for TSS, administrator changes occurred internally through promotions and reassignments.

Position Classification, Compensation and Benefits Study

In Fall 2006, GCC's Institutional Researcher was tasked to conduct an in-house salary study of faculty, staff, and administrators. However, because legal authority for staff salaries does not reside with the GCC Board of Trustees, the focus of the study was only on administrators and faculty. The study revealed that the faculty and administrator salary schedules need to be updated. Findings revealed that GCC's salary pay scales for faculty, administrators and staff have not changed since October 1, 1991. Additionally, the stagnant pay scales and the yearly increase in the cost of living have resulted in continual diminishing purchasing power for employees. The 1991 pay scales additionally hinder recruitment of qualified employees especially in "hard to hire" disciplines."[3] According to the study, UOG received a salary adjustment on January 2007 and GPSS received a salary adjustment on April 2006. "These adjustments brought their salaries closer to the U.S. national averages placing them in an advantageous recruiting position against GCC.[4]

During the April 17, 2008 GCC Board of Trustees (BOT) monthly meeting, the Board authorized Guam Community College to proceed with a request for proposal for an independent and more comprehensive salary study to include classified staff, administrators, and faculty. Consequently, on May 15, 2008, a Request for Proposal (RFP) for a *Position Classification, Compensation and Benefits Study* was published in the Pacific Daily News (PDN) (Appendix D). The RFP calls for a review of the compensation and benefits of all classes of positions utilized

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[3] GCC Faculty, Administrators, and Staff Salary Study, February 28, 2007, p. 1

[4] 7th AIAR, p. 24

within the college and its organizational structure and the development of a work plan to restore internal pay equity and external competitiveness.

Institutional Recognition Through Awards

Through the hard work and dedication of its students, faculty, staff, and administrators, GCC received much recognition in AY 2007-2008. The following are some accomplishments reported throughout the year[5]:

- For the second year in a row, a GCC student won a gold medal at the SkillsUSA National Leadership and Skills Conference in Kansas City, Missouri. Stephanie Sablan won the gold medal in medical assisting at the annual conference. There were over 5,000 competitors from the 50 states and four territories represented in the conference. Three other GCC students placed in the top half of their events. Eric Cruz, a John F. Kennedy High School student enrolled in the ProStart program finished 10th out of 42 in the secondary culinary arts competition. Kristian Marquez finished 10th out of 22 in the postsecondary commercial baking competition and Ashley Garcia, a Simon Sanchez High School student enrolled in the Lodging Management Program (LMP) finished 14th out of 35 in secondary food and beverage service.[6]
- GCC's secondary Lodging Management Program (LMP) team from Simon Sanchez High School took 2nd place nationally at the American Hotel & Lodging Educational Institute's National LMP competition held on April 9-11, 2008 in Orlando Florida.
- GCC postsecondary business instructor, Pilar Pangelinan, brought national recognition to the college by serving as an advisor on the review committee for the 11th Annual Continuums of Service Conference which took place on April 17-19, 2008 in Portland, Oregon.
- On March 17, 2008, GCC's ProStart Assistant Instructor, Frank Evangelista, was awarded the 2008 Educator Excellence Award during the Annual National Restaurant Association, Hotel-Motel Show. The award is given to faculty who employed innovative

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[5] The recognition and awards mentioned were reported in the College's Chachalani newsletter.
[6] June 2008 Issue of Chachalani, p. 2

techniques to motivate their students to learn and participate in mentored internships to prepare them for a career in industry. [7]

- Included in the Spring 2008 issue of *Chef Educator Today*, the official publication of the Food Services Educators Network International, was an article on GCC's ProStart Associate Professor, Susan Seay. The article is entitled "Achieving Excellence--How one ProStart Teacher Achieves Teaching Excellence in Guam." The article states that "Without a doubt, Susan Seay has proven that she is among the best of the best culinary educators."

- GCC faculty member, Eric Chong, was selected as a Faculty Scholar for the 2008 Phi Theta Kappa Faculty Scholar Conference and 2008 Phi Theta Kappa International Honors Institute.

- Dr. Michelle Santos, Dean of TSS received the 2008 Chair Academy's Exemplary Leader Award. The Arizona-based Chair Academy promotes world-class training programs and services that advance academic and administrative leadership for postsecondary institutions.[8]

- The Corporation for National & Community Service recognized GCC as a 2008 Presidential Honor Roll recipient. Higher education institutions were selected based on factors such as scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers service learning courses.[9]

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[7] April 2008 Issue of Chachalani, p. 3

[8] Spring 2008 Issue of Chachalani, p. 3
[9] April 2008 Issue of Chachalani, p. 3

Part II. Implementing Recommendations from Last Year's Report

Table I. Matrix of Recommendations and Responsibilities
for AY 2007-2008 Extracted from the 7th AIAR

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)

Planned Action	Responsible Office/Committee	Action Taken or To Be Taken
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, AVP, AAD-REG, Gen. Ed. Committee	In Spring 2008, AIE conducted a study which examined student enrollment, grade distribution, and completion rates over a five-year period (AY 2003-2004 to AY 2007-2008) and repeater patterns over a four-year period (AY 2003-2004 to AY 2006-2007) in developmental English and math courses to gauge the effect of the Gen. Ed. requirements on *student access* and *success.* Findings and recommendations can be found in Appendix E. Also in Spring 2008, the Gen. Ed. Committee conducted a Gen. Ed. SLO Study using a survey designed to collect information from full-time faculty who taught during AY 2006-2007 about (1) how many degree program courses at GCC are incorporating Gen. Ed. SLOs into the course curriculum, (2) which Gen. Ed. SLOs are being addressed and to what extent these Gen. Ed. SLOs are reinforced, and

		(3) what type of assignments do faculty use to address theses SLOs. Findings and recommendations from the Gen. Ed. Committee's SLO Study Report can be found in Appendix F.
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	Same as above. Re: AIE's Gen. Ed. Impact Study in Appendix E
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;	AVP, AAD, AAD-TSS, AAD-TPS	Informal dialogue has occurred but no action taken as of yet.
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	Same as above. The Gen. Ed. reports will be discussed in further detail in Part III of this report. Additionally, the Gen. Ed. studies will be posted on the GCC website.

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	Action Taken or To Be Taken
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	The *Second Effectiveness Survey Report of the GCC Faculty Senate* (Appendix G) provides updates to the implementation of the recommendations made in the March 2007 Faculty Senate Report. Updates to the

			implementation of recommendations contained in the 2007 Faculty Senate include:
			--The Senate did act on the recommendation made in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate to publish a newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner. The first GCC Faculty Senate newsletter was published in Fall 2007 and the second is expected to be published and disseminated on or before Fall 2008.
			-- Although the Senate did act on the recommendation made in the first survey report to strive for "representativeness" rather than just "representation" of various constituent voices in this year's survey of Senate effectiveness by administering the survey during the Professional Development Day held this past Spring, closer coordination with the Professional Development Review Committee could have resulted in higher return rates. Also, the Faculty Senate should have identified an alternate means of administering the survey to secondary faculty, administrators, staff, and students serving on committees who were not able to attend Professional Development Day.
			-- A recommendation that was

		made in the March 2007 Faculty Senate Effectiveness Report was "to 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." Article V of the bylaws of the Faculty Senate calls for a mandatory review of the constitution and bylaws of the College Faculty Senate and Shared Governance Council at the end of every year of operation. This review is part of the Senate's assessment process. In response to the recommendation made last Spring, the Faculty Senate created a committee evaluation process. As part of this process, the Faculty Senate along with committee members will evaluate the effectiveness of the Senate committees. Committee goals will be reviewed and approved by the Senate to ensure they support institutional goals. The Faculty Senate created a *Committee Goal Reporting Matrix* (Appendix H) which includes committee goals, related college goals, committee activities or plans to address the goal, current status, and recommendations. The matrix was designed to assist the Senate in evaluating the effectiveness of faculty

		committees as a whole, and not individual committee members. As part of this evaluation process, committees must submit a copy of their goals to the Senate by the end of September. They must also submit a midterm report the first week of September which involves identifying their committee goals, related college goals, committee activities or plan to address the goal, and current status. They must also submit their annual closing report by the first week of April. In addition to the information provided in the mid-term report, the closing report should also include written recommendations for next year. **Only eight committees submitted their annual closing report. Consequently, committee evaluations could not be completed before the end of Spring Semester. This is a compliance issue that the Senate needs to address.**
Produce a performance report detailing substantive accomplishments in shared governance processes for submission to the AVP and AIE; include synthesis and analysis of this report in 8th AIAR;	FAC-SEN, AIE	The Second Effectiveness Survey Report of the GCC Faculty Senate was published by AIE in May 2008.

This report is described in Part VIII of this report. |

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**	**Action Taken or To Be Taken**
The action strategies under this recommendation support 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 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);	AAD, AAD-TSS, AAD-TPS, FAC-SEN, Curriculum Committee, Gen. Ed. Committee, CCA-AIE	--The College's Curriculum Manual was revised in Spring 2008 to ensure that SLO information is incorporated into curriculum documents and ultimately into the college catalog. --An "SLO Map-Program and Course Level" (Appendix I) template was created through a joint effort between the Gen. Ed. and Curriculum Committees. It is commonly referred to as an SLO Map. The template requires authors to identify the Gen. Ed. SLOs that relate to the courses they are updating. If an SLO map is not part of a program adoption or program substantive revision, a non-substantive curriculum revision memo must be attached to it in order to ensure that the SLOs will be published in the College's online catalog under program/course descriptions. --The Curriculum Committee developed checklists for reviewing the course form and checklists for reviewing the program form (Appendix J) in the 2008 edition of the Curriculum Manual to ensure that all course/program

		documents incorporate SLOs. --An SLO Writing Workbook was published by the Curriculum Committee in AY 2007-2008 (Appendix K). --Several SLO training workshops were conducted by the Curriculum Committed in both the Fall and Spring semesters. --The College's *Syllabus Checklist* was revised (Appendix L). Faculty are now required to identify three to five course SLOs in their syllabi. --The *2008-2010 College Catalog* identifies program SLOs for each of the 14 certificate programs and program SLOs for each of the 16 associate degree programs offered at the college. There is a total of 75 course-level SLOs identified in the 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	Two TracDat refresher training workshops were held on September 28, 2007. The first TracDat Version 4 training was held on February 22, 2008. Additionally, one-on-one TracDat training with assessment authors and the program specialist for assessment was scheduled throughout the spring semester on a weekly basis. Training with individual departments was also scheduled.
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 requirement. This will be part of a campus-wide plan to stagger the collection of such course-level	AIE, CCA, AAD	The Academic Affairs Division (AAD) currently has an electronic Curriculum Log which identifies course and program level changes through approved curriculum documents. This information

data over the span of a 5-year period;		can be provided by AAD at the end of each assessment cycle.
Monitor compliance (with AIE's assistance) with the 5-year cycle in program guide revision;	AAD-TSS, AAD-TPS, AIE, AAD	The Curriculum Committee compiled a list of all courses listed in the college catalog that are over five years old and calculated the approximate percentage of outdated course guides under each program.
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, Adjunct Associate Dean	As indicated above, the Curriculum Committee developed an "SLO Map-Program and Course Level" template to show how program SLOs align with course SLOs and vice versa. The Curriculum Committee also conducted several workshops throughout the school year to support curricula writing, SLO formulation, and working with the new templates. (See Appendix M for sample SLOs extracted from the *2008-2010 College Catalog*)
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	CCA will communicate with Nuventive, the College's assessment software (TracDat) vendor to create Ad-Hoc reports to extract this information. Ad Hoc reports are a new feature of TracDat. Since the annual SLO report for ACCJC is due in April, the Ad Hoc reports needed for this report should be generated at this time.
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	AIE, CCA, Adjunct Associate Dean	Work with the Curriculum Committee to provide training for Department Chairs and/or program authors on how to use the course level assessment feature in TracDat.

course level) will also be implemented;		
Provide additional TracDat Version 4 user training to improve the familiarity of TracDat users with the new version of the assessment software;	AIE	Fall 2008
As required by the new ACCJC template, detail changes in individual programs as dictated by assessment findings. A template will need to be 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;	AIE, CCA	As mentioned above, CCA will communicate with Nuventive to create Ad-Hoc reports to extract this information. In addition, a template will be developed internally to monitor how assessment findings are being used.
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	As mentioned above, the Gen. Ed. Committee conducted a Gen. Ed. SLO study in Spring 2008 (Appendix F)
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 (2007-2008), and the matrix will be monitored more carefully so that implementation issues may be identified, discussed and resolved;	AIE, CCA, Adjunct Associate Dean	The 2008 revised Curriculum Manual requires that all program approval forms submitted for adoption and substantive revision must have an "SLO Map-Program and Course Level" attached. The SLO map includes a matrix where departments must tie Gen. Ed. SLOs to the courses required of the program.
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 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 ACCJC midterm report due in 2009;	AIE, CCA, Gen. Ed. Committee, Adjunct Associate Dean	As reported earlier, the Gen. Ed. Committee and AIE have conducted two Gen. Ed. assessment studies last Spring. The Gen. Ed. Committee and AIE will continue to work closely together to ensure that Gen. Ed. assessments are systematic. Note: Update the current plan and indicate realistic timelines.

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	---New BOT members are provided with a copy of the Membership Handbook which provides them with information about their duties and responsibilities. Also, a recommendation made in the *Third BOT Assessment Report* (Appendix N) is to "Discuss the various domains of responsibility in the GCC Board of Trustees' Membership Handbook during board orientations and retreats to promote a better understanding of board duties, role and functions." ---From January 2008 to April 2008, two Trustees met with the Vice Presidents for Academic Affairs, Business and Finance, and Administrative Support to review each board policy for potential deletion or revision. The review of each policy was done using the *Policy Review Tool* that was approved by the Board in February 15, 2008 (Appendix O). After the review process was done at the committee level, all of the policies were then presented to the whole Board during the June 18, 2008 meeting for further review, discussion, and potential approval. The Board, however, placed the review of all Board policies in first reading, and with the recommendation of legal counsel, the Board held a retreat on August 16, 2008

		and reviewed the 26 general policies. These policies will be considered for adoption during the Board's upcoming meeting scheduled for September 5, 2008. The remaining 66 board policies will be reviewed at a later date.
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	BOT retreats were held on September 15, 2007, November 17, 2007, and December 15, 2007. A fourth BOT retreat is expected to be held in August. A joint retreat between the GCC BOT and the GCC Foundation Board was also held on January 19, 2008.
Document policy review activities, as well as other assessment-related initiatives, for reporting in the 8th AIAR.	BOT, AIE	Same as above (Recommendation #4, Planned Action #1)

The College's goal is that the recommendations contained in the annual institutional assessment report is completed or in the process of being completed by the time the College's midterm progress report is due to ACCJC in March 2009.

Part III. Addressing Accreditors' Concern with General Education (Gen. Ed.)

Gen. Ed. Impact Study conducted by AIE

The ACCJC-WASC evaluation team that visited GCC on February 27, 2006 to March 2, 2006 made the following recommendations with respect to the college's Gen. Ed. policy[10]:

> *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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[10] Accrediting Commission for Community and Junior College's Evaluation Team Report of Guam Community College, April 2006, p. 5.

In the April 2006 ACCJC Evaluation Team Report, reference was made to the recommendations of the previous evaluation team. The Gen. Ed. Impact Study relates to the following recommendation: "To implement and support an English and Mathematics assessment and sequencing program to ensure *student access* to appropriate courses and permit program completions in a reasonable time" (p. 14).

In response to the recommendations above, GCC developed a recommended plan of action to address the ACCJC's concerns with the college's Gen. Ed. Policy. The plan included the following steps[11]:

- 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;

- 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;

- Seek general input from faculty and Deans; initiate a dialogue with the Gen. Ed. 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;

- 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;

The June 2008 General Education Impact Study (Appendix E) was designed to address the substantive aspects of the plan. The objectives of the study sought to document, examine, and interpret the following:

- Student enrollment in developmental English and math courses over a five- year period (AY 2003-2004 to AY 2007-2008)

- Grade distribution in developmental English and math courses over a five-year period (AY 2003-2004 to AY 2007-2008)

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[11] *7th AIAR- Table 20: Matrix of Recommendations and Responsibilities for AY 2007-2008, p. 140*

- Completion rates in developmental English and math courses over a five-year period (AY 2003-2004 to AY 2007-2008)
- The number of times students repeated a developmental English or math course over a four-year period (AY 2003-2004 to AY 2006-2007)[12]

Although GCC's Gen. Ed. policy requires that students enrolled in certificate and degree programs take specific English and math courses, depending on their COMPASS test scores[13], students may be required to take lower-level English and math courses before they can take these courses. For instance, students with a COMPASS English reading test score less than 38 must pass *Fundamentals of English-Basic* (EN100B) before enrolling in *Fundamentals of English-Reading* (EN100R). They then must pass EN100R before enrolling in *Fundamentals of English-Writing* (EN100W). Once they pass EN100W they could enroll in *Freshman English* (EN110). As for math, although declared students in certificate programs must pass *Introduction to College Algebra* (MA108) or higher and declared students in degree programs must pass *Finite Mathematics* (MA110A), depending on COMPASS math placement test scores, students may be required to take lower-level math courses. For example, students with a placement test score less than 47 in the pre-algebra portion of the COMPASS placement test must pass *Fundamentals of Mathematics* (MA085) before taking *College Mathematics* (MA095). Once they pass MA095, they can take MA108 and once they pass MA108, they can take MA110A. Considering that a significant number of students place in developmental English and math courses, the study focuses on these courses. Of the total 476 students who took the math placement test from August 1, 2007 to May 31, 2008, 347 (72.9%) placed in MA085 and MA095. As for English, of the 477 students who took the English placement test from August 1, 2007 to May 31, 2008, 409 (85.7%) placed in an English course below EN110 (EN100B, EN100R, EN100R/W, and EN100W).[14]

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[12] GCC's new student information system from SunGard, called Banner, was launched in June 1, 2007. Prior to this date, data from the previous student database, NIAS (National Institute for Administrative Systems), was migrated into Banner. Although a Gen. Ed. student data report was created to extract *repeater* data for AY 2007-2008, attempts to connect students in Banner with students in NIAS were unsuccessful because of the differences in student IDs in NIAS and Banner. Without this connection, the continuity of repeating students in Gen. Ed. courses was broken. Consequently AY 2007-2008 repeater data is not possible at this time.

[13] COMPASS stands for Computer-Adaptive Placement Assessment and Support System. It is a comprehensive software package developed by ACT to help postsecondary institutions place students into appropriate course levels. GCC adopted COMPASS in Fall 2005 to place students into English and math courses.
[14] Data was provided by the GCC Assessment and Counseling Office.

The findings derived from the study reveal interesting patterns. In terms of enrollment over a five-year period (AY 2003-2004 to AY 2007-2008), EN100W had the greatest enrollment followed by EN100R and EN100B. As for math, there was significantly greater enrollment in MA095 than MA085. In terms of course completions, a majority of EN100B students were awarded a "Z"[15] (63.3%) followed by "P"[16] (17.4%) and "F, TF, RF" [17](11.1%). Of the total students enrolled in EN100B over the five-year period, 8.4% withdrew from the course. Course completion in EN100R was similar to that in EN100B. A majority of EN100R students were awarded a "Z" (52.2%) followed by a "P" (25.7%) and "F, TF, RF" (12.7%). Of the total students enrolled in EN100R over the five-year period, 9.5% withdrew from the course. Course completion for EN100W was similar to the other two developmental English courses. Most students enrolled in EN100W received a "Z" (49.3%) followed by "P" (20.5%) and "F, TF, RF" (14.7%). Of the total students enrolled in EN100W over the five-year period, 15.5% withdrew from the course. Unlike developmental English courses, developmental math courses did not follow the same completion trend. A majority of MA085 students were awarded a "P" (40.7%) followed by "Z" (25.4%) and "F, TF, RF" (21.4%). Of the total students enrolled in MA085 over the five-year period, 12.6% withdrew from the course. Nearly the same number of MA095 students was awarded a "P" (38.8%) and "F, TF, RF" (31.0%). Of the total students enrolled in MA095 over the five-year period, 18.4% withdrew from the course.

With regards to student repeaters over a four-year period (AY03-04 to AY06-07), 49% of students enrolled in EN100B repeated the course. Most EN100B *repeaters* repeated the course once (66.8%) followed by twice (20.7%) and three times (6.8%). The remaining 5.7% repeated the course between 4 to 7 times. As for EN100R, of the total students enrolled in the course over the four-year period, 55.8% repeated the course. Like EN100B *repeaters*, most EN100R *repeaters* repeated the course once (62.1%) followed by twice (22.0%) and three times (9.6%). The remaining 6.3% repeated the course between 4 to 8 times. As for EN100W, 53.3% of the total students enrolled in the course over the four-year period repeated the course. Similar to EN100B, most EN100W *repeaters* repeated the course once (65.2%) followed by twice (20.5%) and three times (8.5%). The remaining 5.8% of *repeaters* repeated the course between 4 to 9

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[15] A "Z" indicates that a student is making progress but has not reached the required scores to pass.
[16] A "P" indicates that a student passed the course.
[17] An "F" indicates that a student failed the course, typically due to excessive absences. "TF" indicates that a student registered for the course but never attended and "RF" indicates that the student initially received an "F" for the course but repeated the course.

times. In terms of math, of the total students enrolled in MA085 over the four-year period, 73.0% repeated the course. Over 85% of MA085 *repeaters* repeated the course once (85.7%) followed by twice (10.8%), and three times (2.1%). The remaining 1.4% repeated the course 4 to 5 times. As for MA095, 63.8% of the students enrolled in the course over the four-year period repeated the course. Of these *repeaters*, 80.0% repeated the course once followed by twice (14.9%) and three times (3.4%). The remaining 1.7% repeated the course between 4 to 6 times.

Considering the above findings, it is recommended that the English and math departments review the curriculum documents for each of their developmental courses and make appropriate modifications to ensure *student access* and *success*. For example, consideration should be given to learning styles as a function of ethnicity when developing course design and content. Also, perhaps incorporate a variety of teaching strategies to address different learning styles. Additionally, English and math faculty should work with their department members to identify ways to improve student achievement in developmental courses. The departments could perhaps schedule faculty training in multi-cultural awareness in order to better understand the learning styles of their students and how to incorporate this information into their teaching methods and strategies. It is also recommended that since there is no mechanism in place to enforce the Gen. Ed. policy, the Office of Admissions and Registration could work with the SunGard consultants for the *MyGCC* project to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff could verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy. Another recommendation is to have the Gen. Ed. Committee, in coordination with the math and science departments establish a systematic assessment process for English and math developmental courses. It is also recommended that the college look at ways to offer more English and math tutoring services to all students. If possible, consideration should be given to matching tutors and students by ethnicity because of similarities in learning styles. Also, this should minimize language barriers that may hinder the learning process. Additionally, there may be cultural issues to consider when matching students to tutors (ex. same gender matches). Departments and offices offering tutoring services, including tutors themselves, should undergo multi-cultural awareness training so that they are better prepared to meet the needs of students from different ethnic groups. The college should also ensure that students are aware that tutoring services are available.

In order to get a comprehensive picture of repeater patterns in developmental courses since the implementation of the College's Gen. Ed. policy, the Institutional Researcher should work with the SunGard consultants to get repeater data for AY 2007-2008. Additionally, an assessment of enrollment and student learning outcomes in other Gen. Ed. required math and English courses (non-developmental courses) must be conducted.

Gen. Ed. Committee SLO Study

In order to determine the extent that Gen. Ed. SLOs are addressed at GCC, the Gen. Ed. Committee conducted a study in Spring 2008 (Appendix F). Using the online survey engine, Survey Monkey, the committee designed a survey for full-time faculty who taught in Fall 2007 and Spring 2008. The survey included the following questions: (a) How many degree program courses at GCC are incorporating Gen. Ed. SLOs into the course curriculum, (b) Which Gen. Ed. SLOs are being addressed and to what extent are these Gen. Ed. SLOs reinforced, and (c) What type of assignments do faculty use to address these SLOs?

The survey required that faculty identify the following: (a) the courses they taught during AY 2007-2008, (b) the individual Gen. Ed. SLOs that were addressed in those courses, (c) the level that the courses addressed specific SLOs (i.e., introduced, reinforced, emphasized, or not addressed), and (d) the type of assignment that best addressed those SLOs.

Of the 95 faculty that were asked to participate in the survey, nearly 35% (n=33) responded. Of the courses that faculty reported on, less than 20% of those courses did not address a Gen. Ed. SLO and 48% of the courses addressed and emphasized one of the 28 Gen. Ed. SLOs.

The study revealed an unequal emphasis of Gen. Ed. SLOs within the seven categories of SLO areas (Written Communication, Quantitative Reasoning, Information Literacy, Critical Thinking Skills, Civic Engagement, Individual and Society, and Oral Communication). For example, the study found that less than 3% and 9% of courses did not address SLOs in Oral Communication and Quantitative Reasoning, respectively. Additionally, a large number of courses did not incorporate Written Communication (23%) or Information Literacy (39%). The courses that were reported, however, reflect a small proportion of the total number of courses offered at GCC.

The study was not able to identify a clear trend among the types of assignments that courses used to address the various SLOs. Part of this was due to a limitation of the survey tool. Specifically, the types of assignments that were available for respondents to choose from were limited. However, some types of assignments were preferred by faculty. For instance, service learning projects were the preferred means of assessment by faculty that addressed Civic Engagement SLOs.

According to the results of the study, the written communication SLO was not addressed by a number of courses reported in the survey. This was also the case for the information literacy SLO. Departments can use the findings of the study to perhaps develop or modify curriculum to address gaps. Faculty can also use the information to revise their teaching strategies to incorporate Gen. Ed. SLOs.   Additionally, the Gen. Ed. Committee should work with the various departments on campus to ensure that they incorporate Gen. Ed. SLOs in their course assessments.

Part IV: Institutional Data

The GCC Fact Book

In Fall 2007, GCC published its first Fact Book (Volume I) which includes a profile of GCC students and employees. It also includes an overview of the college's financial data (revenues, appropriations, and expenditures). The data presented in Volume I of the Fact Book was gathered from numerous administrative departments. The disclaimer in the Fact Book noted that "Data Entry duplication and discrepancies were frequent." Furthermore, the disclaimer noted that "common definitions and standards were lacking." This was the case for enrollment data. Data was taken from several sources including IPEDS (Integrated Postsecondary Education Data System), NIAS (National Institute for Administrative Systems),[18] and Board of Trustees Reports.

Enrollment data for Volume II of the GCC Fact Book was taken from the College's data information access software known as the Operational Data Store (ODS) with the College's new integrated database system (Banner). Banner allows for a discrete coding system which is expected to improve the quality of data being reported.

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[18] Student database used at the time Volume I of the Fact Book was being published.

The following tables can be found in Volume II of the GCC Fact Book. These tables contain Fall 2007 data on student profile, unduplicated enrollment[19], and program completion for AY 2007-2008.

Table 2. Post Secondary Enrollment by Gender (Fall 2007 Unduplicated Students)

Enrollment Fall 2007				
Gender	Female	Male	Unknown	Grand Total
Enrollment	1056	744	6	1806

Source: GCC ODS[20] Reports

Table 2 above reveals a total post secondary enrollment of 1806. The total enrollment reported in last year's Fact Book was 1768.[21] According to this information, there was a 2.2% increase in enrollment from Fall 2006 to Fall 2007. Table 2 shows that for Fall 2007, a majority of the student population is female (n=1056, 59%). This trend is similar to what was reported last year.

Table 3. Post Secondary Enrollment by Ethnicity (Fall 2007 Unduplicated Students)

Post-Secondary Enrollment by Ethnic Groups	Count	Percentage
Am. Indian or Alaskan Native	1	.1%
Asian Indian	5	.3%
Asian or Pacific Islander	10	.6%
Black Non-Hispanic	19	1%
Chamorro	802	44%
Chinese	15	1%
Chuukese	139	8%
Filipino	564	31%
Hispanic	14	1%
Japanese	26	1%
Korean	26	1%
Kosraean	3	.2%
Marshallese	1	.1%
Micronesian	1	.1%
Other	34	2%
Palauan	39	2%
Ponapean	14	1%

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[19] Unduplicated count is the sum of students enrolled in a given reporting period with each student counted only once during the reporting period.

[20] The Operational Data Store (ODS) is the College's institutional-wide information reporting system.
[21] Data source identified in the Fact Book Vol. I was the Board of Trustees Report

Vietnamese	1	.1%
White Non-Hispanic	58	3%
Yapese	34	2%
Grand Total	1806	

Source: GCC ODS Reports

The ethnicity data reported in last year's Fact Book was taken from IPEDS which breaks the ethnic data into six categories (African American, Hispanic, Asian Pacific Islander, White, Other, and Non-Resident Alien). This year's data comes from ODS which breaks the ethnic data down to more discrete categories. Although a detailed comparison of the ethnic data found in Volume I and Volume II of the Fact Book is not possible, Asian Pacific Islanders continue to be the largest ethnic group of students on campus. According to Table 3, the ethnic group with the highest student enrollment in Fall 2007 is Chamorro (n=802, 44.4%) followed by Filipino (n=564, 31.3%), and Chuukese (n=139, 7.7%).

Table 4. Post Secondary Enrollment by Program (Fall 2007 Unduplicated Students)

Unduplicated Enrollment	Enrollment	Percentage
Associate Programs	831	46%
Certificate Programs	150	8%
Other Programs[22]	825	46%
Total	1806	

Source: GCC ODS Report

According to Volume I of the GCC Fact Book, there were 880 unduplicated students enrolled in associate degree programs, 234 unduplicated students enrolled in certificate programs and 654 students enrolled in "other programs". Table 4 above reveals that there were 831 unduplicated students enrolled in associate degree programs, 150 unduplicated students enrolled in certificate programs, and 825 unduplicated students enrolled in "other programs". A comparison between the two years reveals a 5.6% decrease in the number of students enrolled in associate degree programs, a 35.9% decrease in the number of students enrolled in certificate programs, and a 26.2% increase in the number of students enrolled in "other programs."

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[22] "Other Programs" includes Journeyworker, Adult High School, and Undeclared.

Table 5. Post Secondary Enrollment, Other Programs (Fall 2007 Unduplicated Students)

Other Programs	Total	Percentage
Adult High School	54	7%
Journeyworker Certificate	88	11%
Undeclared	684	83%
Other Programs Total	**825**	

Source: GCC ODS Report

Volume I of the GCC Fact Book reports that in Fall 2006, there were a total of 78 students declared in the Adult High School Program, 122 students declared in the Journeyworker Certificate Program, and 454 undeclared students. A comparison of these numbers with the data above reveals that there was a 30.8% decrease in the number of students declared in the Adult High School Program from 78 in Fall 2006 to 54 in Fall 2007. There was a 27.9% decreased in the number of students declared in the Journeyworker Certificate Program from 122 in Fall 2006 to 88 in Fall 2007 and a 50.7% increase in the number of undeclared students from 454 in Fall 2006 to 684 in Fall 2007. Overall, the greatest increase was the number of undeclared students.

Table 6. Post Secondary Enrollment, School of Trades and Professional Services (TPS) Associate and Certificate Programs (Fall 2007 Unduplicated Students)

TPS Associate Programs	Total	Percentage
AA in Culinary Arts	36	6%
AA in Education	87	15%
AA in Liberal Arts	69	12%
AS Admin of Criminal Justice	30	5%
AS Automotive Service Tech	20	3%
AS in Automotive Technology	16	3%
AS in Early Childhood Ed	77	13%
AS Hospitality Industry Mgt	52	9%
AS in Marketing	25	4%
AS in Medical Assisting	115	19%
AS in Visual Communications	28	5%
AS Law Enforcement Admin	38	6%
TPS Associate Total	**593**	

TPS Certificate Programs	Total	Percentage
CERT in AST-General Svc Tech	7	6%
CERT in AST-Master Svc Tech	4	4%
CERT in Automotive Technology	13	11%
CERT in Criminal Justice	28	25%
CERT in Early Childhood Ed	4	4%
CERT in Education	5	4%
CERT in Marketing	1	1%
CERT in Medical Assisting	20	17%
CERT in Practical Nursing	22	19%

CERT in Sys Tech - A+ Cert	10	9%
TPS Certificate Total	**114**	

Fall enrollment for each associate and certificate degree program offered at the college was not reported in Volume I of the Fact Book. According to Table 6 above, there were 593 students declared in associate degree programs and 114 students declared in certificate programs under the School of Trades and Professional Services (TPS) in Fall 2007. The top three associate degree programs under TPS with the greatest enrollment were AS in Medical Assisting (n=115, 19.4%), AA in Education (n=87, 14.7%), and AS in Early Childhood Education (n=77, 13.0%). The top three certificate programs under TPS with the greatest enrollment were Certificate in Criminal Justice (n=28, 24.6%), Certificate in Practical Nursing (n=22, 19.3%), and Certificate in Medical Assisting (n=20, 17.6%).

Table 7. Post Secondary Enrollment, School of Technology and Student Services (TSS)
Associate and Certificate Programs (Fall 2007 Unduplicated Students)

TSS Associate Programs	Total	Percentage
AS in Accounting	79	33%
AS in Computer Networking	14	6%
AS in Computer Science	68	29%
AS in Electronic Networking	4	2%
AS in Office Technology	31	13%
AS in Supervision & Mgt	42	18%
TSS Associate Total	**238**	

TSS Certificate Programs	Total	Percentage
CERT in Accounting	3	8%
CERT in Computer Science	6	17%
CERT in Cosmetology	19	53%
CERT in Office Technology	4	11%
CERT in Sign Lang Interpreting	1	3%
CERT in Supervision & Mgt	3	8%
TSS Certificate Total	**36**	

The table above shows that there were 238 students declared in associate degree programs and 36 students declared in certificate programs under the School of Technology and Student Services (TSS) in Fall 2007. The top three associate degree programs under TSS with the greatest enrollment were AS in Accounting (n=79, 33.2%), AS in Computer Science (n=68, 28.6%), and AS in Supervision and Management (n=42, 17.7%). The top three certificate

programs under TSS were Certificate in Cosmetology (n=19, 52.8%), Certificate in Computer (n=6, 16.7%) and Certificate in Office Technology (n=4, 11.2%). As seen in Table 7, a majority of programs are offered under TPS.

Table 8. Completers by Program, AY 2007-2008

Program	Count
AA in Culinary Arts	2
AA in Education	6
AA in Liberal Arts	4
AS in Accounting	10
AS in Automotive Technology	1
AS in Computer Science	6
AS in Criminal Justice	10
AS in Culinary Arts	2
AS in Early Childhood Education	9
AS in Electronics Networking	1
AS in Hospitality Industry Management	6
AS in Medical Assisting	12
AS in Office Technology	1
AS in Supervision & Management	2
AS in Supervision and Management	9
AS in Travel Agency Management	2
CERT in Accounting	3
CERT in Computer Science	2
CERT in Criminal Justice	6
CERT in Early Childhood Education	1
CERT in Medical Assisting	3
CERT in Practical Nursing	15
Adult High School Diploma	12
Apprenticeship	4
GED	171
Grand Total	**300**

Source: Registrar's Office

Table 8 reveals that there were a total of 300 completers for AY 2007-2008. Of these completers, 83 received an Associates Degree, 30 received a Certificate, 12 received an Adult High School diploma, 4 received Journeyworker Certificates, and 171 received General Education Diplomas (GED). Completer data was not reported in Volume I of the Fact Book.

Part V. AY 2007-2008 Institution-Wide Assessment Activities

SLO Update

The table below is a more current version of the Annual SLO Report that was submitted to ACCJC last April.

Table 9: Guam Community College 2007-2008 Institutional Annual Report Update on Student Learning Outcomes

Annual Report Update on Student Learning Outcomes
2007-2008

Dear Colleague:

This 2007-2008 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 an institutional framework of that which is required for defining expected student learning outcomes. This is done by assessing learning, analyzing the assessment results, and using those 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 outcome 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 Steve Maradian, Vice President for Policy and Research at (415) 506-0234 or smaradian@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.

Part I: Student Learning Outcomes for General Education

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
1. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for general education?	X		<u>100 %</u> of Courses **Note**: The figure reported here is for the Gen. Ed. program as a whole, not for the eight (8) individual courses under Gen. Ed..	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 contains 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. **Plan**: *The Gen. Ed. committee under the Faculty Senate Structure will lead the effort to review the existing Gen. Ed. courses and their respective outcomes with the intent that these will be published in the student catalog by academic year 2008-2009*
2. 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?	X		<u>100 %</u> of Courses	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 **Plan:** *The college will continue to monitor the Gen. Ed. curriculum mapping matrix to ensure that implementation issues are identified,*

					discussed and resolved in a timely manner.
					The Gen. Ed. committee has created a spreadsheet covering the following expected student learning outcomes:
					1. *Written Communications* 2. *Quantitative Reasoning* 3. *Oral Communications* 4. *Critical Thinking Skills* 5. *Information Literacy* 6. *Individual and Society* 7. *Civic Engagement*
					This report identifies specific student learning outcomes for each of the Gen. Ed. courses with data indicating whether SLOs are introduced, reinforced, emphasized or not addressed. See the attached spreadsheet.
3. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?		X	88% of Courses	List the general education courses for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete. EN110, MA110A, CS151, SI103, SI110, PY120, & SO130 **Source:** *GCC currently uses TracDat as its assessment software. In Spring 2008, GCC upgraded from TracDat Version 3 to TracDat Version 4.*
4. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses in general education?		X	88% of Courses	List the general education courses for which assessment of expected student learning outcomes is complete. same courses as above

				. **Source:** *GCC currently uses TracDat as its assessment software. In Spring 2008, GCC upgraded from TracDat Version 3 to TracDat Version 4.*
5. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses in general education?		X <u>88</u>% of Courses	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete. Refer to Item #2 above.
6. 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?		X	<u>0</u>% 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. As a result of the new ACCJC template, GCC is mandated to report on student learning outcomes for each course, program, and support unit of the college. Please see attached Gen. Ed. Assessment Study Design created by the college's Gen. Ed. Committee. **Note:** Gen. Ed. assessment is not complete at this time. **Plan:** Evaluators will be recruited and trained to score artifacts for specific student learning outcomes.

In the area of SLOs for Gen. Ed., the percentages in three of the six variables reported for AY 2006-2007 and AY 2007-2008 remained the same (defining expected student learning outcomes -100%, mapping of programmatic student learning outcomes to courses- 100%, and planning and implementing changes to pedagogy, facilities, etc. to improve learning-0%). Percentages increased for the other three variables from 33% in AY 2006-2007 to 88% in AY 2007-2008 (defining assessment of expected student learning outcomes, assessing student learning outcomes, and analyzing the results of assessment).

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Part II: Student Learning Outcomes for Courses

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs		Disciplines
7. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for all courses?		X	<u>20%</u> of Courses This portion of the report was updated August 3, 2008 and the updated percentage of approved courses with SLOs identified/added is 20% (75/383).	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. AS in Accounting (12) As in Computer Networking (2) AS/Certificate in Criminal Justice (2) AS/Certificate in Early Childhood Education (15) AS in Hospitality Industry Management (7) AS in Marketing (8) Certificate in Practical Nursing (9) AS/Certificate in Sign Language Interpreting (6) AS in Supervision & Marketing (1) AS in Visual Communications (12) WT100 Introduction to Waterworks Technology – note: this course is not connected to a particular program at this time. However, this course will run through the Office of Continuing Education. This course is required for the Apprenticeship
					TSS	AC100 Fundamentals of Bookkeeping & Accounting	
					TSS	AC101 Accounting Principles I	
					TSS	AC102 Accounting Principles II	
					TSS	AC103 Accounting Principles III	
					TSS	AC110 Payroll Accounting & Related Taxes	
					TSS	AC150 Federal Income Tax I	
					TSS	AC210 Intro to Financial Management	
					TSS	AC225 Hospitality Industry Accounting	
					TSS	AC232 Accounting on the Computer	
					TSS	AC233 Accounting on the Computer Using QuickBooks	
					TSS	AC240 Certified Bookkeeper Review	
					TSS	AC250 Federal Income	

						Tax II	program for the Guam Waterworks Authority employees.
					TPS	ASL100 American Sign Language I	
					TPS	CD110 ECE Orientation	**Note**: The college catalog was updated based on curriculum changes. The number of courses in the catalog was reduced from 473 reported last academic year to 383 this academic year.
					TPS	CD140 Environments for Young Children	
					TPS	CD180 Physical & Language Development	
					TPS	CD221 Child Growth & Development	
					TPS	CD240 Cognitive & Creative Development	**Source**: TPS/TSS curriculum documents on file at the AVP's Office for AY07-08.
					TPS	CD260 Social & Emotional Development	
					TPS	CD280 Program Development & the Family Partnership	**Plan**: The Curriculum Committee will continue to provide student learning outcomes training for instructional programs. Also, AIE will continue to provide TracDat Version 4 training to instructional and non-instructional units in order to provide an awareness and understanding of the steps necessary to report student learning outcomes in the assessment database.
					TPS	CD292 ECE Practicum	
					TPS	CJ107 Introduction to Corrections	
					TPS	CJ150 Criminal Procedure	
					TPS	ED100 Behavior Management	
					TPS	ED150 Introduction to Teaching	
					TPS	ED180 Educational Methods	
					TPS	ED220 Human Growth & Development	
					TPS	ED231 Intro to Exceptional Children	
					TPS	ED281 Bilingual/Bicultural Education	
					TPS	ED292 Education Practicum	
					TSS	EE265 Computer Networking I	

					TSS	EE266 Computer Networking II	
					TPS	HS158 Intro to Meetings, Incentives, Conferences, & Exhibitions (MICE)	
					TPS	HS251B Internet Travel	
					TPS	HS260 Travel Professionals	
					TPS	HS265 ECO Tourism	
					TPS	IN145 Vocabulary Development	
					TPS	IN170 Intro to Interpreting	
					TPS	IN180 Ecology of Deafness	
					TPS	IN220 Voice to Sign Interpreting this is not in the 2008-2010 catalog	
					TPS	IN230 Sign to Voice Interpreting	
					TPS	JA110 Beginning Japanese I	
					TPS	JA111 Beginning Japanese II	
					TPS	JA210 Intermediate Japanese I	
					TPS	MK123 Principles of Marketing	
					TPS	MK124 Selling	
					TPS	MK205 Entrepreneurship	
					TPS	MK206 Retailing	
					TPS	MK207 E-Marketing	
					TPS	MK208 International Marketing	
					TPS	MK224 Advertising	
					TPS	MK298 Co-op/Work Learn	
					TPS	NU101C Nursing	

					TPS	Assistant Clinical	
					TPS	NU110 Nursing Foundations & Basic Skills	
					TPS	NU140 Mental Health Nursing	
					TPS	NU160 Pharmacology for Practical Nurses	
					TPS	NU220 Adult Medical-Surgical Nursing	
					TPS	NU230 Maternal/New Born Concepts & Skills	
					TPS	NU240 Pediatrics Concepts & Skills	
					TPS	NU280 Nursing Trends	
					TPS	NU292 Practical Nursing Clinical	
					TPS	SM205 Purchasing	
					TPS	VC101 Intro to Visual Communications	
					TPS	VC102 Design Principles & Elements	
					TPS	VC125 Digital Graphics: Photoshop	
					TPS	VC126 Digital Graphics: Illustrator	
					TPS	VC131 Desktop Publishing	
					TPS	VC135 DTP: Quark Xpress	
					TPS	VC141 Web Design	
					TPS	VC145 Macromedia Suite	
					TPS	VC161 Video I	
					TPS	VC165 Digital Editing: Final Cut Pro	
					TPS	VC172 Imaging Concepts & Elements	

				TPS	VC201 Project Management & Marketing	
				TPS	WT100 Introduction to Waterworks Technology	
					75 courses	
8. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?		X	4.5% of Courses 17/383	List the courses for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete. During Spring 2008, program authors were introduced to TracDat V4. This new version allows program authors to add SLOs at the course level as well as assess SLOs at the course level. Only two programs (Early Childhood Education AS/Certificate & Education AS/Certificate) have begun populating course level SLOs in TracDat.	List the disciplines for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete. Refer to Part II, item #7 above. **Note**: Last year's report was based on courses that were linked to specific programs in TracDat Version 3. This version did not have the functionality to include course level student learning outcomes. TracDat Version 4 now includes this feature. It is expected that more programs will input course level SLOs into their respective sections in TracDat. **Plan***: Provide continuous TracDat training on assessing SLOs at the course level and schedule a joint training with the Curriculum Committee in Fall 2008.

Early Childhood Education AS/Certificate	
CD110	CD140
CD180	CD221
CD240	CD260
CD280	CD281
CD292	
Education AS/Certificate	
ED100	ED150

				ED180	ED200	
				ED220	ED231	
				ED281	ED292	
9. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses?		X	57.2% of Courses Refer to Part II, item #7 above.	List the courses for which assessment of student learning outcomes is complete. Refer to Part II, item #7 above. **Note:** Last year's report was based on courses that were linked to specific programs in TracDat Version 3. This version did not have the functionality to include course level student learning outcomes. TracDat Version 4 now includes this feature. It is expected that more programs will input course level SLOs into their respective sections in TracDat. Sixty (60) additional courses have identified student learning outcomes this academic year.	List the disciplines in which assessment of student learning outcomes is complete for all of its courses. Refer to Part II, item #7 above.
10. Analyzing the Results of Assessment	Has the college analyzed assessment results for the student learning outcomes for all courses?		X	33% of Courses **Note**: Based on our two-year assessment cycle, data analysis is due October 12, 2009 for the Associate degree programs and March 2010 for the certificate programs. Please see attached two-year assessment cycle	List the courses for which analyzing assessment results for student learning outcomes is complete. Refer to Part II, item #7 above.	List the disciplines in which analyzing assessment results for student learning outcomes is complete. Refer to Part II, item #7 above.

| 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 courses? | X | | 33% of Courses

Note: Last year's report was based on courses that were linked to specific programs in TracDat Version 3. This Version did not have the functionality to include course level student learning outcomes. TracDat Version 4 now includes this feature. It is expected that more programs will input course level SLOs into their respective sections in TracDat.

Based on our two-year assessment cycle, data analysis is due October 12, 2009 for the associate degree programs and March 2010 for certificate programs. Therefore use of assessment results is not expected until after October 2009.

Please see attached two-year assessment for a | List the courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.

Refer to Part II, item #7 above. | **Plan**: *The college's administration will collaborate with the various committees of the Faculty Senate to identify course level changes at the end of each assessment cycle for each of the programs inputted in TracDat. A template will be developed to collect the course level data necessary to comply with this 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.* |

The topmost partial cell reads: "for a better understanding of the assessment processes that have been institutionalized at the college."

			better understanding of assessment processes that have been institutionalized at the college.	

As for SLOs for courses in AY 2007-2008, there was a decrease in defining expected SLOs (25% in AY 2006-2007 to 20% in AY 2007-2008). There was an increase in the percentages reported in two areas. One area was in defining assessment of expected SLOs (0% in AY 2006-2007 and 4.5% in AY 2007-2008) and assessing SLOs (33% in AY 2006-2007 and 57.2% in AY 2007-2008). Percentages remained 33% in two areas—analyzing the results of assessment and planning and implementing changes to pedagogy, facilities, etc. to improve learning. It is important to note that the college catalog was updated based on curriculum changes. The number of courses in the catalog was reduced from 473 in AY 2006-2007 to 383 in AY 2007-2008 (as of the date the April 2008 SLO report was submitted to ACCJC).

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

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	
12. Defining Expected Student Learning Outcomes	Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?	X		100% of Programs	List the certificate and degree programs for which identification of expected student learning outcomes is complete.	
				Certificate	**Certificate**	**Associate Science/Arts Degree**
				AS/		

				(12)	AA (15)	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 Services 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
13. 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 completing the certificate and degree programs?		X	<u>56%</u> of Programs **Source:** Curriculum documents **Note**: 27 total programs, (12 Certificate & <u>15</u> AS/AA Degrees)		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. AS in Accounting AS in Early Childhood Education AS in Marketing AS in Visual Communications Certificate in Early Childhood Education and Certificate in Practical Nursing AS in Criminal Justice AS in Education AS Computer Networking AS Hospitality Industry AS in Supervision & Management Certificate in Criminal Justice Certificate in Education Certificate in Sign Language Certificate in Supervision & Management (15 out of 27 programs)	

14. **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?		X	81.5% of Programs **Note**: The Sign Language Certificate program identified additional assessment methodologies in Fall 2007.	List the programs for which identification of appropriate assessment methodologies for courses required to complete the certificate/degree is complete. **Note:** *TracDat Version 4 includes a drop down list of assessment tools for authors to select from. However, not all programs/administrative/student service units have populated their respective sections in TracDat.*			
15. Assessing Student Learning Outcomes	Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?	X		64.50% of Programs **Note**: Based on our two-year assessment cycle, data analysis is due October 12, 2009 for the Associate degree programs and March 2010 for certificate programs. Therefore use of assessment results is not expected until after October 2009. Please see attached two-year assessment for a better understanding of assessment processes that have been institutionalized at the college.	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.			

Certificates		Associate Degrees (AA/AS)	
Program Name	Courses Assessed/Total No. in Program	A\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
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	15/21

					Management		
				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
				Emergency Management Systems	0/30	Culinary Arts (AA)	14/20
				Total	124/188	Education (AA)	14/20
						Liberal Arts (AA)	12/18
						Emergency Management System	0/33
						Total	217/341
				Note: Information on courses assessed was taken from TracDat: The total number of courses was taken from the current student catalog.			

| 16. **Analyzing the Results of Assessment** | Has the college analyzed assessment results for all courses required to complete the certificate and degree programs? | | X | 74% of Programs

Note: Based on our two-year assessment cycle, data analysis is due October 12, 2009 for the Associate Degree programs.

For the Certificate programs, data analysis is due March 2010.

Please see attached two-year assessment for a better understanding of assessment processes that have been institutionalized at the college. | List the certificate/degree programs for which analyzing assessment results for the expected student learning outcomes is complete.

Same as above. |

| 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 certificate/degree programs? | | X | 11.11% of Programs

Source: TracDat. | 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 in 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; change from six programs into one comprehensive program.

Changes in degree requirements.

Use of assessment information to guide changes in degree program and development in new program options.

AS Supervision & 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 implement new assessment methods.

Note: Certificate in Accounting program was deleted from the catalog but reported in last year's ACCJC/SLO report. |

In terms of SLOs for programs leading to certificate and degree programs, there was a decrease in the percentages reported in assessing SLOs (74% in AY 2006-2007 and 64.5% in AY 2007-2008) and planning and implementing changes to pedagogy, facilities, etc. to improve learning (15% in AY 2006-2007 and 11.11% in AY 2007-2008). Increased occurred in two areas- mapping programmatic SLOs to courses (11% in AY 2006-2007 and 56% in AY 2007-2008) and defining assessment of expected SLOs (78% in AY 2006-2007 and 81.5% in AY 2007-2008). Percentages remained the same for defining expected SLOs (100%) and analyzing the results of assessment (74%).

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? **Note**: The college has difficulty with the terminology used here. We need proper guidance in this respect.		X	<u>100%</u> of Instructional Support Courses or other experiences <u>100%</u> of Student Support Services Courses or other experiences **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	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. Financial Aid 10. Health Services Center 11. Learning Resources Center 12. Project Aim/TRiO Programs 13. Veteran's Upward Bound 14. Work Experience **Note**: Educational Talent Search grant expired Spring 2008.

					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 student support services courses or other experiences for which identification of expected student learning outcomes is complete. 1. Admissions & Registration 2. Board of Trustees 3. Business Office 4. Communications & Promotions 5. Facility Maintenance 6. Foundation Board 7. Human Resources Office 8. Instructional Technology Center 9. Management Information Systems 10. Materials Management 11. Planning & Development 12. President/CEO 13. Safety Office 14. Student Support Services (formerly Auxiliary Services)

| 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.)? | | X | 0 % of Instructional Support 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.

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.   However, TracDat V4 has the functionality to link SLO to student support activities/functions. This is currently being introduced in TracDat training.

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. |
| | 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.)? | | | 0% of Student Support Services Courses or other experiences | 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.

Note: This is an area that the identified SLO champion at the College needs to work on as well (Adjunct Associate Dean). |

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?		X	<u>100 %</u> of Instructional Support Courses or other experiences **Note**: Although assessment for SLOs has 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. See above.
	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?			<u>100%</u> of Student Support Services Courses or other experiences Although TracDat has the ability to incorporate this information, assessment authors have not inputted the information at this time. This TracDat function however, was introduced to assessment during the Spring 2008 training.	List the student support services courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete. See above.

21. **Assessing Student Learning Outcomes**	Has the college assessed student learning outcomes for all courses or other experiences in instructional support?		X	100% 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.
				See above item.	1. Accommodative Services
					2. Apprenticeship Training Program
	Has the college assessed student learning outcomes for all courses or other experiences in student support services?			100% of Courses or other experiences in Student Support Services	3. Assessment & Counseling
					4. Career Placement Center
					5. Center for Civic Engagement
					6. Center for Student Involvement
				Note: Based on our two-year assessment cycle, data analysis is due October 12, 2009 for the Associate degree programs and March 2010 for certificate programs. Therefore use of assessment results is not expected until after October 2009.	7. Continuing Education
					8. Enrollment Services (Formerly Advisement Services)
					9. Financial Aid
					10. Health Services Center
					11. Learning Resources Center
					12. Project Aim/TRiO
					13. Work Experience
					Note: Educational Talent Search grant expired Spring 2008.
					List the student support services courses or other learning experiences for which assessment of expected student learning outcomes is complete.
					1. Admissions & Registration
					2. Board of Trustees
					3. Business Office
					4. Communications & Promotions
					5. Facility Maintenance
					6. Foundation Board
					7. Human Resources Office
					8. Instructional Technology Center
					9. Management Information Systems
					10. Materials Management
					11. Planning & Development
					12. President/CEO
					13. Safety Office

| 22. **Analyzing the Results of Assessment** | Has the college analyzed assessment results for all courses or other learning experiences in instructional support? | | X | <u>100%</u> of Courses or other learning experiences in instructional support (**13/13).** | List the instructional support courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.

1. Accommodative Services
2. Apprenticeship Training Program
3. Assessment & Counseling
4. Career Placement Center
5. Center for Civic Engagement
6. Center for Student Involvement
7. Continuing Education
8. Enrollment Services (Formerly Advisement Services)
9. Financial Aid
10. Health Services Center
11. Learning Resources Center
12. Project Aim/TRiO
13. Work Experience

Note: Educational Talent Search grant expired at the end of Spring 2007. |
| | Has the college analyzed assessment results for all courses or other learning experiences in student support services? | | | <u>85.80%</u> of Courses or other learning experiences in student support services (12/14).

Based on Institutional Assessment practices in the past these units have focused on administrative unit outcomes instead of SLOs.

Currently Student Services Unit Outcomes cannot be linked to SLOs in TracDat. | List the student support services courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.

1. Admissions & Registration
2. Board of Trustees
3. Business Office
4. Communications & Promotions
5. Facility Maintenance
6. Foundation Board
7. Human Resources Office
8. Instructional Technology Center
9. Management Information Systems |

14. Student Support Services (formerly Auxiliary Services)

				However, SLOs could be incorporated into the description of each SSUO. This is introduced in TracDat training. Additionally, student support units are not scheduled to analyze data this academic year.	10. Materials Management 11. Planning & Development 12. President/CEO 13. Safety Office 14. Student Support Services (formerly Auxiliary Services) **Note**: AAD Support Staff was deleted from the list of administrative units to be assessed.
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? 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?		X	92.90% of Courses or other learning experiences in Instructional Support (13/14). 85.8% of Courses or other learning experiences in Student Support Services (12/14). See item above.	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. Refer to item #22 above. **Note**: The Veteran's Upward Bound Program is a new instructional support program, and based on GCC's two-year assessment cycle, it is scheduled to submit an assessment report on October 13, 2008. 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. Refer to item #22 above.

With respect to SLOs for instructional support and student support services, there were reported increases in analyzing assessment results for all courses or other learning experiences in student support services (80% in AY 2006-2007 and 85.80% in AY 2007-2008) and planning and implementing changes to pedagogy, facilities, etc. to improve learning in student support services (80% in AY 2006-2007 and 85.8% in AY 2007-2008). There was a reported decrease in planning and implementing changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences (100% in AY 2006-2007 to

92.90% in AY 2007-2008). Percentages remained the same for all other areas reported above. The percentage for defining expected SLOs, defining assessment of expected SLOs, assessing SLOs, and analyzing assessment results for all courses or other learning experiences in instructional support was 100% for both academic years. The percentage reported for mapping instructional support student learning outcomes to courses was 0% for both academic years.

Revisions to the Curriculum Manual

The College's Curriculum Manual was revised in Spring 2008 to ensure that SLO information is incorporated into curriculum documents. The Manual contains modified forms (Course Approval Form for Adoption and Substantive Revision and Program Approval Form for Adoption and Substantive Revision; see Appendix P) which incorporates SLO information at the course and program level as well the SLO template developed by the Curriculum Committee. The documents were revised to include the addition of SLOs in the Course Goals, Catalog Description, and Program Outcomes sections.

According to the revised Curriculum Manual, all Course Approval Forms must include course level SLOs. Additionally, the catalog description or revisions must include course level SLOs. Furthermore, there is a detailed SLO list in each course guide which must be based on the course outline. The Non-Substantive Curriculum Revision Memorandum (Appendix Q) contains an additional choice of "addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content" and requires that any non-substantive curriculum revision submitted for the addition or revision of SLOs must have a copy of the old and new SLOs attached. All Program Approval Forms must identify SLOs at the program level. Also Program Approval Forms are required to have an SLO map attached.

The "SLO Map- Program and Course Levels" developed by the Curriculum Committee and the General Education Committee requires authors to identify the Gen. Ed. SLOs that relate to the courses they are updating.

In Spring 2007, the Curriculum Committee began to develop an SLO Writing Workbook to assist departments in writing their SLOs. The SLO Writing Workbook (Appendix K) was published online and distributed to faculty in AY2007-2008.

Several SLO training workshops were conducted by the Curriculum Committee during AY 2007-2008. During the October 8, 2007 Professional Development Day, the Curriculum Committee conducted an SLO workshop and members highly encouraged Department Chairpersons (DCs) to attend. During the February 18, 2008 Professional Development Day, the Curriculum Committee conducted an SLO presentation to all faculty and administrators present.

In addition to the Professional Development Day presentations, the Curriculum Committee conducted monthly mini workshops. They also met with faculty on a one-to-one basis to go over the new curriculum templates and to learn how to write SLOs.

In order to ensure that SLOs are incorporated into course syllabi, this past summer semester, faculty were required to submit their syllabi to the Dean's Office. The syllabi were then reviewed to ensure that all the necessary information required in the *Syllabus Checklist* (Attachment L) was in the syllabi, including three to five course SLOs. Faculty are required to provide secondary students with a copy of their course syllabus by the end of the first full week of instruction and to provide postsecondary students with a copy of their course syllabus within the first three class sessions. Syllabi must be submitted to the DCs and Deans by the end of the second week of class.

Rubric for Evaluating Institutional Effectiveness

In compliance with the expectations of the Western Association of Schools and Colleges (WASC), a *Rubric for Evaluating Institutional Effectiveness* (Appendix R) was created by AIE which incorporates the levels of implementation and the characteristics for institutional effectiveness in program review, characteristics of institutional effectiveness in planning, and characteristics of institutional effectiveness in student learning outcomes identified by WASC. Prior to administering the instrument to GCC faculty, staff, and administrators, AIE pilot tested the instrument on two administrators, one faculty, and one support staff. Based on their feedback, modifications were made to the instrument. The revised rubric was administered during Professional Development Day on February 18, 2008. One limitation of administering the instrument on this day was that feedback from secondary instructional faculty was not possible because they were not able to attend since it was a regular duty day for them. Additionally, only a limited number of administrators and staff were present during the event. Another issue that was encountered was the fact that other surveys were being administered at the same time. The return rate for the rubric was 25.7%. Of the 160 surveys that were distributed during Professional Development Day, only 41 were completed. Of the 41 surveys that were collected, many of them were only partially complete. After Professional Development Day, surveys were administered to secondary faculty at their respective high schools. AIE staff and the Adjunct Associate Dean for the School of Trades and Professional Services (TPS) went to the high schools on different days and met with the GCC secondary faculty for each school as a group to provide them with directions on how to complete the rubric.

Of the 32 secondary faculty, 20 completed the survey (62.5%). However, a number of surveys were only partially complete.

No conclusions could be drawn from the surveys for several reasons. First of all, not all surveys that were returned were complete. Secondly, a review of the surveys revealed that many respondents did not understand the directions that were given on how to complete the survey. Based on verbal feedback from survey respondents, the survey was perceived as being too complicated for the amount of time that was allotted to complete the survey. It was suggested that the surveys be administered to individual departments rather than a large group.

Student Climate Survey

A student climate survey (student survey—Appendix S) was posted on the GCC website from April 28, 2008 to May 12, 2008. The surveys were designed to gather information about student perceptions on instruction. Prior to April 28, 2008, an email message was sent to the Deans and Department Chairs instructing them to inform their faculty that the student survey is available in electronic format and to direct their students to log onto *MyGCC* to complete the survey. Surveys were administered in a way where all students enrolled in a course listed in GCC's Spring 2008 Master Schedule had an opportunity to complete the survey. Students were instructed to complete the survey once, even if they were enrolled in multiple courses during the semester.

Of the 1,681 students (unduplicated) enrolled n Spring 2008, only 305 students logged on to view the survey. Of these 305 students, 245 completed the survey, 37 submitted incomplete surveys, and 23 declined to complete the survey. Since the overall completion rate was 14.6% (245/1681), no conclusions could be drawn from the surveys received.

The student surveys focused more on instruction rather than on learning. Perhaps the focus should be on learning rather than instruction. Results of the *Faces of the Future Survey*, a nationwide survey of community college students conducted by the American Association of Community Colleges (AACC) and ACT, Inc., which was administered to GCC students in Fall 2007 reveal that credit and non-credit students enrolled at GCC feel that their experience at the College contributed to their growth by enabling them to learn skills needed for their current or future job, increasing their academic competence, identifying the training and skills required for career opportunities that fit their interests and abilities, and developing self-confidence. These

results show that students place great value on their learning outcomes. This finding supports the College's increased emphasis on student learning outcomes.

GCC has utilized off-island vendors for the *Faces of the Future Survey* and the administrators' assessment. The administrator's assessment included two online surveys developed by the IDEA Center (a non-profit organization based at Kansas State University). The results gathered from these survey instruments are comprehensive and analyzed systematically. The College should consider acquiring the services of the IDEA Center to administer the next student survey given the problems associated with the traditionally-conceptualized student climate survey. Instead of emphasizing the instructor's teaching techniques or personality, the IDEA system focuses on student learning and tailors the report to fit the instructor's teaching objectives. Thus, teaching effectiveness is determined by student progress on goals chosen by the instructor.

Academic Vice President's Small Assessment Grant Award (AVP Saga)

During Professional Development Day on February 18, 2008, the AVP announced his new assessment incentive called the *Academic Vice President's Small Assessment Grant Award (AVP SAGA).* The incentive program provides monetary rewards to departments or faculty members who develop innovative approaches that improve practice in course assessment to enhance SLOs. Additionally, it serves as an incentive for faculty who are interested in engaging in small assessment research projects that are not covered under course assessment.

According to the AVP Saga Guidelines (Appendix T), departments or individuals are invited to submit proposals that support the following:

- The continued development of course assessment initiatives that focus on enhancing student learning using authentic assessment methodologies;
- Engagement in research that addresses knowledge gaps as identified in the WASC 2006 Evaluation Report such as:
    1. Expanding assessment approaches to include studying and researching concerns related to identifying and meeting educational needs of students and the possible disproportionate impact of policies and practices on specific students.
    2. Adopting a systematic process of updating and revising curriculum to maintain currency even when curriculum is not being scheduled.

3. Developing a system for the inclusion of an assessment-based analysis of competency levels appropriate for various programs.

4. Developing college-wide programs or efforts to promote greater student understanding between groups and to promote a general appreciation of the value of diversity of students.

5. Developing assessment efforts that focus on the educational needs of the broad range of age and life experiences of both day and evening students, and younger as well as older students.

6. Integrating meaningful participation of adjunct faculty into the assessment process.

7. Utilizing data from the COMPASS instrument to inform the college about the academic needs of students or to help in planning course offerings and scheduling of courses.

In Spring 2008, based on a review of proposals (Appendix U) by the AVP SAGA Review Panel, three faculty members were awarded the funding to perform the following assessment-related activities:

- Develop a graduate course for GCC faculty that addresses diversity in the classroom
- Conduct a project utilizing COMPASS data to identify the academic needs of GCC's postsecondary students and for planning GCC developmental college-level English and Math course offerings and scheduling of courses; and
- Conduct a project on integrating meaningful participation of adjunct faculty into the assessment process

Faculty members are expected to submit a mid-term report of their progress to the AVP SAGA review panel by the end of Fall 2008. The final report is due in Spring 2009.

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

Compliance Rate at the Divisional Level

Table 10. 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)	%	Programs/Units on Track _____ Total Number of Programs/Units (Business & Finance Division)	%	Programs/Units on Track _____ Total Number of Programs/Units (Administrative Services Division)	%
AY 2000-2001	--		--		--	
AY 2001-2002	--		--		--	
AY 2002-2003	43/61	70%	0/6	0%	4/4	100%
AY 2003-2004	35/57	61%	0/5	0%	2/4	50%
AY 2004-2005	37/65	57%	4/5	80%	3/4	75%
AY 2005-2006	45/55	82%	5/5	100%	4/4	100%
AY 2006-2007	31/56	55%	3/5	60%	3/4	75%
AY 2007-2008	33/48	69%	4/4	100%	2/4	50%

Table 10 reveals that the number of reporting units under the Academic Affairs Division decreased from 56 in AY 2006-2007 to 48 in AY 2007-2008. Several certificate programs (Group B) and degree programs (Group A) were combined, consequently, resulting in one reporting requirement rather than two. For example, the associates degree and certificate programs in Automotive Service Technology now follows the Group A assessment schedule. Previously there were two reporting dates; one for the associate degree and one for the certificate program.

The number of reporting units under the Business and Finance Division decreased by one because one reporting unit under the division was deleted (Budget and Contracts). In AY 2007-2008, Business & Finance Division had a 100% compliance rate.

The number of reporting units under the Administrative Services Division (ASD) remained the same over the six year period. The compliance rate, however, for ASD, decreased by 33% from three in AY 2006-2007 to two in AY 2007-2008. The decrease in compliance rate for ASD is due in part to the fact that Management Information System (MIS) went off-track

because the department's significant efforts were dedicated to ensuring that the MyGCC Project went smoothly.

Patterns in Articulating Outcomes

Table 11. Dimensions of Program Assessment Expressed in SLOs for Associates, Certificate and Secondary Programs, AY 2005-2006, AY 2006-2007 and AY 2007-2008

Programs	Total SLOs	COGNITIVE *What do students know?*	%	BEHAVIORAL *What can they do?*	%	AFFECTIVE *What do they think and value?*	%
AY05-06 AY06-07 AY07-08	AY05-06 AY06-07 AY07-08	AY05-06 AY06-07 AY07-08	AY05-06 AY06-07 AY07-08	AY05-06 AY06-07 AY07-08	AY05-06 AY06-07 AY07-08	AY05-06 AY06-07 AY07-08	AY05-06 AY06-07 AY07-08
Associate Degree (n=15)	45	14	**31%**	19	**42%**	12	**27%**
Associate Degree (n=15)	98	19	**19%**	64	**66%**	15	**15%**
Associate Degree (n=15)	54	12	**22%**	21	**39%**	21	**39%**
Certificate (n =9)	30	6	**20%**	16	**53%**	8	**27%**
Certificate (n =8)	33	3	**9%**	23	**70%**	7	**21%**
Certificate (n=6)	18	6	**33%**	8	**44%**	4	**22%**
Secondary Programs (n =4)	15	6	**40%**	4	**27%**	5	**33%**
Secondary Programs (n =9)	43	5	**12%**	33	**76%**	5	**12%**
Secondary Programs (n=10)	31	10	**32%**	16	**52%**	5	**16%**

Table 11 reveals that associate degree programs tend to focus more on what students can do (behavioral) when articulating SLOs. For degree programs, the main focus for all three years was on the behavioral dimension. In AY 2007-2008, there was a 67.2% decrease in the number

of SLOs focusing on the behavioral dimension from 64 in AY 2006-2007 to 21 in AY 2007-2008. During that same year, there was a 40.0% increase in the number of SLOs which focused on what students think and value (affective) from 15 in AY 2006-2007 to 21 in AY 2007-2008. As for the cognitive dimension, there was a 36.9% decrease in the number of SLOs which focused on what students know from 19 in AY 2006-2007 to 12 in AY 2007-2008.

Similar to associate degree programs, certificate programs tend to focus more on the behavioral dimension when articulating SLOs. For all three academic years, the main focus was on the behavioral dimension. In AY 2007-2008, there was a 100% increase in the number of SLOs emphasizing what students know (cognitive) from 3 in AY 2006-2007 to 6 in AY 2007-2008. There was a 65.3% decrease in the number of SLOs focusing on the behavioral dimension from 23 in AY 2006-2007 to 8 in AY 2007-2008 and a 42.9% decrease in the affective dimension from 7 in AY 2006-2007 to 4 in AY 2007-2008.

As for secondary programs, the emphasis on the behavioral dimension was the greatest for two of the three academic years (AY 2006-2007 and AY 2007-2008). In AY 2007-2008, there was a 100% increase in the number of SLOs focusing on the cognitive dimension from 5 in AY 2006-2007 to 10 in AY 2007-2008. There was a 51.6% decrease in the number of SLOs focusing on the behavioral dimension from 33 in AY 2006-2007 to 16 in AY 2007-2008. There was no change in the number of SLOs focusing on the affective dimension during the three-year period. The number remained five for all three academic years.

Table 11 reveals that in AY 2007-2008 there was a shift from the behavioral dimension to the cognitive and affective dimensions when articulating SLOs. Although the greatest focus was still on the behavioral dimension, there was an increase in the number of SLOs which focused on the affective and cognitive dimensions. This shift can be attributed to several things. First of all, the SLO workshops conducted by the Curriculum Committee provided assessment authors with information on how to write SLOs, including behavioral, affective, and cognitive domains. Secondly, during TracDat training, assessment authors were informed that they must develop an SLO for each domain. Thirdly, the new version of TracDat, Version 4, includes a drop down menu where assessment authors could easily identify what the dimension of focus is for the SLO.

Assessment Methodologies for SLOs

Figure 1. Direct and Indirect Indicators of Assessment in Associates, Certificate and Secondary Programs, AY 2007-2008
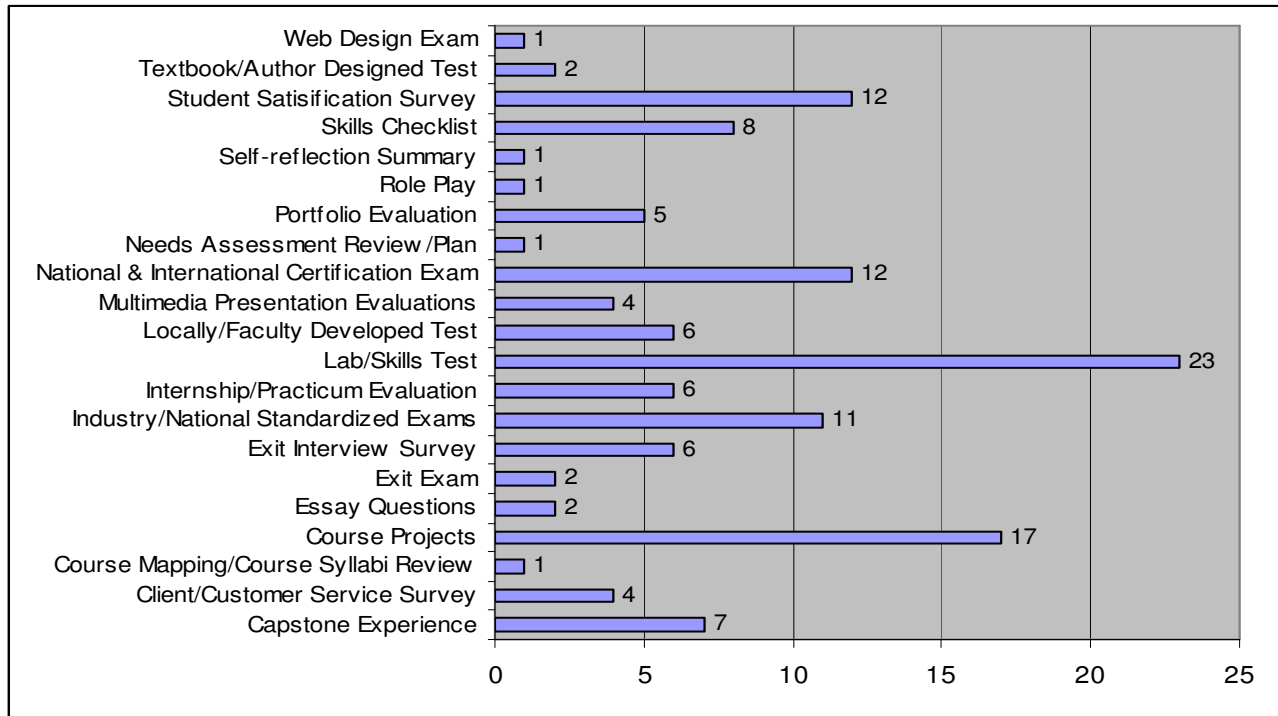
Similar to what was reported in the 7th AIAR, assessment authors have concentrated on the behavioral dimension of assessment in articulating their program outcomes. This is evidenced by the frequency of lab/skills tests (23) used by faculty. In terms of frequency, lab/skills tests are followed by course projects (17) and student satisfaction surveys and national & international certification exam (12). Unlike last year, there is a greater variety in the direct and indirect indicators of assessments being used. In the 7th AIAR, there were ten types of direct and indirect indicators reported (student satisfactions surveys, skills proficiency checklists, role play, portfolio evaluations, national certification exams, multimedia presentation evaluations, local exit exams, final course projects, and faculty-developed tests). In AY 2007-2008, twenty-one direct and indirect indicators were reported. As indicated in Table 11 above, although the greatest emphasis is on the behavioral dimension, there is more emphasis being placed on the cognitive and affective dimensions compared to the previous year.

Figure 2. Patterns of Means of Assessment in Administrative Units and Student Services
AY 2007-2008
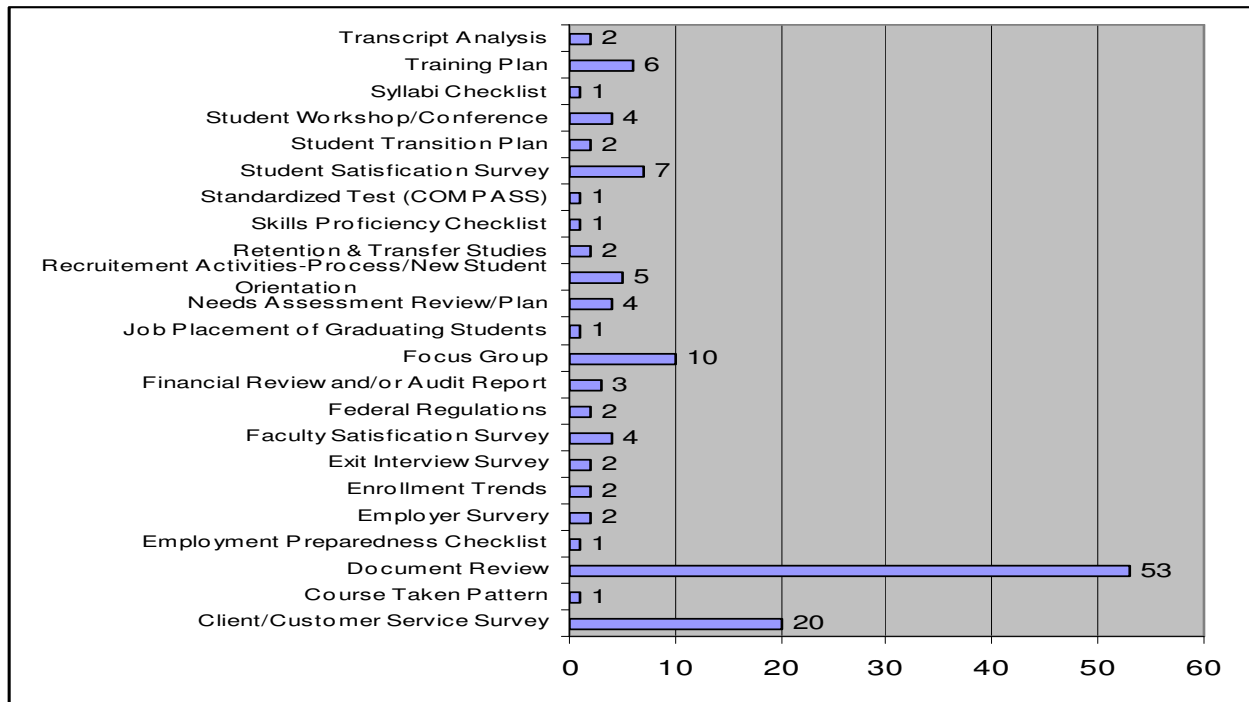
Figure 2 reveals that the most common means of assessment in administrative units and student services is document review (53) followed by client/customer service survey (20) and focus group (10). In last year's institutional assessment report, an almost equal number of administrative units and student services were using surveys and questionnaires (19) and document review (18). Document review continues to be the most common means of assessment for this area. However, like associates, certificates, and secondary programs, there is a greater variety of assessment means being used compared to the previous academic year.

The patterns reported in Figure 1 and Figure 2 appear to be a result of the implementation of the new version of GCC's assessment software. Version 4 includes a drop down menu, formatted by AIE, which lists the above categories or methods used to assess outcomes. Prior to the implementation of the new version, assessment authors only had a choice of either "direct" or "indirect" methods and the actual assessment methods had to be identified by reading the description under the "means of assessment" tab in TracDat Version 3. The new version requires more specific information, consequently, improving the reporting of the assessment methods used to assess outcomes.

Patterns of Use of Assessment Results for Program Improvement

Table 12. Assessment Results for Program Improvement, AY 2007-2008
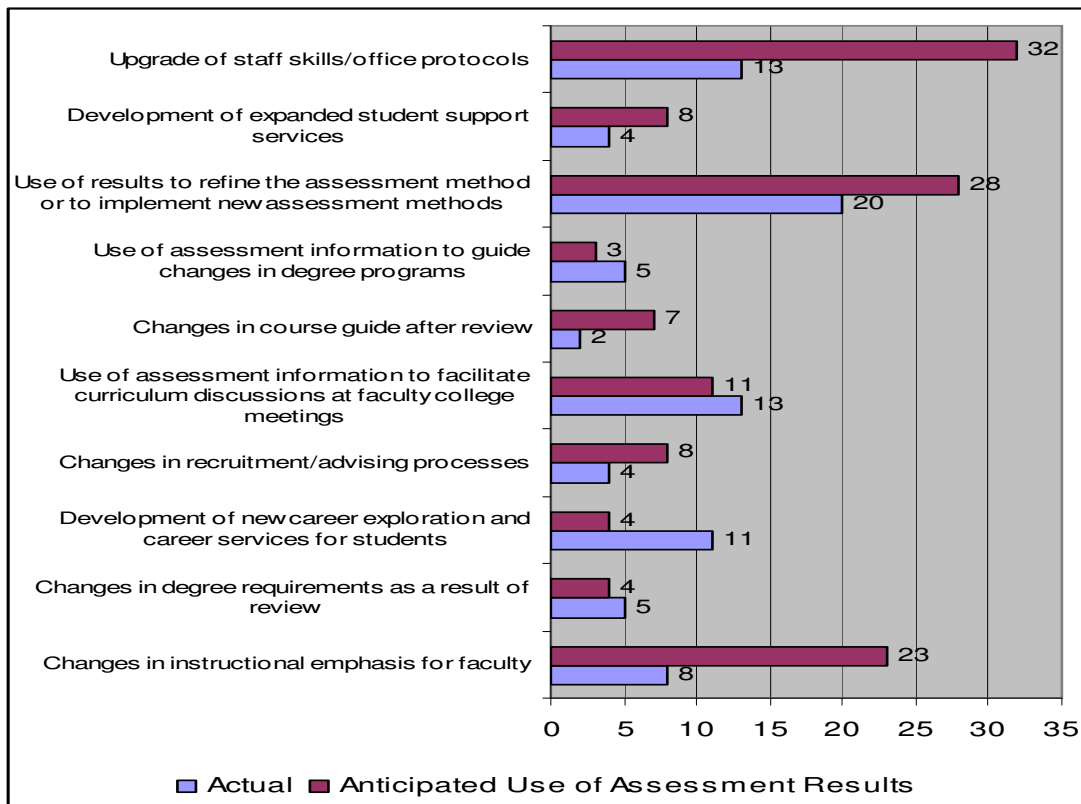
Table 12 reports both actual and anticipated use of assessment results. Due to the implementation of TracDat Version and the limited familiarity of users with the upgraded version and the fact that training on the new version was conducted just two weeks prior to the March 10, 2008 assessment deadline, not all the required tabs were populated in TracDat to reflect actual results.   In terms of actual results, the refinement of assessment methods and the implementation of new assessment methods was reported as the greatest consequence of program assessment (n=20). The second greatest consequence was the facilitation of curriculum discussions at faculty meetings (n=13) and upgrade of staff skills/office protocols (n=13) followed by the development of new career exploration and career services for students (n=11). As for anticipated use of assessment results, the upgrade of staff skills and office protocols was the most frequently cited in TracDat (n=32) followed by use of results to refine the assessment method or to implement new assessment methods (n=28) and changes in instructional emphasis for faculty (n=23).

The information contained in the following two tables is not as detailed as it was (ex. lack of implementation information) in the previous year for several reasons. First of all, TracDat Version 4 was implemented in Fall 2007. However, *user training* was not conducted until Spring 2008 because of the availability of Nuventive officials to conduct *program administrator training* in the Fall. Consequently, *user training* was scheduled just 10-days prior to the March 10, 2008 assessment deadline. Although one-to-one training was provided to authors prior to this deadline, their unfamiliarity with the new version resulted in partial data population in TracDat. Additionally, on March 3, 2008 CCA advised assessment authors through an interoffice memo (Appendix V) and through their assigned CCA members (Triad Team) that the Implementation and Data Collection Memos were no longer necessary. Instead authors were instructed to input the status of implementation and status of data collection directly into TracDat under the "Task" tab and "Summary of Results" tab.

Although the effective date of this change was identified in the memo as March 10, 2008, based on the information contained in the tables, it appears that assessment authors assumed that since the memo was given to them prior to the March 10, 2008 deadline, they no longer had to submit the status of implementation and status of data collection.

Table 13. Implementation of Assessment Results for Associate Degree, Certificate and Secondary Programs, Fall 2007 – Spring 2008

ACCOUNTING AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Accounting AS - AY 06-07 SLO#1 COMPUTER SKILLS IN ACCOUNTING **Anticipated Use of Assessment Result:** Student success is highly dependent upon course-entry competency skills and student access to on-campus computers. Course prerequisites set the standards for student enrollment of AC232 and AC233. Accounting faculty may need to better communicate course requirements to advisors and counselors of accounting students enrolling in AC232 or AC233. Focus must be on enrolling only students who meet all the prerequisites for AC232 and AC233 03/07/2007 - 86% of all students (n=14) completed a computerized Project 4 for a Manufacturing Business by December 3, 2006 in AC232. Two students did not complete the project. A rubric was used to score the results. Expert (4.5-4.0) Result was 8 Journey-Person (3.9-3.5) Result was 4 Apprentice (3.4-3.0) Result was 0.	**Task:** Further develop three projects for AC233 QuickBooks Complete for the assessment of the accounting program objectives. The previous projects were developed for the Peachtree Accounting software; they will remain available for AC232 and its future offerings. **Description:** AC233 will be offered for Spring 2008. The department chairperson with assistance from Carmen Santos will further structure the three projects for the QuickBooks course and make changes to the rubric measurement tool if necessary. **Task:** Rethink the time offering for AC225 for accounting majors who need to take this course for an elective in the accounting program. **Description:** Survey accounting majors who intend to take AC225 about the best time to offer this course. Consider the times offered of other accounting courses that may also be

The criteria has been met of 70% of students completing the project will score 3.5 or higher. 100% scored at 3.5 or higher	needed by the same target group. Schedule AC225 for Spring 2008 and assist students who may enroll in this course.
Accounting AS - AY 06-07 SLO#2 KNOWLEDGE OF ACCOUNTING THEORY **Anticipated Use of Assessment Result:** If criteria is not met, the department members must reflect on how to address the problem by incorporating tutoring, teaching methodology, and faculty professional development. Establish that the instructor assigned to teach has experience from the hotel industry. Student's inability to pass this exam indicates learning objectives are not being met in accounting courses. 03/13/2008 - AC225 was offered for Fall 2008 and canceled for enrollment. No data was collected for Fall 2008 for this SLO. **Budget Implications:** No budget impact	**Notes:** Offer this course so it does not conflict with other student courses needed for the same semester.

AUTOMOTIVE TECHNOLOGY AS/CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Automotive Technology AS/Certificate - AY 06-07 SLO#1 KNOWLEDGE OF AUTOMOTIVE CORE ENGINE COMPONENTS **Anticipated Use of Assessment Result:** The results will be used to gauge the instructional effectiveness of the task for the purpose of improvement, such as textbook change, trainer equipment upgrades, etc. 04/21/2008 - Out of a total of 34 students (n=34) in the program, 58.83% of the students attained a 70% or better accuracy rate on the exam,14.7% attained a score below 70%, and 26.47% did not take the exam because they stopped attending the class. The instructor gave the students that were absent, a week to go in and take the test but they never showed up.	04/30/2008 - The Department Chair (DC) will get the list of students from the instructor, who were absent for the test. The DC will try and contact the students to ascertain why they were absent or why they stopped showing up for class. The DC will use this information to improve the attendance and retention rate of the students.
Automotive Technology AS/Certificate - AY 06-07 SLO#2 PERFORMING A CYLINDER COMPRESSION CRANKING TEST: DETERMINE CONCERN – **Anticipated Use of Assessment Result:** The results will be used to gauge the instructional effectiveness of the task for the purpose of improvement, such as textbook change, trainer equipment upgrades, etc. 04/21/2008 - Out of a total of 20 students (n=20) in the program for Spring 08, 60% of the students attained a 70% or better accuracy rate on the exam and 40% did not take the test because they were absent. The instructor gave the students that were absent, a week to go in and take the test but they never showed up.	04/30/2008 - The Department Chair (DC) will get the list of students from the instructor, who were absent for the test. The DC will try and contact the students to ascertain why they were absent or why they stopped showing up for class. The DC will use this information to improve the attendance and retention rate of the students.

COMPUTER NETWORKING AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Computer Networking AS - AY07-08 SLO#3 PRODUCTIVE TECHNICIAN IN THE TELECOMMUNICATIONS INDUSTRY. **Anticipated Use of Assessment Result:** Will evaluate the results on a yearly basis to ensure that program is effective. Students are required to complete the SLO. If met, students will move on. Our success rate for students meeting the SLO is high. Enrollment has increased for the past three years. We are waiting to start certain courses in our program. Our Computer Networking program is in demand in both government and private industries.	**Task:** Implementation Status (SP08) Effective and Productive Technicians - Instructor administers skills test. **Description:** Fall 07 - 38 GTA employees are certified for CAT5 Wiring & Testing and 17 are certified for Fiber Installer. Employees from Dick Pacific, Citizens Bank and Kindo Electric are also certified for CAT5 Wiring & Testing and Fiber Installer. Employees from NAVCOMTELSTA took the Re-certification course to update their ETA certifications.

CONSTRUCTION TRADES SECONDARY

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Construction Trades Secondary - AY 06-07 Attitudinal Orientation - SLO#1 **Anticipated Use of Assessment Result:** Results will be used to make any needed improvements to the way Construction Trades students are taught about proper work place attitude	10/19/2007 - DC will collect and analyze survey at the end of Spring 2008. Faculty recognize the importance for students to have proper work attitude to be successful in a career. Survey results will determine the need to possibly have representatives from the Career Placement or Counseling Office speak to students regarding work ethics.
Construction Trades Secondary - AY 06-07 Cutting and Measuring - SLO#2 **Anticipated Use of Assessment Result:** Results will be used to make any needed improvements to the ways the Construction Trades secondary program teaches students cutting and measuring skills. 10/19/2007 - Data will be collected and analyzed by DC at the end of Spring 2008 semester. Faculty recognize the importance for students to have measuring and cutting skills to be successful in a construction related career. Survey results will determine the level of knowledge related to measuring and cutting and possibly the need to modify teaching methods or course guides to reflect industry standards.	
Construction Trades Secondary - AY 06-07 Safety - SLO#3 **Anticipated Use of Assessment Result:** Results will be used to make any needed improvements to the ways safety skills are taught in the Construction Trades high school program.	

10/06/2007 - DC will gather feedback on draft checklist and revise accordingly by the end of Fall 2007. Outcome will be measured in Spring 2008. There was difficulty in getting faculty members to participate in the assessment process which eventually prevented the survey to be carried out. Now that the survey instrument has been revised the Chairperson is confident to rally full faculty participation.	

COSMETOLOGY CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Cosmetology Certificate - AY06-07 SLO#1 COSMETOLOGY SKILLS **Anticipated Use of Assessment Result:** Maintain continuity for the program 02/22/2008 - Eleven students enrolled in CM202L Salon II during the Spring and Fall 2007 semester completed performance competency and student progress sheets for seven cosmetology skills. The results indicate the average performance rating for all skills measured was 94%. The criteria has been met. All students performed the measured cosmetology skills higher than 75%. 09/14/2007 - Upon review of the performance checklist, students tend to score less in the chemical and haircutting areas. More time and emphasis will be spent in these areas to increase the performance rating.	
Cosmetology Certificate - AY06-07 SLO#2 KNOWLEDGE OF COSMETOLOGY THEORY **Anticipated Use of Assessment Result:** Review teaching methodology for this course. 03/13/2008 - The results cumulative was above the national average. 75% is a passing score for the Guam Board of Cosmetology licensing board. One student failed, lack of attendance	

CRIMINAL JUSTICE AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Criminal Justice AS - AY 06-07 Satisfaction with the Program - AY 06-08 **Anticipated Use of Assessment Result:** The assessment results will be used to identify areas of improvement, strengths within the program, and generate dialogue among department faculty. 10/04/2007 - There were no students that participated in an Internship for this Academic Year. **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open	
Criminal Justice AS - AY 06-07	

Internship Self-Evaluation - AY 06-08	
Anticipated Use of Assessment Result: The assessment results will be used to identify areas of improvement, strengths within the program, and generate dialogue among department faculty.	

CULINARY ARTS AA PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Culinary Arts AA - AY 07 08 Culinary Skills **Anticipated Use of Assessment Result:** To Evaluate the students retained learning from classroom and lab experiences 05/06/2008 - 18 of 22 students completed **Summary of Result Type:** Criterion Met **Summary of Result Status:** Open **Budget Implications:** No budget impact	**Task:** Portfolio Presentation **Description:** Portfolio **Task:** Prepare a Portfolio in relationship to the practicum exercise **Task:** Practicum **Description:** Students will participate in a 600 hour practicum onsite hands on experience **Task:** Students will perform all aspects of their classroom and lab experiences and techniques
Culinary Arts AA - AY 07 08 Students Work Ethics and Attitudes **Anticipated Use of Assessment Result:** Performance evaluation will determine effectiveness of student learning outcome.	**Task:** HS-160 Exam **Description:** Test **Task:** AH&LA EI Hospitality Supervision Final Exam **Task:** Practicum **Description:** Performance of onsite work experience **Task:** Students will perform 600 hours of Practicum on site work experience
Culinary Arts AA - AY 07 08 Students Knowledge of Culinary Arts **Anticipated Use of Assessment Result:** At the end of the projects, instructor and students will evaluate if improvements to the menu is needed. serve the menu items in a buffet style environment. **Anticipated Use of Assessment Result:** To Evaluate the Students knowledge of and ability to present Internationally flavored foods. **Anticipated Use of Assessment Result:** To measure the student's ability to produce what was learned in the classroom and lab experiences.	**Task:** Buffet Food Presentation **Description:** Buffet food presentation at an established Food service Operation. **Task:** Buffet food presentation, using various themes and styles of service. **Task:** Fine Dining Food Presentation **Description:** Fine Dining food presentation conducted at various venues. Students will prepare the recipes, menus and food items for a variety of fine dining events **Task:** International Cuisine Food Presentation **Description:** International Cuisine Food Presentation **Task:**

	Prepare various International flavors of food and present them at various venues.
Culinary Arts AA - AY 07 08 Students Knowledge of Food Service **Anticipated Use of Assessment Result:** To measure the students understanding and application of Food Safety and Sanitation Standards-140 Menu Planning Final Exam. **Anticipated Use of Assessment Result:** to measure the students ability to understand and perform Food & Beverage Cost Control methods. **Anticipated Use of Assessment Result:** To measure the students understanding of Food & Beverage Service	**Task:** HS140 **Description:** Menu Planning Class **Task:** Students will demonstrate knowledge and ability to create menus **Task:** HS203 **Description:** Food Safety and Sanitation Class **Task:** Student will demonstrate knowledge of food service safety and sanitation by successfully completing the ServSafe food Production Managers course and the AH&LA HACCP Program **Task:** HS208 **Description:** Food & Beverage Service Class **Task:** Student will demonstrate knowledge of Food & Beverage Service **Task:** HS222 **Description:** Food & Beverage Cost Control Class **Task:** Student will demonstrate knowledge of Cost Control measures

EARLY CHILDHOOD EDUCATION AS/CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Early Childhood Education AS/Certificate - AY 08-09 Learning Environment **Anticipated Use of Assessment Result:** If criterion is not met, instructor will share results with department faculty to determine if more topics in safe and healthy need to be incorporated into the ECE program. **Anticipated Use of Assessment Result:** If criterion is not met, instructor will share results with department faculty to determine if more topics in safe and healthy need to be incorporated into the ECE program.	
Early Childhood Education AS/Certificate - AY 08-09 Teaching Strategies **Anticipated Use of Assessment Result:** If students fall below anticipated outcome, the Practicum Supervisor will schedule more practicum seminars and/or observations.	

Early Childhood Education AS/Certificate - AY 08-09 ECE Disposition	
Anticipated Use of Assessment Result: If criterion is not met, instructor will schedule more seminars/observations of students who do not score 2.0 on item #8 on rating sheet and/or 4.0 on item #5 of Rating Sheet.	

EDUCATION AA/CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Education AA/Certificate Programs - AY06-07 SLO#2 Professionalism – **Anticipated Use of Assessment Result:** Students who score 100% on the Portfolio Checklist will be asked to present/share their portfolio with the students who are having difficulty.	09/28/2007 - ED292 Practicum Supervisor will add more discussion during practicum seminars on professional portfolio assessment in Fall 2007 semester. **Follow-Up:** 10/01/2007 - During a Department Meeting in Fall 2007, discussion on the option of having students do an electronic portfolio took place. The next Assoc./Cert. in Education assessment plan will have as a goal for professionalism 'students will be able to create a professional electronic portfolio. 09/28/2007 - Results from ED292 Education Practicum will be compared to prior results to show whether further discussion in seminars was helpful in meeting goal at 70%. 09/28/2007 - Instructor was off island and returned the week the professional portfolio assignment was due. During an interview with one of the students who did not meet goal it was discovered that she was confused as to the criteria related to this assignment and did not seek help earlier in the semester.
Education AA/Certificate Programs - AY08-09 SLO#2 Special Populations **Anticipated Use of Assessment Result:** The assessment results will be used to identify areas of improvement, strengths within the program, and generate dialogue among department faculty.	

ELECTRONICS & COMPUTER NETWORKING SECONDARY

Electronics & Computer Networking Secondary - AY08-09 CONNECT, CONFIGURE AND TROUBLESHOOT A ROUTER – **Anticipated Use of Assessment Result:** All four high schools will have the same skill-based exam. From the results, weakness will be strengthened in the following year.	
Electronics & Computer Networking Secondary - AY08-09 STANDARDIZED CISCO EXAM – **Anticipated Use of Assessment Result:** Cisco has changed the curriculum in order to emphasize on practical skills which is aligned with Electronics department's goal and concerns. Students will attain more skills than basic competent computer networking knowledge.	

HOSPITALITY INDUSTRY AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Hospitality Industry Management AS - AY 07 08 SLO#1 Students Knowledge of Hotel Management Program **Anticipated Use of Assessment Result:** Results of the exam will provide instructors with information regarding areas that may or may not require in depth training.	

LIBERAL ARTS AA PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Liberal Arts AA - AY 06-07 SLO#1 Continuity and Change **Anticipated Use of Assessment Result:** Assessment results will prompt faculty to examine and discuss the possible implications for the LA program to include course revision, stakeholder input, and ways to improve the data collection process. 09/28/2007 - Unsure **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open	
Liberal Arts AA - AY 06-07 SLO#2 Critical Thinking and Reflection – **Anticipated Use of Assessment Result:** Assessment results will prompt faculty to examine and discuss the possible implications for the LA program to include course revision. Stakeholder input, and ways to improve the data collection process.	
Liberal Arts AA - AY 06-07 SLO#3 Integration of Events – **Anticipated Use of Assessment Result:** Assessment results will prompt faculty to examine and discuss the possible implications for the LA program to include course revision. Stakeholder input, and ways to improve the data collection process. 09/28/2007 - Unsure **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open	

LODGING MANAGEMENT SECONDARY

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Lodging Management Secondary Program - AY07-08 SLO#1 Students Lodging Operations Skills. **Anticipated Use of Assessment Result:** Course projects and quizzes/tests will determine what changes may need to be made to improve in each skill or which skills may need more instructor focus.	**Task:** LODGING OPERATIONS BASIC FUNDAMENTAL SKILLS **Description:** LMPI students will be knowledgeable in the following skills: Guest Relations/Service, Professionalism, Diversity and Teamwork. LMPII students will be well-versed in Professional Telephone skills, Making a Room Reservation, and Front Office Check-in/Check-out Procedures. LMPIII students will

	be able to perform the tasks associated in making a bed and be familiar with leadership skills related to the lodging industry.
Lodging Management Secondary Program - AY07-08 SLO#3 Students Professional and Career-Planning Skills. **Anticipated Use of Assessment Result:** Student Career Portfolio will provide the individual student with the skills and tools to enable them to complete the various documents required for employment in their chosen field.	**Task:** Student Career Planning Portfolio **Description:** Each LMP Faculty assigned to their respective high school will collect the required data.
Lodging Management Secondary Program - AY07-08 SLO#4 Student Employability Skills in Hospitality – **Anticipated Use of Assessment Result:** Based on the results more emphasis and or training may be utilized in area of weaknesses	**Task:** Banquet Management **Description:** Students will plan a banquet event from scratch. **Task:** 1. Student (in a team environment) will develop and plan a banquet event. 2. Students will develop appropriate forms using industry standards for the banquet. 3. Students will provide a sample of table display for the banquet event. **Task:** Night Audit **Description:** Students will be able to complete a mini night audit process according to industry standards. **Task:** 1. Students will post transactions on guest folios. 2. Students will summarize guest folios to the Guest Ledger. 3. Students will balance Guest Ledger transactions. **Task:** Sales and Marketing **Description:** 1. Students will be able to provide realistic solutions to sales and marketing case studies. 2. Students in LMP III will develop a marketing plan. **Task:** 1. Text workbook case studies are utilized for the sales and marketing cases. 2. Marketing plan is developed in a team environment per textbook standards.

MARKETING AS CERTIFICATE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Marketing AS - AY08-09 SLO#1 Basic Core Course Knowledge – **Anticipated Use of Assessment Result:** Results will indicate if key concepts are properly conveyed in several courses. This could be used as a device to monitor the effectiveness of adjunct teachers.	
Marketing AS - AY08-09 SLO#2 Communication and Technology Skills **Anticipated Use of Assessment Result:** Results will indicate if instruction is sufficient in making presentations and verbal skills.	
Marketing AS - AY08-09 SLO#3 Successful Marketing Profession – **Anticipated Use of Assessment Result:** Results will drive curriculum changes.	

MARKETING SECONDARY PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Marketing Secondary - AY08-09 SLO#1 Preparing Power Point Presentations **Anticipated Use of Assessment Result:** Results will indicate if students are able to use technology in making presentations	
Marketing Secondary - AY08-09 SLO#2 Student Survey **Anticipated Use of Assessment Result:** Results will indicate what parts of the program have been successful and influence curriculum improvement.	
Marketing Secondary - AY08-09 SLO #3 Understanding the Product	

MEDICAL ASSISTING AS/CERTIFICATE PROGRAMS

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Medical Assisting AS/Certificate - AY07-08 SLO#1 ICD-9 Coding Assessment Results (Column 4) use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Anticipated Use of Assessment Result: The results will assist with determining which coding areas may require more attention than others, thereby allowing for greater success with coding skills.	
Medical Assisting AS/Certificate - AY07-08 SLO#2 MS221 Specialties **Anticipated Use of Assessment Result:** The results will be used to determine those specialty areas in which further emphasis may or may not be needed.	
Anticipated Use of Assessment Result: These results will be used to reinforce effective learning skills as well as improve upon the lesser productive ones.	

OFFICE TECHNOLOGY AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Office Technology AS - AY06-07 SLO#1 Legal or Medical Office Administrative Skills **Anticipated Use of Assessment Result:** Continue improving timed-writings speed and accuracy. Administer the 5-minute straight copy timed-writings each spring semester to ensure that the speed and accuracy meet the industry standards (50 or higher).	**Task:** No action taken. **Description:** OA240 Machine Transcription was canceled Spring Semester 2008 due to low enrollment. This course will be offered again in Spring Semester 2009 at which time data collection will be gathered.

Office Technology AS - AY06-07 SLO#2 Employment Preparedness **Anticipated Use of Assessment Result:** Results from these surveys will revise and or improve Office Technology Program.	**Task:** No action taken. **Description:** No action taken. OA240 Machine Transcription was canceled Spring Semester 2008 due to low enrollment. This course will be offered again in Spring Semester 2009 at which time data collection will be gathered.

OFFICE TECHNOLOGY CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Office Technology Certificate - AY 06 -07 SLO#1 OFFICE TECH KNOWLEDGE – **Anticipated Use of Assessment Result:** Results will be used to evaluate/improve teaching methods. 03/10/2008 - No data was collected since the course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2007 Semester due to low enrollment. **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open **Budget Implications:** No budget impact	
Office Technology Certificate - AY 06 -07 SLO#2 OFFICE TECH PERCEPTION – **Anticipated Use of Assessment Result:** Results will be used to evaluate/improve teaching methods and/or sequencing of instructional activities. 03/10/2008 - No data was collected since the course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2007 Semester due to low enrollment. **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open **Budget Implications:** No budget impact	
Office Technology Certificate - AY 06-07 SLO#3 OFFICE TECH SKILLS **Anticipated Use of Assessment Result:** Evaluate areas of weakness and redesign instructional activities to reinforce/strengthen desired learning outcomes. 03/10/2008 - No data was collected since the course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2007 Semester due to low enrollment. **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open	

Budget Implications:	
No budget impact	

PRACTICAL NURSING CERTIFICATE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Practical Nursing Certificate - AY05-06 Students will express their attitudes and perception of the nursing program in relation to their planned goals for employment. **Anticipated Use of Assessment Result:** Program measurement to determine success of program 03/08/2008 - AY 05-06 Students yielded 100% return of the Capstone course survey. Unfortunately, the tool did not yield the results we expected. Therefore, the program is in the process of updating the survey to better illicit the SLO identified above.	
Practical Nursing Certificate - AY05-06 Demonstrate Knowledge of Skills **Anticipated Use of Assessment Result:** Evaluate the opportunities for skills available in the workplace for student experience. I would expect the students to meet this criteria and to be able to perform skills successfully. If there is not 100% compliance then the lab content will be altered to include the opportunity to achieve the goals of the checklist. 03/08/2008 - The TRACDAT PROGRAM refused to allow me to input the following under the summary of results: (after my data is where I would like it) Problem #1: The program found that the AY 05-06 Skills Checklist forms did not correlate appropriately to our program, the level of the program and were unclear. 03/08/2008 - As demonstrated by our results, the initial Skills Checklist didn't meet our criteria. The program has since updated the form and feels this will yield a better result for the AY 07-08. The expectation of 100% return rate continues and the 90% completion of skills will be discussed among faculty.	Intervention/Plan: The program has since revamped the form to clearer and more realistic in regards to our program expectations. # 2) The program found that skills may have been done, but not checked off. The checklists were also lost by students. Plan/Intervention: The instructors discussed this and will sign the skill off immediately following the procedure performed and in general awareness was increased. In addition, the instructors will retain possession of the form from the beginning of the AY until the end.
Practical Nursing Certificate - AY06-07 Students will express their attitudes and perception of the program in relation to their planned goals for employment **Anticipated Use of Assessment Result:** The program will be able to assess the students' attitudes and perceptions of the nursing program in relation to their planned goals for employment 04/11/2008 - n= 15. 14/15 Students in the capstone course returned their evaluation forms. This was 93% of the graduating class. This is a good response. **Summary of Result Type:** Criterion Not Met **Summary of Result Status:** Open **Budget Implications:** No budget impact	**Notes:** Again, this survey did not meet our expectations in determining the students' attitudes and perceptions of the nursing program in relation to their planned goals. The Program is currently in the process of reevaluating the form.
Practical Nursing Certificate - AY06-07 Students will complete a diagnostic nursing program completion test. **Anticipated Use of Assessment Result:** 80% passing rate will demonstrate the knowledge obtained	**Notes:** The test has since arrived and will be used for the AY07-08 group.

during the program and hopefully, can be correlated to their pass rate of the NCLEX-PN exam

04/11/2008 - n= 0 This graduating class also did not receive these tests prior to taking their NCLEX exam. Although, it has arrived and will be used for the AY07 -08 group.
Summary of Result Type:
Criterion Not Met
Summary of Result Status:
Open
Budget Implications:
No budget impact

PROSTART SECONDARY PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
ProStart Secondary - AY07-08 SLO#1 Food Service Skills **Anticipated Use of Assessment Result:** Results will indicate the student's abilities and will provide feedback with which to determine any improvements that may be necessary to the program.	
ProStart Secondary - AY07-08 SLO#2 Students knowledge of food service operations. **Anticipated Use of Assessment Result:** Based on the result more emphasis and or training may be needed in areas of weakness	**Task:** Careers in Foodservice Project Restaurant Service Project or the Chef's Table **Description:** List organizational positions in the food service industry. Demonstrate how to properly set a table, take food order, serve food, and presenting the check. Demonstrate successful customer relations. **Task:** Students will research on the different career opportunities a in the foodservice industry and present their findings through PowerPoint presentation. Students will undertake a restaurant simulation project either on or off campus.
ProStart Secondary - AY07-08 SLO#3 Students Work Ethics Attitudes **Anticipated Use of Assessment Result:** Modify skills test for students who do not meet the minimum score on the lab/skills test. The results of the test will determine areas of weakness if any. This will be re-enforced in class.	**Task:** ProStart Competition Rules-revised **Description:** ProStart competition enables students in a team setting to produce recipes for judging by professional Chefs in the food and beverage industry. They are graded during this competition by rubrics established by the National Restaurant Association. **Task:** Students will be clocked in, inspected for uniform, judged on sanitation and safety, recipe interpretation, cooking methods, food prep methods, plating of food presentation, and clean up.

SUPERVISION & MANAGEMENT CERTIFICATE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Supervision & Management AS AY06-07 SLO#1 Knowledge of Management Theory **Anticipated Use of Assessment Result:** SM220 Management Skill Development (SM220) course guide was [not] approved Spring 2006. Please note: SM220 is pending AAC approval as of November 20, 2006 per AAC chairperson. Assessment results will be used to determine whether the newly adopted SLOs need further review, discussion, and revisions.	**Task:** Review of SM220 Management Skill Development SLOs for 2008 **Description:** Program Administrator will collaborate with adjunct professor end of spring 2008 to review current SM220 SLOs and determine whether a course guide revision in warranted; In addition, two students who did not meet the criterion for 2007 have indicated they did not prepare adequately for either the formative or the summative components of the assessments.

Follow-Up: 09/27/2007 – Program Administrator presently on medical leave. Collaborative SLO review with advisory members will be on hold until Program Administrator's return in November 2007. 05/04/2007 - Due to emergency heart surgery, Program Administrator was replaced early spring 2007 by accounting adjunct instructor who taught SM220 Management Skill Development for the remaining term. Adjunct instructor proctored own testing for midterms and finals and could not follow-up with the second scheduled formative and summative exams as proposed.	
Supervision & Management AS - AY06-07 SLO#2 Supervision & Management Student Perceptions – Students will respond to background information questions, students will express their opinions regarding experience with faculty teaching methods, students will express their opinions regarding their student learning experiences, and students will express their opinions regarding SM knowledge gained from completing the Supervision & Management program at GCC. **Follow-Up:** 10/09/2007 – Program Administrator received three completed surveys from student proctor for review and analysis. Student proctor was encouraged to continue soliciting the remaining SM graduates to provide a richer harvest of survey data. 10/09/2007 - On a "Related Matter" (see this document under "column four" "Summary of Results " "View file") consistent with SM substantive course and program revisions, in fall 2006 and spring 2007 the Marketing and Business departments collaborated and proposed adoption and deletion of specific Marketing and Management courses to enhance and strengthen both programs with the objective of increasing student interest and enrollment. The consensus reached by the two departments indicated a need to incorporate MK123 Principles of Marketing and MK205 Entrepreneurship into the elective component of the SM AS program. The SM Program Administrator received department approval and met with the Business Advisory **Follow-Up:** 10/09/2007 – Program Administrator received three completed surveys from student proctor for review and analysis. Student proctor was encouraged to continue soliciting the remaining SM graduates to provide a richer harvest of survey data. 10/09/2007 - On a "Related Matter" (see this document under "column four" "Summary of Results " "View file") consistent with SM substantive course and program revisions, in fall 2006 and spring 2007 the Marketing and Business departments collaborated and proposed adoption and deletion of specific Marketing and Management courses to enhance and strengthen both programs with the objective of increasing student interest and enrollment. The consensus reached by the two departments indicated a need to incorporate MK123 Principles of Marketing and MK205 Entrepreneurship into the elective component of the SM AS program. The SM Program Administrator received department approval and met with the Business Advisory **Follow-Up:** 10/09/2007 – Program Administrator received three completed surveys from student proctor for review and analysis. Student	**Task:** Improve SM graduate survey participation and completion for spring 2008 **Description:** In an effort to improve the SM

proctor was encouraged to continue soliciting the remaining SM graduates to provide a richer harvest of survey data. 10/09/2007 - On a "Related Matter" (see this document under "column four" "Summary of Results " "View file") consistent with SM substantive course and program revisions, in fall 2006 and spring 2007 the Marketing and Business departments collaborated and proposed adoption and deletion of specific Marketing and Management courses to enhance and strengthen both programs with the objective of increasing student interest and enrollment. The consensus reached by the two departments indicated a need to incorporate MK123 Principles of Marketing and MK205 Entrepreneurship into the elective component of the SM AS program. The SM Program Administrator received department approval and met with the Business Advisory On July 2007 Department Chairperson responded that three SM graduates participated and completed the survey--four did not. 04/11/2007 – Program Administrator presently off island on medical leave and has requested Business Department Chairperson to contact and coordinate with the seven graduating SM students the scheduled questionnaire for May 2007. Hard copy available under SM Plan "Means of Assessment" "Document Link." 04/06/2007 - The registrar identified seven students who will complete the SM AS degree spring 2007. The students will be asked to complete a "hard copy" questionnaire in May 2007 and express their opinions regarding experience with faculty teaching methods, their student learning experiences, and their opinions regarding SM knowledge gained from completing the Supervision & Management program at GCC	
Supervision & Management AS - AY06-07 SLO#3 Supervision & Management Skills **Anticipated Use of Assessment Result:** Present SM240 Labor Law course guide does not require a legal prerequisite. Results will be used by legal advisors to determine whether or not SM230 Business Law Applications should be adopted and required as a prerequisite before enrolling in SM240. **Follow-Up:** 11/04/2007 - This fall 2007, adjunct legal instructor, a practicing attorney, will ensure compliance with legal advisory committee currency recommendations of the following federal labor statutes: 1926 & 1936 Railway Labor Act (RLA), 1932 Norris-LaGuardia Act 1932, 1935 National Labor Relations Act (Wagner), 1947 Labor Management Relations Act (Taft-Hartley), & 1959 Landrum- Griffin Act. 09/27/2007 - Adjunct legal instructor, an attorney, was hired for fall 2007 to replace Program Administrator who went on medical leave. Upon Program Administrator's return in November 2007, Program Administrator will collaborate with adjunct and legal advisors to discuss whether or not SM230 Business Law Applications should be a prerequisite for SM240 Employment & Labor Law.	**Task:** Consult and collaborate with adjunct and legal advisors to determine prerequisites for SM230 Business Law Applications **Description:** Author and legal advisors have scheduled a meeting for May 7, 2008, Room D8b or earlier—if feasible—to discuss whether or not SM230 Business Law Applications requires a prerequisite

SUPERVISION & MANAGEMENT CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	
Supervision & Management Certificate - AY06-07 SLO#1 Supervision & Management Knowledge **Anticipated Use of Assessment Result:** Results from the SM211 data harvest will be used to evaluate and determine whether adopted SLOs in SM211 require review and modification in terms of student learning 09/17/2007 - Source: Assessment Plan "Anticipated Use of Assessment Results" [Results from the SM211 data harvest will be used to evaluate and determine whether adopted SLOs in SM211 require review and modification in terms of student learning.] Use of Assessment Results: Full time instructor and adjunct have determined that since the overall student rubric performance of 88% exceeded the 70% criterion, current SLOs in SM211 E-Commerce will be reviewed and revised--if needed, during its five-year currency program scheduled for fall 2008 **Follow-Up:** 09/27/2007 - The dynamics of Internet technology requires an annual review of current textbooks that feature cutting edge SLOs ensuring students learn the latest updates and upgrades with regard to management principles unique to the Internet working environment. This critical activity is necessary to support the evaluation of current SLOs offered in SM211. SM211 textbook reviewed in 2006 and superseded with current text approved for 2007. 09/19/2007 - Although two students did not meet the "exemplary 3" criterion, full time instructor and adjunct agree the overall class performance was acceptable due to 88% scoring rate. A follow up discussion between full time instructor and adjunct fall 2007 will determine why the two students who scored "emerging 1" did not meet the "exemplary 3" criterion.	
Supervision & Management Certificate - AY06-07 SLO#2 Supervision & Management Service Learning Component **Anticipated Use of Assessment Result:** Data harvested will be used to evaluate the efficacy of Service Learning component in SM225 Leadership. 09/17/2007 - Source: Assessment Plan "Anticipated Use of Assessment Results" [Data harvested will be used to evaluate the efficacy of Service Learning component in SM225 Leadership.]	
Supervision & Management Certificate - AY06-07 SLO#3 Supervision & Management Student Perception **Anticipated Use of Assessment Result:** Student responses should indicate their level of satisfaction with their program completion in Supervision & Management. Data compiled from the survey will be used by the author, department, adjuncts, and advisory committee for program review, assessment, and revisions purposes to determine whether specific courses will require substantive course guide and program revisions.	(1) Recruit "SMILE" COPSA SM student association group to assist in the survey; (2) Collaborate with SM instructors to conduct the survey with their SM students in the last two weeks of spring 2008 term: (3) Follow up with registrar identifying additional SM graduates completing degree requirements in fall 2007 and spring 2008 for survey participation. **Follow-Up:** 10/07/2007 - On a related matter, spring 2007, the SM AS program received institutional approval merging and adopting Marketing and Supervision & Management program principles

03/07/2008 - In an effort to improve the SM graduate survey completion rate for 2008, the author proposes the following work in progress plan designed to actively solicit more SM graduates' participation in the SM Graduate Survey:	creating a synergistic product in terms of SLOs. 10/06/2007 - The SM Certificate program is scheduled for a complete review concurrent with the technical and related general education course requirements fall 2008.

SYSTEMS TECHNOLOGY CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Systems Technology Certificate - AY06-07 SLO#1 CONFIGURE AND REPAIR NETWORK SYSTEMS - Students will be able to install, configure and repair Computer Network System. **Anticipated Use of Assessment Result:** Will evaluate the results on a yearly basis to ensure that program is effective. Note: Certificate in Systems Technology has an impact in Computer Networking A.S. There's been an increased in students pursuing Computer Networking A.S. 04/15/2008 - With this assessment results, students will be able to pass the CCNA exam. This semester employees from MCV who currently took the course Network I-IV, has successfully passed the CCNA exam.	
Systems Technology Certificate - AY06-07 SLO#2 PASS THE LOCAL & NATIONAL CERTIFICATION TEST - Students will be able to pass Local & National Certification test in Computer repair & Networking Administrative. **Anticipated Use of Assessment Result:** Will evaluate the results on a yearly basis to ensure that program is effective. 04/17/2008 - The CAT5 & Fiber is designed and develop by Industry, changes to the ETA certification exam can only be made by the industries. 04/15/2008 - The results will be used to assist in determining what changes needed in the ETA examinations. ETA retains this information and is brought up within meetings as changes arise in the industry.	
Systems Technology Certificate - AY06-07 SLO#3 PRODUCTIVE TECHNICIAN IN THE TELECOMMUNICATIONS INDUSTRY. 04/17/2008 - The CAT5 & Fiber is designed and develop by Industry, changes of the ETA Certification Exam can only be made by the industry. 04/15/2008 - In order for students to complete the Category 5 Wiring & Testing class, all students must pass the skills portion. Attached will be the Skills Testing Documentation to show completion. The skills testing documentation is part of the requirement for the ETA certification.	

VISUAL COMMUNICATIONS AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Visual Communications AS Program AY 08-09 SLO#1 MAC OS Basics **Anticipated Use of Assessment Result:** Results will indicate if students are learning the continually evolving operating system that is the basis for other lab courses.	
Visual Communications AS Program AY 08-09 SLO #2 Map – Students will demonstrate their knowledge and skill using Illustrator to make a digital map. **Anticipated Use of Assessment Result:** Results will assess student's ability to use the enhanced tools of CS3 Illustrator software.	
Visual Communications AS Program - AY 08-09 SLO #3 Student Survey - Students will indicate satisfaction with the Visual Communications Program. **Anticipated Use of Assessment Result:** This survey will tell us if students have had enough successful interaction with the workplace to feel confident in their abilities; if the visual communications courses allow for creativity; and if there is sufficient instruction in crafting digital presentations.	

VISUAL COMMUNICATIONS SECONDARY PROGRAM

Visual Communications Secondary Program - AY 08-09 SLO#1 MAC OS Basics – **Anticipated Use of Assessment Result:** Results will indicate if the students have learned the basics of the Macintosh Operating System.	
Visual Communications Secondary Program - AY 08-09 SLO #2 Multimedia Presentation - Teams of students will collaborate to develop multimedia presentations. **Anticipated Use of Assessment Result:** Results will assess if students are able to use computer applications.	
Visual Communications Secondary Program - AY 08-09 SLO#3 Student Survey - Students will display the attitudes to be successful in a Visual Communications profession. **Anticipated Use of Assessment Result:** Results will indicate if the students have successfully completed enough Industry based projects to give them confidence in their workplace skills; if the students have confidence in producing and using electronic presentations; and, if the students have been given adequate opportunities to express their creativity.	

Table 14. Implementation of Assessment Results for Student Services and Administrative Units,
Fall 2007 – Spring 2008

ACCOMMODATIVE SERVICES

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Accommodative Services - AY 07-08 COMMUNITY PARTNERS AND RELATIONSHIPS **Anticipated Use of Assessment Result:** Establish a community support system for students with disabilities.	
Accommodative Services - AY 07-08 INTERNAL PLANNING, BUDGETING AND EVALUATION PROCESS **Anticipated Use of Assessment Result:** Assessment results will determine the need for service providers.	

APPRENTICESHIP TRAINING PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Apprenticeship Training - AY07-08 AUO#1 APPRENTICESHIP ADVISEMENT - To support educational programs by providing accurate advisement to registered apprentices as to their academic "MAP" (Related Instruction Schedule). **Anticipated Use of Assessment Result:** To determine the consistency of Advisement towards the Academic Goals of students.	
Apprenticeship Training - AY07-08 AUO#2 APPRENTICESHIP ENROLLMENT - To support educational programs by beginning to record trade related course enrollments of apprentices. Although, this information has been available, a systematic recording of this data has not been established. **Anticipated Use of Assessment Result:** Accurate audit for the apprentices as they track through their "Related Instruction Schedule" (MAP).	
Apprenticeship Training - AY07-08 AUO#3 APPRENTICES REPORTS ONLINE - To support the educational programs by ensuring the timeliness of the Quarterly Reports which are formulated for the use of our user's i.e. Dean, AVP, President & The Board of Trustee. This information should be readily available on our electronic network.	

Anticipated Use of Assessment Result:	
To affirm the accuracy and accessibility of reports to internal and external customers.	

ASSESSMENT & COUNSELING

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Assessment & Counseling - AY07-08 AUO#1 Student Activities 03/10/2008 - Status of data collection: Minimum # of workshops to be offered and evaluated was met. Offerings were based on the Student Needs Assessment conducted in 2007, focusing on the top 5 workshops students are interested in. Workshops conducted to date: 1) 'Take advantage of MyGCC online services" workshop (September 2007). 2) Tips for Academic Success - "Getting Good Grades" workshop (September 2007). 3) Goal Setting - "Planning Ahead" workshop (September 2007). 4) Career Development - "Am I really making the right career decision'" (February 2008) 5) Time management- "Fighting Procrastination" workshop (March 2008). Data from the surveys collected for each workshop have yet to be compiled and analyzed. **Summary of Result Type:** Outcome not met **Summary of Result Status:** Open **Budget Implications:** No budget impact **Notes:** Workshop series sponsored by GTA. **Anticipated Use of Assessment Result:** The results of the needs assessments will be used to determine which workshops/presentations will be offered. 03/10/2008 - Status of data collection: Student Needs Assessment – 306 surveys distributed. Data gathered June-August 2007. Compilation of Results completed September 2007. **Summary of Result Type:** Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact **Notes:** Workshop series sponsored by GTA.	**Task:** Sally Sablan & Karen Sablan as primary facilitators **Description:** The department will conduct evaluations after each workshop conducted by the counselors and guest speakers. **Task:** Schedule, conduct, and evaluate workshops addressing student success knowledge and skills.

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Assessment & Counseling - AY07-08 AUO#2 Employee Awareness of Counseling Services **Anticipated Use of Assessment Result:** If criterion is not met department will evaluate results and create or improve the product or type of media deliverable. 03/10/2008 - Status of data collection: The focus group was conducted on February 29, 2008. The nature of the questions asked of the participants provided for illustrative examples of the strengths of the department with particular emphasis on the department developed advocacy booklet and the department developed newsletter. Note: 86 copies of the Advocacy Booklets were distributed at AY 2007 -2008 Convocation. The quarterly newsletter was distributed since Fall 2005 (via hardcopy and email). A pre-scripted approach to conducting the focus group concentrated on the department's productive energies toward positive outcomes. This methodology was used to cooperatively explore what is working well so that the department can plan and implement further positive action. The following guide themes were formulated to generate enthusiasm through positive inquiry, illuminating the positive core, and identifying strengths, specifically: * What is appreciated' * High Point Activities * Images of the Future Following each theme were a series of questions. In addition, a handout with the written form of the questions was given to the focus group members who would rather respond in writing. The final report will be generated once all responses have been transcribed and analyzed. **Summary of Result Type:** Outcome not met **Summary of Result Status:** Open **Budget Implications:** Over $500 **Notes:** Budget implications indicated is for printing costs (ideally). However, recent budget constraints in recent distributions kept the budget under $500.	
Assessment & Counseling - AY07-08 AUO#3 Student Success in College 03/10/2008 - Status of data collection: During the Fall 2007 semester, a survey of faculty was conducted in which the following information was obtained for the question: "Do you think a college level student success course (3 credits)	

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
should be a General Education requirement for our post-secondary students'" Of the 84 faculty who responded to the survey, 81 faculty completed the above question. Raw data results: 50 indicated "Yes" to the question and 31 indicated "No" to the question. Research on national trends was conducted during the Fall 2007 and Spring 2008 semester. Data will be complied. **Summary of Result Type:** Outcome not met **Summary of Result Status:** Open **Budget Implications:** Under $500 which the following information was obtained for the question: "Do you think a college level student success course (3 credits) should be a General Education requirement for our post-secondary students'" Of the 84 faculty who responded to the survey, 81 faculty completed the above question. Raw data results: 50 indicated "Yes" to the question and 31 indicated "No" to the question. Research on national trends was conducted during the Fall 2007 and Spring 2008 semester. Data will be complied. **Summary of Result Type:** Outcome not met **Summary of Result Status:** Open **Budget Implications:** Under $500 compiled onto a bar graph to be used for guidance in the development of a course. **Summary of Result Type:** Outcome not met **Summary of Result Status:** Open **Budget Implications:** Under $500	
Assessment & Counseling - AY07-08 AUO#4 Career and Technical Education Secondary Presentations 03/10/2008 - Status of data collection: Data for this method was collected through surveys distributed to 9th and/or 10th grade students following the presentations to increase students' awareness and understanding regarding the GCC Career Technical Education programs offered at the secondary level at all four GPSS high school sites (GW, SHS, JFK, & SSHS). The anticipated minimum number of presentations and evaluations were met for all school sites. Raw data have been gathered during the academic year to date; however,	.

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
more will be gathered sometime during the Spring 2008 semester. Summary information of surveys collected to date: GW site: 129 surveys collected (December 10-13, 2007) SHS site: 72 surveys collected (February 19(1) & 21(2), 2008) JFK site: 301 surveys collected (October 8-12 10th) & (October 15, 16, 18, 22, 23, 24 9th) SSHS site: 100 surveys collected (February 11-14, 2008) Total: 301 surveys collected Survey results will be tabulated for SSHS & JFK during the Spring 2008 semester. Survey results have been tabulated for SHS - Raw data collected: Q1 Q2 Strongly Agree 48 45 Agree 22 25 Not Sure 01 01 Disagree 01 01 Strongly Disagree 00 00 Survey results have been tabulated for GW - Raw data collected: Q1 Q2 Strongly Agree 52 53 Agree 65 52 Not Sure 08 19 Disagree 02 01 Strongly Disagree 00 00 Data analysis of all raw data gathered will be completed by the Fall 2008 semester. **Summary of Result Type:** Outcome not met **Summary of Result Status:** Open **Budget Implications:** Under $500 03/10/2008 - Status of data collection: Counselor for GW site conducted follow-up questions with the 129 students surveyed to check for increased understanding and awareness and raw data has been tabulated from this follow-up questioning. Overall, focus groups will be conducted this Spring 2008 semester and data analysis to follow	

BOARD OF TRUSTEES

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Board of Trustees - AY07-08 AUO#1 Membership Education - comprehensive professional development plan that would provide for continuous education for board members. **Anticipated Use of Assessment Result:** Each board member will be able to participate in board meetings with utmost professionalism and will be able to better understand their role and duties as a member on the Board. **Anticipated Use of Assessment Result:** Professional Development **Anticipated Use of Assessment Result:** Upon completion of attendance at various conferences, board member(s) will share with fellow board members information and new ideas gathered.	
Board of Trustees - AY07-08 AUO#2: Board Assessment -Establish and implement systematic assessment processes. **Anticipated Use of Assessment Result:** Attend follow up assessment training with AIE.	
Board of Trustees - AY07-08 AUO#3: Review of Board Policies **Anticipated Use of Assessment Result:** Results will determine how often board policies are to be reviewed, e.g. yearly, every 2-years, etc. **Anticipated Use of Assessment Result:** Conduct follow up meetings, as needed, with college stakeholders such as internal college representatives, advisory committee participants, and the three branches of the government of Guam. **Anticipated Use of Assessment Result:** Results will determine whether the Board is in compliance with Accreditation's recommendations.	

BUSINESS OFFICE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Business Office - AY07-08 AUO#1 Communications with campus community on financial resources. - To support educational programs by communicating and working closely	

with the campus community, the Business Office will provide monthly financial reports. 04/30/2008 - Training sessions to access online financial information on the integrated financial system are being conducted at least once a month. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open 04/30/2008 - There has been three training sessions conducted and an approximate total of 40 participants.	
Business Office - AY07-08 AUO#2 Timely processing of employee and vendor payments. - To support educational programs, the Business Office will process timely payments to employees and vendors for services performed and supplies obtained. 04/30/2008 - Vendor invoices are initially received by Materials Management and forwarded to Accounts Payable for payment processing. A payment register will be generated to determine timeliness of payment to vendors. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open 04/30/2008 - The payment register will identify the number of days it took prior to processing of payment to vendor. A payment register will be generated to verify the timeliness of payment to vendors. Payments have been processed about three times a week in the last seven months to **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open 04/30/2008 - Vendor invoices are initially received by Materials Management Division and forwarded to Accounts Payable for payment processing. From October 2006 through February 2008, vendor payments were being processed manually. Only in mid-March 2008 did the payment processing through the system begun.	
Business Office - AY07-08 AUO#3 Monitor GovGuam and federal reporting requirements. - To support educational programs by providing quarterly financial reporting to internal and external	

stakeholders. The Business Office ensures that the college is in compliance with reporting requirements set forth by the Guam Legislature and federal grantors. 04/30/2008 - The Guam Office of the Public Auditor is required by law to ensure that the College complies with the quarterly reporting requirements. According to the law, the College is to provide copy of the report manually, electronically, and post the report on the College's website. The College has satisfactorily met all quarterly reporting requirements. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open 04/30/2008 - The College have complied at 100% of the reporting requirements. 04/30/2008 - Audit work by independent auditor is still in progress. Audit report is projected to be issued no later than May 31, 2008. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open	
Business Office - AY07-08 AUO#4 Ensure timeliness of budget allocation & management of fiscal resources. - To support education programs by ensuring the timeliness of budget allocations, the business office will provide financial information to departments based on funds appropriated by the Legislature and the Board of Trustees. 04/30/2008 - Due to the instability of the system, budget allocation were completely loaded on the Banner system in January 31, 2008. During this time procurement process was done manually. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open 04/30/2008 - Daily cash flow report is prepared to monitor availability of funds. Banner Finance module contains budget monitoring function which alert users processing purchase order when budget has exceeded. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open	

CAREER PLACEMENT CENTER

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Career Placement Center - AY07-08 SSUO#1 STUDENT TRANSITION PREPAREDNESS PLAN/TRAINING 07/03/2008 - Academic Advisement Committee will convene in Fall 2008. Emphasis will be placed in helping the Transition subcommittee develop Student Transition plans. Results from Transition plan will be used 1) to assist secondary student's transition to GCC postsecondary programs; 2) to assist post-secondary student's transition to higher education, employment or military careers.	**Task:** A) STUDENT TRANSITION PLAN **Description:** Develop a Transition Plan through the Academic Advisement Committee. **Task:** Develop a Transition Plan through the Academic Advisement Committee. B) EMPLOYMENT PREPAREDNESS CHECKLIST **Description:** Checklist for students or graduates to prepare for employment. **Task:** Checklist for students or graduates to prepare for employment. **Task:** C) CAREER/EMPLOYMENT WORKSHOP SURVEYS **Description:** Training/workshop surveys that address career development and employment readiness issues. **Task:** Conduct surveys for class presentations, workshops, conferences at least 2x per term. **Task:** D) EMPLOYER FEEDBACKSTUDENT PREPAREDNESS **Description:** Feedback from employers evaluating students/graduate preparedness. **Task:** Prepare/finalize employer feedback as a follow up to referred/placed students. **Task:** E) ADVISORY COMMITTEE **Description:** Advisory minutes will be used to review needs and recommendations to assist students/graduates for preparing for employment and careers. **Task** Set up meeting for Spring 2008. **Task:** F) COMMUNITY PARTNERSHIPS TO ASSIST STUDENTS'GRADUATES WITH **Description:** Promote activities such as job fairs, workshops or career related activities in sponsorship with external/internal community partners. **Task:** 1. Promote CTE/JOB FAIR in partnership with

	GHRA, 2/23/08 2. Promote workshops or career related activities in sponsorship with a STUDENT ORGANIZATION at least 1x per AY. 3. Promote workshops or career related activities in sponsorship with a PROGRAM/FACULTY at least 2x per AY.
Career Placement Center - AY07-08 SSUO#2 STUDENT RECRUITMENT/APPLICANT POOL (EMPLOYMENT) - To increase student/graduate employment recruitment/applicant pool for referring for employment/career opportunities. 03/07/2008 - (A) STUDENT IN-TAKE FORMS PENDING CCA'S APPROVAL OF CPC'S RESUBMITTED PLAN- 12/6/07. Progressive effort in collecting data from student in-take forms accounting for new student applicant pool and the sources that have been effective in reaching postsecondary **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact **Notes:** Recruitment through: 1. Class presentations 2. 2/23/08, Career and Technical Education and Celebration/Job Fair in partnership with GHRA. 3. Work with Office Technology, Business Department to provide resume writing workshops through a class presentation while recruiting new student pool for CPC.	**Task:** A) STUDENT IN-TAKE FORMS **Description:** Student in-take forms to assess CPC's recruitment and advertisement effectiveness; and provide recruitment pool strategies. **Task:** Track student pool via in-take forms each semester.
Career Placement Center - AY07-08 SSUO#3 STUDENT/COMMUNITY AWARENESS & PARTNERSHIPS - a) To build student awareness about CPC programs so students utilize services to assist with their career transitions. b) To build and strengthen community (internal/external) awareness about CPC services to recruit more students for needed fields in the workforce. 03/10/2008 - (A) STUDENT IN-TAKE FORMS & STUDENT LOGS PENDING CCA'S APPROVAL OF CPC'S RESUBMITTED PLAN-12/6/07. Progressive data collection from student services log and student intake forms, pending CCA's approval of resubmitted plan. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact 03/10/2008 - (B) EMPLOYER JOB REQUEST	**Task:** (A) STUDENT IN-TAKE FORMS & **Description:** Student in-take forms and logs will record students/graduates awareness of CPC's services and needs. **Task:** Data collection conducted upon students visiting the office. **Task:** (B) EMPLOYER JOB REQUESTS LOG, JOB ANNOUNCEMENT, and/or SURVEYS **Description:** Employer job requests logs to record request for GCC students/graduates. Job Announcement log to record announcements issued to applicants. Employer surveys to assess student skills/needs. **Task:** Collect employer data via job

LOGS, JOB ANNOUNCEMENT LOGS and/or SURVEYS PENDING CCA'S APPROVAL OF CPC'S RESUBMITTED PLAN- 12/6/07. Monthly data collection of Employer job requests logs, job announcements. Employer surveys recently issued at CTE/Job Fair 2/23/08. Follow ups currently being conducted. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open **Budget Implications:** Over $5,000 **Notes:** Career and Technical Celebration and Job Fair are such a successful event. However, money resources are needed for promotions and contingency plans should a problem arise with the location. GHRA hopes to partner again next year with a sponsorship plan to assist with advertising/venue costs. 03/10/2008 - (C) ADVISORY COMMITTEE MINUTES PENDING CCA'S APPROVAL OF CPC'S RESUBMITTED PLAN- 12/6/07. Committee will meet towards the end **Summary of Result Type:** Outcome not met **Summary of Result Status:** Open **Budget Implications:** No budget impact	requests logs, job announcements monthly. Surveys collected at least one time per academic year. Means of collecting used to assess the employer's awareness of CPC's services. **Task:** (C) ADVISORY COMMITTEE **Description:** Advisory meeting minutes collected to use as a recommendation to improve, add or delete student training programs/services in preparation of the workforce. **Task:** Compile CPC's advisory committee minutes at least 2 x per term. **Task:** (D) GRADUATE SURVEYS **Description:** Conduct graduate surveys at commencement rehearsal to evaluate graduates awareness of our services. **Task:** Issue surveys at commencement rehearsal.
Career Placement Center - AY07-08 SSUO#4 STUDENT PLACEMENT 03/10/2008 - (A) REFERRAL/PLACEMENT LOGS (B) STUDENT SERVICES LOGS PENDING CCA'S APPROVAL OF CPC'S RESUBMITTED PLAN- 12/6/07. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact	**Notes:** Recording student visitors/services utilized and student/graduate referral and placement status monthly. Pending approve of resubmitted assessment plan 12/6/07.

CENTER FOR CIVIC ENGAGEMENT

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Center for Civic Engagement - AY07 -08 AUO1 SUPPORT GENERAL EDUCATION REQUIREMENT 03/06/2008 - DATA COLLECTION PROGRESS: For A and B: The CCE office is maintaining records	

of SL activities conducted by faculty. Instructors are communicating with CCE's fulltime VISTA Coordinator whenever a SL activity is being implemented, and CCE is creating files of these SL activities. Included in each file is the instructor's name, course, description of SL activity, number of participants, and student reflections. At the end of AY2007- 2008, the number of instructors and courses implementing SL will be tallied. In order to ensure that no SL activities are missed, CCE will send out a faculty survey at the end of AY2007-2008 to verify participation in SL and to provide an accurate count of courses implementing SL.This survey will be done in lieu of using the DC Syllabi Checklist. Note: The courses integrating SL were not identified in the Spring 2008 Master Schedule. This deadline was too ambitious because more lead time is needed to identify these courses in the Master Schedule as DCs build the Master Schedule well in advance of the upcoming semesters. CCE is now targeting SL course identification in the Master Schedule for Fall 2008. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open	
Center for Civic Engagement - AY07 -08 AUO2 RESOURCES FOR FACULTY USE - To provide resources and support for faculty. 03/06/2008 - DATA COLLECTION PROGRESS: An inventory of CCE resources was completed in Fall 2007, and this inventory is being updated regularly. Log sheets and records (as per the means of assessment) are all being maintained. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact	
Center for Civic Engagement - AY07-08 AUO3 WORKSHOPS FOR FACULTY - To conduct or coordinate CE/SL workshops for 03/06/2008 - DATA COLLECTION PROGRESS: A workshop was conducted with new instructors during the GCC Professional Development Day in October, 2007. Additionally, CCE's fulltime VISTA Coordinator has met with DCs and their respective departments to discuss services offered through CCE and to offer assistance to faculty. Records are being maintained of these meetings including collection of workshop evaluation data. **Summary of Result Type:** No Issues Found	

Summary of Result Status: Open **Budget Implications:** No budget impact	

CENTER FOR STUDENT INVOLVEMENT

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Center for Student Involvement - AY07-08: SSUO#1 – Leadership Conferences - To support students, based on outcomes of STUDENT surveys, by providing training opportunities for them to develop their leadership skills. 04/17/2008 - Still currently collecting surveys from students. Once all surveys are collected, data compilation will begin. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact	**Task:** Student Surveys **Description:** Status: currently still collecting surveys from students. Once all surveys are collected, data compilation will begin. **Task:** Center for Student Involvement to distribute and collect surveys from students.
Center for Student Involvement - AY07-08: SSUO#2 – Leadership Conferences - To support students, based on outcomes of FACULTY surveys, by providing training opportunities for them to develop their leadership skills. 04/17/2008 - Still collecting surveys from faculty. Once all surveys are collected, data compilation will begin.	**Task:** Faculty Surveys **Description:** Status: currently still collecting surveys from faculty. Once all surveys are collected, data compilation will begin. **Task:** Center for Student Involvement will distribute and collect surveys from faculty.
Center for Student Involvement - AY07-08: SSUO#3 - COPSA Officer & BOT Student Member Training - To support the newly elected STUDENT leaders by providing leadership training to prepare them for their new roles. 04/17/2008 - Training to be conducted during the summer months. Training dates to be determined after incoming COPSA Officers and BOT Student Member are officially sworn in. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact	**Task:** Leadership Training **Description:** Leadership training dates to be determined after incoming COPSA Officers and BOT Student Member are officially sworn in. **Task:** Center for Student Involvement to conduct leadership training during the summer months for the incoming COPSA Officers and the BOT Student Member.

COMMUNICATIONS & PROMOTIONS

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Communications & Promotions - AY07-08 AUO#1 DEVELOP PROMOTIONAL MATERIAL FOR SECONDARY STUDENT POPULATION - To provide a general information brochure (GIB) of GCC's programs for the secondary and post secondary environments that can be used to help promote and build awareness of the college's programs and services. This GIB will help better inform the community of GCC's educational opportunities and the success of student learning outcomes at the completion of any of GCC's programs in the high school and post secondary. **Anticipated Use of Assessment Result:** After completion of GCC presentations and the distribution of the new GCC GIB, a post survey will be conducted with instructors and students to determine their new understanding of the college. Based on data collected, the Office of Communications & Promotions is better able to refine promotional activity and media buys based on input provided by students and faculty where GCC presentations are conducted.	
Communications & Promotions -AY07-08 AUO#2 INTERNAL COMMUNICATION MESSAGES - To ensure that the internal communication messages received from administrators, faculty are posted on MyGCC within the same work day in a satisfactory manner by end-user. **Anticipated Use of Assessment Result:** Based on information provided by Users, recommendations will be made to the MyGCC Core Advisory Committee to help improve the services and handling of internal messages for the campus community.	
Communications & Promotions - AY07-08 AUO#3 INCREASE GCC AWARENESS AT THE GPSS MIDDLE SCHOOL LEVEL – GPSS middle school students, in the eighth grade, at Untalan Middle School and Agueda Johnston Middle school should have a better understanding of the available career and technical educational courses that are provided at the GPSS high schools by GCC. The select public middle school students will also have a better understanding of GCC postsecondary programs. **Anticipated Use of Assessment Result:** Based on the surveys and presentations, the results will help determine the understanding and exposure GCC secondary programs, and eventually post secondary programs, exist at the middle school	

level. This AUO will also help determine what GCC needs to do to better its exposure at the middle school level.

Anticipated Use of Assessment Result:
Presentations will determine how effective and knowledgeable the students are about GCC programs at the secondary and post secondary level.

CONTINUING EDUCATION

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Continuing Education - AY06-07 AUO#1 PROFESSIONAL & PERSONAL ENRICHMENT – To provide professional and personal enrichment courses to the public, government agencies, private businesses and regional entities throughout the year. 05/06/2008 - Using the results of data, we will re-evaluate plan to assess and address critical areas of need. We will also look at reevaluating criterion to a more conservative percentage than the 10% we indicated. AUO Not met. Increase in course offerings and MOA's were not met. This is due to several factors attributed to ; implementation of new computer system, published advertising contract ending, lack of personnel support due to reduction in work hours and rising costs for education. 05/06/2008 - The Office of Continuing Education will look at setting up a budget for printed advertisement, increase presence at Conferences and Fairs, and reevaluate method of flyer distribution to companies and agencies.	
Continuing Education - AY06-07 AUO#2 PROMOTION AND ADVERTISEMENT - To aggressively promote and advertise the department's goals in the community to include government agencies and private businesses so that all industry needs are addressed. 05/06/2008 - The course interest log data shows that respondents (n=229) contacted the Office of Continuing Education for more information on programs and course offerings. Of the 229, 43% of potential students contacted our office as a result of viewing a printed ad in the Pacific Daily News. 26% of potential students expressed interest in taking a course or program through the Office of Continuing Education's participation at a Fair or Conference. 17% of potential students either telephoned, emailed or walked in to our office as a result of their interest in attending a course or program for professional or personal development. 12% contacted our office	

through a referral by a friend or family member. The remaining 2% contacted our office about a program or course advertised by a flyer at their place of work.
Summary of Result Type:
Issues Found
Summary of Result Status:
Open
Budget Implications:
Over $5,000
Notes:
The Office of Continuing does not have an advertising budget. If a budget were to include at least $5000.00 or more, printed ads would encourage the general public to contact our office for more information and generate interest in our programs and courses. A half page ad typically costs $1100.00 .One ad placed in the PDN on a monthly basis would generate much interest and contact from the community which would lead to larger enrollment numbers.
Related Documents:
CE Course Interest Log Data & Results.xls
CE Course Interest Log Data & Results.xls

Continuing Education - AY06-07 AUO#3 STUDENT SATISFACTION - To increase student satisfaction through the use of student questionnaire specific to CE programs. 05/06/2008 - When evaluating data results, survey shows the few responses of dissatisfaction due to inconvenient class hours and course taken by student did not meet training or personal development needs. Program planning could include a variety of hours, not limited to evening and weekends only for those who would like to take courses at varied hours. Although AUO was met, criterion should have been "increase student satisfaction by 1% - 2%" instead of 5%.	

ENROLLMENT SERVICES

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Enrollment Services - AY07-08 AUO#2 Support for Recruitment Activities - To ensure resources are provided to recruitment activities (i.e. job fair, high school recruitment events) based on participants' requests. Participants may include faculty, staff, and administrators. 03/10/2008 - Since September 2007 twelve requests (n=12) were received. Of the 12 requests 10 were fulfilled. Two requests asked for resources that were not available through this office. One (1) had to be	**Notes:** Both unfulfilled requests were addressed by referring the requestors to other offices on campus. However, since this office is the recruitment clearing house for resources, and based on these assessment findings, my office will purchase additional resources. **Related Documents:** Enrollment Services Recruitment Logbook

referred to another office (the request was fulfilled), and one (1) could not be fulfilled due to a the fact that the resource requested could not be located on campus.
Summary of Result Type:
Distinction/strength
Summary of Result Status:
Open
Budget Implications:
Over $500

FACILITY MAINTENANCE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Facility Maintenance - AY 06-07 Quality maintenance and repair services. - To provide 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. **Anticipated Use of Assessment Result:** Infrastructure Improvement - We will maintain college facilities with the highest degree of serviceability within available resources.	
Facility Maintenance - AY 06-07 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. **Anticipated Use of Assessment Result:** We will make our maintenance organization structure more responsive to our customers.	

FOUNDATION BOARD

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Foundation Board - AY07-08 COMMUNITY RELATIONS PROGRAM - To evaluate the board's performance in developing a public community relations program. **Anticipated Use of Assessment Result:** Finding will be used as a springboard for discussing ideas for improvement of social outreach activities.	
Foundation Board - AY07-08 NONTRADITIONAL FUNDING SUPPORT - To identify the strengths and weaknesses of the board vis-à-vis its principal	

mission as a vehicle for the contributions of funds to activities, goals, plans, projects and programs at GCC that are not funded (by not adequately being funded) by the government or traditional sources.

Anticipated Use of Assessment Result:
The results will be used to suggest concrete steps or strategies that the board can take to improve its functioning.

HEALTH SERVICES CENTER

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Health Services Center - AY07-08 AUO#1 HEALTH CLEARANCE REQUIREMENTS - The Banner program will be utilized in facilitating health requirements for school admission and registration. **Anticipated Use of Assessment Result:** To determine any improvements necessary in using Banner program for health clearance in school admission and registration.	**Task:** Audit of enrollees' health records on Banner **Description:** The health records of students on Banner were audited to see completeness and accurateness of data entry. The problems encountered during the Fall 2007 audit were discussed. **Task:** The Banner program was not successfully utilized in Fall 2007 registration because it was more often down than up. Most of the inputting of health records on Banner took place after the actual registration. The staff of Admission and Registration helped out with the data entry during and after registration. The unreliability of Banner continued on pretty much until October 2007. This had made it very difficult, if not impossible, to conduct a health audit. Unlike NIAS program which allowed us to print out students' records with the immunizations and TB clearances data, Banner can only provide us with the names of students and their incomplete Banner file numbers. This makes health audit highly dependent on the availability of Banner, meaning if Banner is down we cannot do audit. Thus, the health audit of enrollees' records in Fall 2007 did not get completed until the early part of Spring 2008. The problems encountered/noted from the Fall 2007 audit include: health data of 66 students were not completely migrated from NIAS program to Banner (nurses had to manually do the migration), files with no data both in Banner and NIAS (nurses still don't have the know-how in checking if clients are actively enrolled unlike with NIAS), and 7 incomplete PPD recording (had dates but results not indicated, so nursing staff had to check the logbook and input the results). Other improvements that need to be done on the part of nursing and Admission and Registration staff doing the data entry include: making sure that health holds are cleared/removed when appropriate, and for the old TB skin test data to be deleted when the most

	current TB tests have already been inputted. In Spring 2008 registration, the Banner remained up which had made the health clearance process much smoother than the previous semester. The staff of Admissions and Registration assisted with the data entry during the heavy registration period until the days of add and drop. Since the TB clearance and immunizations data are not in ODS (Operational Data System), the plan for Spring 2008 audit is to utilize the listings with the names and banner number of students who are lacking immunization or those due for TB clearance updates. This will make it easier and more practical for the nursing staff to conduct an audit. The request for the listing was provided to the registrar on Feb.11, 2008.
Health Services Center - AY07-08 AUO#2 ANNUAL EMPLOYEE TB CLEARANCE - Annual TB clearance of employees will be conducted as required by Public Law. **Anticipated Use of Assessment Result:** To determine compliance rate of employees to annual TB clearance requirement. To use data as needed in reporting to the TB section of the Department of Public Health and Social Services.	**Task:** Audit of employees' annual TB clearances. **Description:** Results of audit of employees' health records to determine compliance to annual TB clearance requirements. **Task:** As in the past, the compliance rate of FTEs to annual TB clearance has been excellent. The ones whose TB clearances are not up-to-date on our records are those who are on extended leave, and these are the ones on military leave. As of Feb. 29, 2008, all the employees due for an update in the month of February have been updated. The Center is currently working on employees who are due in March 2008. As far as adjunct faculty are concerned, their compliance rate is satisfactory, but not as exemplary as the FTEs. They comply fast when the Administrators (the Deans) get into their cases. As of February 26, 2008, all adjunct faculty due for updates in the month of February have all been cleared. There are only two who are due in March 2008 and those have been notified by the respective dcs and the acting adjunct associate dean.
Health Services Center - AY07-08 AUO#3 HEALTH CENTER CUSTOMER SATISFACTION -Satisfaction surveys and student focus group will be utilized to assess and improve customer satisfaction with the Health Center services. **Anticipated Use of Assessment Result:** To look at the suggestions and take them into considerations, as necessary, towards the improvements of infrastructure and services.	**Task:** Satisfaction Survey **Description:** Results of satisfaction survey from October 2007 to February 2008. **Task:** From Oct. 2007 to Feb. 2008, there were 81 clients who completed the satisfaction surveys. 100% of the respondents indicated agree or strongly agree to the survey statements, meaning that they were satisfied with the health services. Several comments were positive, echoing and emphasizing the professionalism of the school nurses, the attitude of caring, kindness, and friendliness, and appreciation of services provided, especially the free shots (referring to immunizations). The suggestions for improvement were limited to infrastructure and

	equipment as the clients put it "Need new computer" and "Need bigger offices." There were 6 students who agreed to be a part of the student focus group for the Health Services Center. The first meeting will take place before Spring 2008 semester ends.
Health Services Center - AY07-08 AUO#4 HEALTH COUNSELING SERVICES - Counseling on health related issues will be provided to clients of the Health Center. **Anticipated Use of Assessment Result:** To determine what continuing education workshops/conferences nursing staff should participate in and resources needed to support health counseling.	**Task:** Audit of medical referrals, illness reports and request for medication forms from October 2007 to February 2008. **Description:** Results of audit of medical referrals, illness reports and request for medication forms from October 2007 to February 2008 to determine health counseling done. **Task:** From October 2007 to February 2008, there were 131 clients seen for management of common conditions according to the audit of illness reports, medical referrals, and request for medication forms. All of these clients (131/131) were provided with necessary health counseling. Majority of the visits were due to following conditions: headache (26 cases), common colds and flu (23 cases), conjunctivitis (16 cases which were all reported to the Guam Territorial Epidemiologist as required by law), cut/abrasion/sores (12 cases), problems associated with digestion (9 cases), joint pain and muscle pain (8 cases), and other problems which had 4 cases or less such as, but not limited, to insect bites, earache, and nosebleed.
Health Services Center - AY07-08 AUO#5 NURSING INTERVENTIONS TO INJURIES - Appropriate nursing interventions to injuries sustained on-campus will be provided at the Health Center. **Anticipated Use of Assessment Result:** To determine what areas of nursing skills and necessary supplies needed to appropriately deal with on -campus injuries.	**Task:** Audit of accident reports which happened on-campus. **Description:** Results of audit of accident reports which happened on-campus from October 2007 to February 2008. **Task:** From October 2007 to February 2008, there were 21 reports completed for the accidents which took place on-campus. 100% (21/21) of these accidents were provided with appropriate nursing interventions. Most of the cases (11 out of 21 or 52%) were superficial cuts. There was one case of a fall in which an ambulance was summoned due to rule out head injury and for stitching of facial cut.

HUMAN RESOURCES OFFICE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Human Resources - AY07-08 AUO#1 DEVELOPMENT & TRAINING - To support education programs by providing training. **Anticipated Use of Assessment Result:**	

(1) To improve the timely offering of training. (2) To ensure participants satisfaction with training.	
Human Resources - AY07-08 AUO#2 EMPLOYMENT PRACTICES - To support educational programs by ensuring that employment practices of recruitment and promotion comply with the federal and local **Anticipated Use of Assessment Result:** Meet 100% of application submission for job announcement. Meet 100% of applicant request of eligibility for promotion.	
Human Resources - AY07-08 AUO#3 Improving & Enhancing HR Operations - To support educational programs by developing and implementing the human resources and payroll module through the Banner integrated database. **Anticipated Use of Assessment Result:** Determines the need for future Banner training.	

INSTRUCTIONAL TECHNOLOGY CENTER

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Instructional Technology Center - AY07-08 AUO#1 EFFICIENCY WITHIN OUR WORK ENVIRONMENT - To support educational programs by providing activities that effectively employ advances in technology to create efficiencies within our work **Anticipated Use of Assessment Result:** Track the progressive usage of Banner and MyGCC.	
Instructional Technology Center -AY07-08 AUO#2 COMMUNICATIONS BETWEEN INSTRUCTORS & STUDENTS – To support educational programs by providing E-Mail and Course Studio workshops to improve communications between instructors **Anticipated Use of Assessment Result:** Track progressive usage and successes of communication(s) via Course Studio and E-Mail.	
Instructional Technology Center - AY07-08 AUO#3 USAGE OF MYGCC FEATURES - To support educational programs by enhancing the usage of new technologies which includes MyGCC features along with future technological advances. **Anticipated Use of Assessment Result:** Track wider usage of features offered by Banner/MyGCC.	

LEARNING RESOURCES CENTER

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Learning Resource Center - AY 07- 08 SSUO#1 CUSTOMER SERVICES - Students will receive competent assistance when borrowing materials, asking directional questions, using computer stations, making audiovisual requests, or conducting other library business at the Circulation 03/10/2008 - A Library Services Survey was distributed and compiled during both the 2007 Fall & 2008 Spring Semesters. 347 patrons evaluated the services provided by GCC Library. A Student Focus Group was conducted on Feb.14, 2008 to assess student perceptions of the quality of customer services. Another Library Services Survey will be distributed during the Fall Semester, 2008. **Summary of Result Type:** Distinction/strength **Summary of Result Status:** Open **Budget Implications:** No budget impact **Related Documents:** Student Focus Group Questions Student Library Services Survey Student Focus Group Responses Student Library Services Survey	**Task:** Evaluation of Customer Services **Description:** Customer Services will be evaluated through surveys and focus groups conducted during the assessment cycle. **Task:** 1. Distribute and compile library surveys during Fall, 2007 and Spring, 2008 Semesters. 2. Conduct a student focus group in Spring Semester, 2008.
Learning Resource Center - AY 07- 08 SSUO#2 INFORMATION LITERACY SKILLS - Students will learn information literacy skills to become effective library users, information consumers and life long learners. 03/10/2008 - Surveys were distributed in 7 Library Information Literacy Classes during the 2007 Fall & 2008 Spring Semesters. Student artifacts were collected and analyzed. In the Focus Groups conducted during February, 2008, questions were asked about the effectiveness of Information Literacy Instruction. **Summary of Result Type:** Distinction/strength **Summary of Result Status:** Open **Budget Implications:** No budget impact **Related Documents:** Student Focus Group Questions Student Library Instructional Survey Student Focus Group Responses Student Library Instructional Survey Results, Spring, 2008	**Task:** Evaluation of Information Literacy Instructional Program **Description:** Evaluation of the Information Literacy Program will be assessed by administering surveys and conducting focus groups to determine the effectiveness of the instructional program. **Task:** 1. Distribute surveys to Library Information Literacy classes in Fall, 2007 and Spring, 2008. 2. Ask specific instructional questions in focus groups in Spring, 2008.

Learning Resource Center - AY 07- 08 SSUO#3 LEARNING RESOURCES - The library will provide sufficient resources to support the curricular needs of 03/10/2008 - In the Faculty Survey distributed in February, 2008, the faculty were polled about the sufficiency of learning resources in GCC Library. In the Faculty Focus group, questions were asked about the sufficiency of learning resources. **Summary of Result Type:** Distinction/strength **Summary of Result Status:** Open **Budget Implications:** No budget impact **Related Documents:** Faculty Focus Group Questions Faculty Instructional Survey Faculty Focus Group Responses 2008-1 Faculty Instructional Survey Responses 2008-1	**Task:** Evaluation of Learning Resources **Description:** A faculty survey and focus group will be used to determine the sufficiency of resources to support the curriculum. **Task:** Conduct a faculty survey and focus group in Spring, 2008.
Learning Resource Center - AY 07- 08 SSUO#4 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. 03/10/2008 - Students and Faculty were asked to evaluate library technology in surveys and focus groups conducted during the Fall, 2007 and Spring, 2008 semesters. **Summary of Result Type:** Distinction/strength **Summary of Result Status:** Open **Budget Implications:** No budget impact	**Task:** Evaluation of Library Technology **Description:** Student surveys and a faculty focus group will be used to evaluate current library technology. **Task:** 1. Conduct student surveys in Fall, 2007 and Spring, 2008. 2. Ask faculty about library technology in a focus group in Spring, 2008.

MANAGEMENT INFORMATION SYSTEMS (MIS)

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Management Information Systems - AY07-08 AUO#1 Security & Reliability for the Network & Computer Technology Infrastructure - In order to provide students and employees better computer security and network reliability and protection for an environment that is more conducive to teaching and learning, MIS will put in place routers, switches, firewalls, enterprise antivirus subscriptions, stricter router access-list, continued use of antispam systems, activation of personal system firewalls, and the removal of unnecessary public IP addresses	**Task:** Network Phase-by-phase Tests & Upgrade **Description:** As part of the TAC-approved emergency measures to stabilize and improve the campus network, phase-by-phase tests and upgrades will be conducted. Firewalls, Routers and network segmentation will be implemented to better manage network traffic flow. **Task:** Research, procure, install, configure, and test

Anticipated Use of Assessment Result: To identify measures to further improve network and computer security, accessibility, reliability, and performance. To provide justification for the purpose of acquiring hardware and software tools to better monitor and manage computer assets and the network's infrastructure.	firewalls and routers and make adjustments for network improvements where necessary.
Management Information Systems - AY07-08 AUO#2 Technical Support Services - Improve accessibility and/or presence of MIS personnel for technical support services that can be conducted over the phone or in person within two-hours or less for simple requests, and two days or more for complicated requests. Increase and improve levels of availability, quality, capacity, and know-how of MIS personnel in the direct delivery of in-house technical support for all types of service requests. **Anticipated Use of Assessment Result:** To determine areas for improvements in the delivery of MIS technical support services and to identify ways to respond quicker and be more reachable to our users. To determine if staffing levels in MIS is insufficient, and if yes, to use results as justification to hire additional personnel.	**Task:** Staff Workloads and Responsibilities Assessment & Realignment **Description:** This is to assess and look at each MIS employee's workload and responsibilities to determine areas where improvements can be made and a more balanced approach is implemented in the distribution of work orders, tasks, projects, and technical support. **Task:** Revisit overall employee task and support matrix and make adjustments where necessary.
Management Information Systems - AY07-08 AUO#3 Upgrade new computer specifications - In order to ensure that students and employees are provided computers that will be capable of meeting the requirements of current and future software, all new lab and employee desktop and laptop PCs will be installed with specifications no less than the current consolidated bid specification standards as approved by the Technology Advisory Committee and as awarded through the bidding process. All systems will be installed with current standard software as approved by the Technology Advisory Committee. Exceptions to purchase requests of non-standard equipment and software will be reviewed by the Technology Advisory Committee for either approval or disapproval. **Anticipated Use of Assessment Result:** To justify continuing with this practice of consolidating and standardizing computer technology bid specifications. To track problematic configurations, vendor delivery and service performance. To determine if improvements are necessary for future standard specifications. To determine if MIS technical support is also improving through systems standardization.	**Task:** Checklist for System Delivery and Return for Repaired and Newly Imaged Computers **Description:** Please put together list of applications installed on Employees systems: A. Bid Spec's Applications: MS Office 2003 MS Office 2007 Corel WP Office Suite Special Application B. Non-Bid Spec's Applications 1. Adobe Acrobat Professional 2. _____(customer to fill out) Purchased App #1 3. _____ (customer to fill out) Purchased App #2 Also, Image Name for MIS use. Basically list all the specifics that reside on the host system. Please put together list of Shared Resources. This would include Drive Mappings to Novell Servers, Drive Mapping to Special Servers (i.e. Project AIM's 'ACCESS' database system and Josephine Arceo's Emaint program) among others. Special logins such as Novell Accounts (User/GCC2000 or Guest/GCC_Operations). For the 'server-based' Systems create another form for that server's specs. This form will have all the details regarding the installation and set-up for that server/application. Network Identity: Computer Name (15 character field), Computer Description

	(~30 characters) and IP requirements. This field will be set by us based on existing data. I.e. Dept-User is the GCC default for the Full Computer name. Workgroup Devices: Shared Printers/Copiers this field will be pretty much fill in the blank. You should have fields like IP Address of device, Windows workgroup name, etc. System Peripherals: that may be attached to the host computer; printers, PDA's, scanners, any hardware that connects directly to the host system and may require special drivers or software. One form for 'User-WorkStation', 'User-Server' and User-Workgroup Device'.User-WorkStation' form should have references to the 'User- Server' or 'User-Work-Group Device' forms. Devise a checklist of the different types of tasks needed to be done when end-user computers are being serviced, especially when they are being deployed, retrieved and then returned. The checklist should include items the user can resume doing all of their work when their computers are deployed or returned back to them. Among many others, the checklist of tasks should include: √ Saving and restoring e-mail setup and associated e-mail messages, calendar, address books, etc. √ Saving and restoring critical user files as requested by the user (especially if user was unable to do his/her own backup due to lack of know-how, problems with the computer, lack of backup medium, etc.) √ Saving and restoring bookmarks of browser √ Installation/Reinstallation of standard and specialized software (Operating Systems, MS Office, Corel, Norton, Adobe Reader, Adobe Professional/Creative Suite/Publishing Collection, QuickBooks, etc.) √ Saving and restoring of Static IP information and system name, etc..√ Saving, restoring, installation, or reinstallation of printers, printer drivers, etc. √ Saving and restoring of Personal Firewall Settings, System Configurations, etc. √ Saving, restoring, installation or reinstallation of Novell Mapped Drives, Windows Mapped Drives, Mapped Shared Drives, etc. √ Saving, restoring, installation or reinstallation of specialized accessories or devices (PDAs, scanners, USB drives, wireless devices, etc.) Additional suggestions can include brief training sessions with users on how to backup their files, login/logout, connect to the MyGCC portal, change passwords, use email properly, etc. Add other tasks that may be missing. Users should acknowledge the checklist when the unit is first retrieved and then re-acknowledge when the unit is returned back to them. **Task:** Devise a checklist of the different types of tasks

	needed to be done when end-user computers are being serviced, especially when they are being deployed, retrieved and then returned. Another checklist can also be developed for other types of equipment such as servers, printers, etc. **Task:** Microsoft VISTA Hardware and Software Tests and Upgrades **Description:** Since Microsoft VISTA is fast approaching, MIS needs to conduct and complete tests of existing hardware and software to better determine the financial and technological impact of this new operating system. **Task:** Procure, install, configure, test, and compile a report of the Microsoft VISTA operating system as it relates to the current hardware and software specifications and standards.

MATERIALS MANAGEMENT/PROCUREMENT

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Materials Management/Procurement - AY 07-08 AUO#1 COMMUNICATION WITH THE CAMPUS COMMUNITY - To support educational programs by communicating and working closely with the campus community in confirming receipt of goods and services to ensure receipt of invoices 03/24/2008 - Materials Management is currently tracking receipts from vendors through a log book. The data being collected is the date in which the item is received and when it was delivered or picked up. This will allow MM to monitor the length of time it takes to deliver the items and what the issues are when it takes more than 5 days. **Summary of Result Type:** Outcome not met **Summary of Result Status:** Open **Budget Implications:** No budget impact **Notes:** Currently, Materials Management is tracking this process manually however, MM is working on obtaining this information through Banner. 03/24/2008 - Materials Management is currently tracking this manually however, will transition into obtaining this information through Banner. An initial meeting will be scheduled to gather information from departments to identify any issues that need to be addressed. **Summary of Result Type:**	**Notes:** Although training was held on March 13 and 20, 2008 there were some issues found and Materials Management will continue the manual requisition process until there is an upgrade to the system.

Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact 03/24/2008 - Materials Management conducted trainings for creating requisitions through Banner on March 13, 2008 and March 20, 2008. The feedback of the training will be entered as we continue to gather the information. Materials Management did advise the attendees that only requisitions submitted using one FOAP (new acronym for the budget account code - Fund, Organization, Account, Program) and 5 items or less could be done electronically. **Summary of Result Type:** Issues Found **Summary of Result Status:** Open **Budget Implications:** Over $5,000	
Materials Management/Procurement - AY 07-08 AUO#2 TIMELINESS IN PROCURING SUPPLIES & MATERIALS - To support educational programs by ensuring the timeliness in procurement of supplies and services needed in support of college programs and services. 03/24/2008 - As of January 2008, Materials Management was about 2 months behind in processing requisitions into purchase orders. In March 2008, MM caught up and is now about 2 weeks behind. At the start of FY2008 (October 1, 2008), the FOAPS were not set up for prior year. This was due to having to load all the prior year purchase orders first and then processing the many other requisitions that were submitted. Due to the Form Fusion template not being set up, MM is currently loading the PO's into Banner and then manually printing them which requires more time. MM is working with MIS to install the software so that the PO template is created and then once loaded into Banner it can be automatically printed on the laser printer. **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open **Budget Implications:** Over $5,000 **Notes:** The delay was due having to load all the prior year purchase orders first and then process the submitted	

requisitions. On a daily basis there were numerous walk-thrus (more than 10), in which requesters wanted those to be processed ASAP thus, delaying the processing of the other already submitted.	
Materials Management/Procurement - AY 07-08 AUO#3 MONITOR PROCUREMENT COMPLIANCE - To support educational programs through oversight of the procurement process, Materials Management ensures that the college follows GovGuam and federal rules and regulations in procuring goods and services, insuring applicable assets, and tracking college inventory. 03/24/2008 - The audit for FY2007 is currently being conducted. **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact 03/24/2008 - The renewal of policies for property, automobile, crime, and educational insurances was completed for the current period (October 1, 2007 - September 30, 2008). The property, automobile and crime insurance is with Moylan's Insurance and educational insurance with United Educator's. **Summary of Result Type:** Distinction/strength **Summary of Result Status:** Open **Budget Implications:** Over $5,000 **Notes:** The upcoming renewal of applications will be for the period of: October 1, 2008 to September 30, 2009) 03/24/2008 - Inventory Management Officer is current on physically tagging all assets for the college. Although GCC has items that need to be surveyed and removed from the campus, GSA (General Services Agency - responsible for accepting the assets) is not accepting the items for survey. The IMO is working with GSA closely to clear out these items from the campus. **Summary of Result Type:** Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact 03/24/2008 - The Inventory Management Officer is	

currently working on getting all the data loaded into Banner. The tables for Fixed assets have all been loaded however, the data for Fixed Assets will be loaded as soon as the audit request for Fixed Assets is complete. For the past couple of months, the IMO has been assisting in other areas of Materials Management (requisitions, receiving and other training for Banner). **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open **Budget Implications:** No budget impact	
Materials Management/Procurement - AY 07-08 AUO#4 BOOKSTORE QUALITY SERVICE - To support educational programs by ensuring student satisfaction in providing quality services, including adequate supply of books and supplies in a timely manner. 03/24/2008 - The Bookstore Manager is taking inventory of current books in stock so that there is a good estimate of books needed for the start of Summer 2008. **Notes:** Bookstore does not have any control on the addition or deletion of a course per semester. It can be a problem when the semester begins and there is a need to order books for RUSH and the cost of the shipping is big due to the weight and priority of the shipment. 03/24/2008 - The Bookstore Order Worksheet for Summer 2008 was sent to All Deans and Vice Presidents of the college on March 10, 2008 to be distributed to all Department Chairs and Special Project Coordinators so that an accurate count of books will be ordered and any new courses being offered. The deadline for submission is March 24, 2008. **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open **Budget Implications:** Over $5,000 **Notes:** The Book Order Worksheet Memo detailed with instructions to the Department Chairs and Special Project Coordinators will be posted for Fall 2008 in MyGCC.	

PLANNING & DEVELOPMENT

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Planning & Development - AY07-08 - AUO#1 - ADMINISTRATION OF SELECTED FEDERAL GRANTS - To support educational programs through the administration of federal grants (i.e., Workforce Investment Act (WIA), Adult Education & Family Literacy and Perkins. Career and Technical Education, Title III, etc.). **Anticipated Use of Assessment Result:** To strengthen the administration of selected grants by providing stakeholders effective training, planning, budgeting and evaluating processes. **Anticipated Use of Assessment Result:** To strengthen and improve P&D's monitoring system of federal funds and assure full use of the program administrator's approved budget.	
Planning & Development - AY07-08 - AUO#2 - DIVERSIFICATION OF FINANCIAL RESOURCES – To support the institution by seeking opportunities that diversify GCC's financial resources in order to develop new or strengthen existing programs or support institutional initiatives. 05/07/2008 - 1.n=25 2.n=10 **Summary of Result Type:** No Issues Found **Summary of Result Status:** Open **Budget Implications:** Over $500 **Notes:** 1. Between 7/1/06 - 6/30/07, 25 (8 WIA and 17 CTE) individuals/companies obtained an application for federal assistance (WIA and CTE); between 7/1/07 - 5/7/08, 32 (17 WIA and 15 CTE) were obtained which represents an increase (7) from the previous year. 2. The log sheet identifies several projects by the month requested. When compared to FY2007 (11 presidential initiatives), 10 projects were initiated in FY2008 through April 2008. Additionally, 5 projects have been identified to be worked on by the end of FY2008. Of the 10 projects, 8 have been accomplished; 1 is in progress; and 1 has not started. **Anticipated Use of Assessment Result:** To seek opportunities to diversify GCC's financial resources by improving and promoting networking and information sharing within the campus community.	

Planning & Development - AY07-08 - AUO#3 - FEDERAL FUNDS SUPPORTING EDUCATIONAL PROGRAMS - To support educational programs by awarding federal funds that develop new or strengthen existing programs. **Anticipated Use of Assessment Result:** Results will be used to maximize the eligible providers" use of federal funds to improve and strengthen adult and career and technical programs.	
Planning & Development - AY07-08 -AUO#4 - INSTITUTIONAL DATA AND RESEARCH - To provide data and/or research to stakeholders or agencies on individuals who benefit from Workforce Investment Act (WIA) or Perkins funds. **Anticipated Use of Assessment Result:** To strengthen and improve the response rate to provide institutional data and research to internal and external shareholders or agencies.	

PRESIDENT'S OFFICE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
President/CEO - AY07-08 Integrating Diverse Voices for Institutional Improvement - The President (CEO) will facilitate greater involvement of faculty in academic and curricular processes, and will facilitate better integration of various stakeholders' voices in the institutional assessment initiative, which highlights accountability and program improvement. **Anticipated Use of Assessment Result:** Results will demonstrate the President's strong commitment to the college's mission, and will also reveal issues that concern certain sectors of the college. These findings will be used to find ways to improve college processes that demand attention.	
President/CEO - AY07-08 Strengthen, diversify, or increase the human, fiscal, and physical resources for college operations. - The President (CEO) will allocate resources to address the needs of the institution. This process includes initiatives for adequate funding from the Legislature, as well internal and external funding sources. **Anticipated Use of Assessment Result:** Results will identify areas of improvement that will be addressed by the President, particularly in areas that deal with human, physical and fiscal improvements.	
President/CEO - AY07-08 Upholding the college mission - The President (CEO) will strengthen the	

| college's visibility in the community, by communicating its strengths, successes and accomplishments to solidify its mission of workforce development in Guam and in the region.

Anticipated Use of Assessment Result:
Findings from the document analysis will be used to validate the college's mission statement in the annual review presented to the Board of Trustees. | |

PROJECT AIM/TRiO PROGRAMS

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Project AIM/TRiO Programs - AY07- 08 SSUO#1 Cumulative GPA of 2.0 or higher. - Each participant will achieve a cumulative GPA of 2.0 or higher on a 4.0 scale per academic year. **Anticipated Use of Assessment Result:** Results will determine what other activities will be needed to ensure that the minimum of 80% participants will receive a 2.0 GPA each program year.	**Task:** Academic Counseling each semester. **Description:** Each participant will meet with the Academic Counselor at least 3 times per semester to review academic progress. Each participant will provide progress report to the program each semester. Services provided to participant will include tutoring, mentoring and program participation.
Project AIM/TRiO Programs - AY07-08 SSUO#2 Financial Aid Assistance - Participants accepted into the program will be offered financial aid assistance to ensure that each participants' financial need 03/05/2007 - All participants have received Financial Aid Assistance through one-on-one counseling sessions with the Project AIM counselor and have been provided with Financial Aid Workshop during the Fall and Spring semester. Each student has also met with the Financial Aid coordinator at the school site. 100% of students were serviced in this area. Where n=175 participants. **Summary of Result Type:** Distinction/strength **Summary of Result Status:** Open **Budget Implications:** No budget impact **Notes:** None 03/05/2007 - The results will be provided in the Performance Annual Report of the grant which is due in November 2007.	**Task:** Financial Aid review. **Description:** Academic Counselor will ensure that each participant has been provided Financial Aid Assistance. Review Pell Grant documents supported by the financial aid office at GCC.
Project AIM/TRiO Programs - AY07- 08 SSUO#3 Identify and Select 175 Participants - Identify and select 175 participants each year as indicated by the federal grant.	**Task:** Recruitment of program participants. **Description:** Program will recruit participants and present the program to classrooms, college recruitment

Anticipated Use of Assessment Result: To comply with the requirements of the US Department of Education's Annual Performance Report as required by the Grant. **Anticipated Use of Assessment Result:** By the middle of the Academic year, if recruitment of participants were not met, evaluation and review of pending applications will be assessed for acceptance.	activities and community service activities.
Project AIM/TRiO Programs - AY07-08 SSUO#4 Retain and Graduate -Participants who have been retained and graduated with an associate degree will transfer to a 4-year institution. 03/05/2007 - Unable to provide this data until the end of the academic year (May 2007). **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open 03/05/2007 - As of February 2007, there are 8 participants that are ready to graduate in May 2007 of which 50% (n=4) of these students will transfer to a four-year institution to receive their baccalaureate degree. **Follow-Up:** 03/26/2007 - Follow up after May 2007, after graduation. 03/05/2007 - Close supervision of the 8 students' progress report **Follow-Up:** will be monitored by the counselor to ensure that 100% of students retained and will graduate and transfer on to their baccalaureate degree will be monitored by the counselor to ensure that 100% of students retained and will graduate and transfer on to their baccalaureate degree.	**Task:** Tracking of graduated students with an Associate Degree. Tracking of transfer students to a 4- year institution. **Description:** The program staff will continue to track students with Associate Degree who transfer to a 4 year institution. The program will track students' retention at the 4 year institution until completion of a baccalaureate degree.

SAFETY OFFICE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Safety Office - AY07-08 AUO#1 SAFETY AND HEALTH COMMITTEE - Safety Office to incorporate Safety and Health with the ADA committee to improve safety awareness, prevent violations, injuries and comply with ADA **Anticipated Use of Assessment Result:** The comparison of the quarterly accident/injury report will determine if additional safety training is required. 04/10/2008 - This is just an example **Summary of Result Type:**	

Issues Found **Summary of Result Status:** Open **Budget Implications:** No budget impact **Notes:** This is just a test	
Safety Office - AY07-08 AUO#2 SAFETY ORIENTATION TRAINING - To require faculty and staff to attend the mandatory safety orientation training (unless previously attended within one year). **Anticipated Use of Assessment Result:** The attendance results will determine whether more training will be necessary.	
Safety Office - AY07-08 AUO#3 SAFETY TIP-BITS THROUGH THE MYGCC WEB SITE - The Safety Office will set safety tip-bits using the GCC Joomla web site. **Anticipated Use of Assessment Result:** Better awareness of occupational safety and health environment	
Safety Office - AY07-08 AUO#4 TRAINING & OSHA EQUIPMENT PURCHASE - To procure Occupational Safety & Health Equipment. **Anticipated Use of Assessment Result:** Request to increase the Safety Office" annual budget.	

STUDENT FINANCIAL AID

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Student Financial Aid - AY07-08 AUO#1 STUDENT SATISFACTION - Ensure timeliness in disbursement of federal financial aid and scholarships. To support educational programs through the timely award of federal financial aid and scholarships, the financial aid office ensures the efficient and timely disbursement of student assistance. **Anticipated Use of Assessment Result:** To determine if disbursement procedures or other services need to be changed.	
Student Financial Aid - AY07-08 AUO#2 FEDERAL FINANCIAL AID PROGRAM ELIGIBILITY – Ensure institutional eligibility for federal financial aid programs. To support educational programs, the financial aid office will	

complete the necessary reporting requirements for the annual FISAP (Fiscal Operations Report and Application to Participate) to ensure institutional eligibility for federal financial aid programs.

Anticipated Use of Assessment Result:
To identify needed procedural changes.

Student Financial Aid - AY07-08 AUO#3 DISSEMINATE FINANCIAL AID PROGRAM INFORMATION - Provide information for students about Financial Aid opportunities. To support educational programs the financial aid office will provide information to students during each semester orientation. **Anticipated Use of Assessment Result:** Results will be used to gather baseline data on the number of students receiving financial aid material each semester.	

STUDENT SUPPORT SERVICES

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Student Support Services - AYSPFA06I-DISCIPLINARY INTERVENTION FOR CROSSENROLLED, SECONDARY STUDENTS - To ensure that all cross-enrolled, secondary students attending GCC who need disciplinary intervention receive this service in an efficient, timely manner. **Anticipated Use of Assessment Result:** (1) To attend conferences and training to enhance disciplinary intervention skills. (2) Design effective methods of communication with instructors of cross-enrolled, secondary students about the services provided by the Office of Student Support Services. **Anticipated Use of Assessment Result:** (1) To attend conferences and training to enhance disciplinary intervention skills. (2) Design effective methods of communication with instructors of cross-enrolled, secondary students about the services provided by the Office of Student Support Services.	
Student Support Services - AYSPFA06I-SECURITY SERVICES FOR CAMPUS COMMUNITY – To ensure the campus community receives security services needed for a safe learning environment. **Anticipated Use of Assessment Result:** To enlist the aid of the Assistant Director for Communications & Promotions on how to provide	

optimum awareness on security to the GCC community, either through emails or brochures. The objective is to increase the methods of communication within the institution about the need to promote a safe and secure learning environment. **Anticipated Use of Assessment Result:** To promote a safe and secure learning environment by improving upon the need to provide security services to the campus community.	
Student Support Services - AYSPFA06I-STUDENT & FACULTY IDENTIFIERS FOR CAMPUS ACCESS - To provide students and faculty with identification cards and parking decals within the first month of each academic semester. **Anticipated Use of Assessment Result:** To train the staff within the Office of Student Support Services to utilize the assistance of the Assistant Director for Communications & Promotion about the process to send email messages to the GCC community. The objective is to increase the methods of communication within the institution about the need to obtain identification cards and parking decals. **Anticipated Use of Assessment Result:** Improve efficiency and satisfaction in providing identifiers such as ID cards and parking decals to students, faculty, and staff.	

VETERAN'S UPWARD BOUND

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Veterans Upward Bound - AY07-08 SSUO#1 Veterans recruitment - Veterans Upward Bound program will identify and select 120 veterans in the program. **Anticipated Use of Assessment Result:** Individually contact pending applications to encourage participation. **Anticipated Use of Assessment Result:** By the middle of the Academic year, if recruitment of participants is not met, evaluation and review of pending applications will be assessed for acceptance. **Anticipated Use of Assessment Result:** By the middle of the Academic year, if recruitment of participants were not met, evaluation and review of pending applications will be assessed for	**Task:** Create personal portfolio for each participant **Description:** Personal portfolio folder will include documents submitted by participant, counselor's notes and forms as well as any other documents needed. **Task:** Create student database **Description:** Database will include participants personal information (name, address, SS#), eligibility, test scores and staff notes. **Task:** Recruitment of participants **Description:** Program will recruit participants and present program to various veterans' organizations, Gov Guam agencies and mayors' offices.

acceptance.	
Veterans Upward Bound - AY07-08 SSUO#2 Academic Improvement on Standardized Test – Participants served during each budget period will improve their academic skills. **Anticipated Use of Assessment Result:** The instructors and VUB staff will constantly monitor progress and if improvement is not made by each participant, then the course context will be altered/adjusted to fit their academic need.	**Task:** Conduct pre and post standardized test (Compass) **Description:** Participants will be asked to take the pre and post test to determine the academic level they are at before the program and after completing the VUB program.
Veterans Upward Bound - AY07-08 SSUO#3 Education Program Retention and Completion - Participants served by the project during each budget period will remain enrolled or completed their prescribed GCC-VUB educational program. **Anticipated Use of Assessment Result:** Staff will receive training in retention and counseling techniques as well as conduct monthly meetings to discuss participant's status, progress and any improvements that need to be addressed.	**Task:** Staff will receive retention and counseling training **Description:** VUB staff will receive training in retention and counseling techniques and theories and professional development.

WORK EXPERIENCE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
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. 10/04/2006 - At this time, there is only one coordinator on board since 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 its services. 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.	
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. 10/04/2006 - WE Coordinators are continuing to collect weekly journal reports, final projects and student surveys. Collection began in the Fall 2005 semester and will continue till the end of Spring semester 2006. Cathy Leon Guerrero (May 2006): n=91 All students were placed in a training station related to their career path. Hank Schilling (3-13-06): n=44 Students were placed in their career path. All of the eligible students are placed in their career path. Robin Roberson (3-30-06): 72% of the applications received were placed. **Summary of Result Type:** Problem/limitation 10/04/2006 - Criteria met. There is always room for improvement. WE coordinators can work with employer and respective departments to discuss new learning can occur for each student.	
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. 10/04/2006 - WE Coordinators are still collecting Employer surveys. Surveys have been collected since December 2005 and will continue till the end of Spring 2006.Cathy Leon Guerrero: Employer surveys received indicated 90% are satisfied. Hank Schilling: Employer surveys received indicate that 90% satisfied. Robin Roberson: n=4 Who participated in the WE program are satisfied with its effectiveness. 10/04/2006 - Criteria has been met. Employers were impressed with how 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. 10/04/2006 - WE Coordinators are continuing to collect student surveys. Surveys have been collect since the end of Fall 2005 semester. Collection will	

continue through Spring 2006. Cathy Leon Guerrero (May 2006): out of the 91 students, 75 turned in the surveys. N= 75. 100 % were satisfied. Hank Schilling (3-13-06): 86% were satisfied. Robin Roberson (3-30-06): 100% were satisfied. **Summary of Result Type:** Problem/limitation **Summary of Result Status:** Open 10/04/2006 - Criteria was met. Student services can always be improved because students' are our customers.	

Patterns of Curriculum Revision Activities

The table below was created based on a review of approved program and course curriculum files from Spring 2006 to Spring 2008. As discussed in the footnote on page 118 of the 7th AIAR, some corrections were made to reconcile certain discrepancies. The college catalog served as the main document source for the audit. Deleted programs during AY 2007-2008 were excluded from the matrix.

Out of the 13 certificate programs listed in the matrix, four programs had a lower percentage rate of courses that were 5 years old or more (Automotive Service Technology, Cosmetology, Supervision and Management, and Systems Technology). Thirteen out of 15 associate degree programs had an increase in the number of courses that were 5 years old or more. Six secondary programs had a lower percentage rate of courses that were 5 years old or more (Allied Health, Automotive Technology, Electronics Technology, Lodging Management, Marketing, Construction Technology). Two secondary programs had the same percentage rate of courses that were 5 years old or more (ProStart and Visual Communications). As for the Adult High School Diploma Program, all but two of the 17 required courses are outdated (88%). The above figures reflect the departments' efforts in ensuring that courses are mapped to their programs because the emphasis was more on this area than on updating their course curriculum documents.

Table 15. Summary of Program and Course Review Audit at the End of Spring 2008[23]

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
		Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008
Certificate Programs				
Automotive Services Technology	4/6/06	24	11	46%
		18	18	100%
		18	**0**	**0%**
Computer Science	3/03/03	15	9	60%
		13	7	54%
		12	**9**	**75%**
Cosmetology	2/12/07	9	7	78%
		9	1	9%
		6	**0**	**0%**
Criminal Justice	12/21/04	7	4	57%
		7	2	29%
		9	**8**	**89%**
Early Childhood Education	12/3/07	11	0	0%
		10	0	0%
		10	**3**	**30%**
Education	4/4/08	11	1	9%

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[23] This matrix was developed by Priscilla Johns, Program Specialist, AIE and updated by Priscilla Johns and Vangie Aguon. Please submit corrections (if any) to priscilla.johns@guamcc.edu. This document was included in the 5th Annual Institutional Assessment Report (AIAR) and updated August 5, 2008 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. Furthermore, although students may have a choice between two courses for some program requirements, all the courses listed in the College Catalog were included in the count for courses that were 5-years and older.

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
		Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008
		10	1	10%
		10	**2**	**20%**
Fire Science Technology	12/21/04	6	4	67%
		4	1	25%
		7	**5**	**71%**
Medical Assisting	11/3/05	17	0	0%
		17	1	6%
		17	**3**	**18%**
Office Technology		12	5	42%
		12	5	42%
		12	**7**	**58%**
Practical Nursing	12/3/07	16	0	0%
		13	0	0%
		14	**0**	**0%**
Sign Language Interpreting This program was re-activated during Spring 2008 term.	4/7/06	**9**	**3**	**33%**
Supervision & Management	5/19/04	11	0	0%
		10	1	10%
		10	**0**	**0%**
Systems Technology	4/9/04	19	10	53%
		19	15	79%
		19	**14**	**74%**
Associate Degree Programs				
Accounting	3/27/07	12	2	17%

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 Spring 2008	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008
		13	1	8%
		12	**2**	**17%**
Automotive Service Technology	4/6/06	25	12	48%
		20	0	0%
		20	**1**	**5%**
Computer Networking	7/26/05	18	7	39%
		18	9	50%
		18	**8**	**44%**
Computer Science	3/3/03	17	13	76%
		15	10	67%
		13	**12**	**92%**
Criminal Justice	12/21/04	11	1	9%
		11	1	9%
		11	**3**	**27%**
Culinary Arts	4/3/07	14	1	7%
		14	1	7%
		15	**5**	**33%**
Early Childhood Education	12/29/07	18	4	22%
		19	5	26%
		14	**6**	**43%**
Education	4/4/08	20	5	25%
		21	4	19%
		14	**8**	**57%**
Hospitality Industry Management	5/25/05	29	14	48%

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 Spring 2008	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008
		29	7	24%
		26	**7**	**27%**
Liberal Arts	3/25/03	12	1	8%
		12	1	8%
		11	**7**	**64%**
Marketing	3/27/07	15	2	13%
		13	1	8%
		14	**1**	**7%**
Medical Assisting	9/20/05	24	0	0%
		23	3	13%
		23	**4**	**17%**
Office Technology	4/30/04	26	6	23%
		25	8	32%
		23	**10**	**43%**
Supervision & Management	4/20/07	18	3	16%
		18	5	28%
		14	**5**	**36%**
Visual Communications	3/5/07	19	2	11%
		16	2	13%
		15	**3**	**20%**
Adult High School Program				
Adult High School Diploma Program (Adult Basic Education/Adult Secondary Education)	6/8/05	2	0	0%
		3	0	0%

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 Spring 2008	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008
		17	**15**	**88%**
Secondary Programs				
Allied Health/Nursing Assistant	5/3/02	4	3	75%
		4	3	75%
		5	**0**	**0%**
Automotive Technology		8	4	50%
		10	4	40%
		10	**0**	**0%**
Construction Technology		5	2	40%
		6	5	83%
		4	**3**	**75%**
Electronics Technology		6	3	50%
		6	5	83%
		8	**4**	**50%**
Tourism (Lodging Management)	1/24/06	5	3	60%
		3	1	33%
		3	**0**	**0%**
Marketing	3/10/02	9	7	77%
		10	6	60%
		10	**0**	**0%**
Tourism (ProStart)	1/24/06	3	1	33%
		3	1	33%
		3	**1**	**33%**

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
		Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008
Visual Communications	4/3/02	6	2	33%
		6	0	0%
		6	**0**	**0%**

Table 16. Summary of Course/Program Changes for AY 2007-2008

TYPE OF CHANGE INITIATED	DEPARTMENT	FREQUENCY
Program Substantive Change/Revision	Allied Health Education AA Electronics (Secondary)	1 1 1
Total Program Substantive Changes/Revisions		**3**
Program Non-Substantive Change/Revision	Allied Health Education AA Education AS Education Certificate Marketing AS Visual Communications AS Visual Communications Secondary	1 1 1 1 1 1 1
Total Program Non-Substantive Changes/Revisions		**7**
Course Adoption	Electronics (AS) Electronics (Secondary) Marketing Tourism & Hospitality	1 1 1 4
Total Course Adoption		**7**

Course Substantive Change/Revision	Allied Health	5
	Allied Health (Secondary)	1
	Automotive Service Technology	4
	(Secondary)	3
	Business	1
	Criminal Justice	5
	Education	2
	Electronics	3
	Electronics (Secondary)	5
	Marketing	4
	Tourism & Hospitality	1
	Visual Communication	
Total Course Substantive Changes/Revisions		**34**
Course Non-Substantive Change/Revision	Allied Health	2
	Marketing	7
Total Course Non-Substantive Changes/Revisions		**9**
Course Deletions	Cosmetology	1
	Education	1
	Visual Communications	5
Total Course Deletions		**7**
Total Number of Curricular Changes for AY 2007 – 2008		**67**

Important Note: Vangie Aguon compiled the information on this table from the Dean's curriculum log in Microsoft Access format. Please submit corrections (if any) to evangeline.aguon@guamcc.edu

Course substantive changes/revisions were the most frequent curriculum activity in AY 2007-2008. Many of these changes are tied to the incorporation of SLOs into the curriculum documents.

Part VII. Institutional Strategic Master Plan (ISMP)

Request for Proposal (RFP)

GCC published an RFP for an Institutional Strategic Master Plan (ISMP) (Appendix W) on the December 5, 2007 issue of the Pacific Daily News (PDN). The intent was to solicit proposals from qualified firms to perform an audit of adult and career and technical education programs then facilitate and develop the ISMP for the College.

As indicated in the June 15, 2006 issue of the PDN, Guam will receive over 8,000 U.S. Marines and their dependents from Okinawa, Japan beginning in 2008 at a cost of over $10 billion dollars; consequently, there will be an increase in the demand for educational services and

training. Thus, it is important for the College to develop a strategic plan in response to the anticipated economic growth.

As the State Agency for Career and Technical and Adult Education programs on Guam, the College is required to develop State Plans under the Carl D. Perkins Career and Technical Education (CTE) Act of 2007 and Workforce Investment Act (WIA), Title II of 1998. As mentioned in section III of the RFP, "These Plans, along with other institutional documents (GCC mission and goals, technology audit, assessment reports, etc.) and data (qualitative and quantitative) will be the foundation of the ISMP." According to the RFP (p.4) the ISMP must:

a) accomplish the institution's goal, ***"…to provide quality learning opportunities in occupational, technological, academic, and continuing education reflective of our community and industry needs",***

b) be cognizant of and integrate the State Plan for Adult Education, State Plan for Career and Technical Education, and other appropriate GCC reports, studies, and/or documents, will cover a five-year period,

c) identify an Institutional Vision Statement by working closely with the Task Force, focus groups, and the Standard I, Institutional Mission and Effectiveness Committee, and

d) holds steadfast to GCC's Mission Statement (Policy 100) or develop an appropriate Mission Statement that shows conviction to realizing the Institutional Vision Statement.

The consultant who was awarded the ISMP contract has been working with the Adult and Career and Technical Education Task Force and an internal focus group comprised of staff, faculty, administrators, and student representatives to develop the ISMP. The task force and focus groups have been meeting regularly to discuss issues related to career and technical education. Recommendations from the Task Force and focus groups have been incorporated into the ISMP. The draft of the ISMP is currently in its second reading and the final version is expected to be approved this semester.

Military Buildup and Workforce Development

GCC has been actively engaged in dialogue surrounding the anticipated military buildup on Guam. On August 7, 2007, GCC's Board of Trustees Chairwoman, Gina Ramos, and President Mary Okada, met with Guam delegate Madeleine Bordallo, U.S.Virgin Islands

Delegate, Donna Christian-Christensen, and Maria Connelley, Director of the Guam Department of Labor to discuss economic opportunities with the impending military buildup in the next few years.[24]

GCC has been working to identify ways to enhance its apprenticeship programs in order to prepare the local workforce for the upcoming military buildup. In the January 1, 2008 edition of KUAM News (Appendix X), President Okada reported that the college participates in the Governor's Civilian/Military Task Force for both its subcommittees on education and labor. President Okada also reported that upgrades have been made to the school's trade and industry divisions to include improvements in the welding, electrical, refrigeration, and automotive shops. Additionally, efforts to improve machinery are also underway. Furthermore, President Okada reported that the college has been working with the Society for Human Resource Management to provide information to the community showcasing what the College can do to provide training, particularly for the anticipated military buildup.

GCC is expected to play an important role in the upcoming military buildup and is committed to continuous engagement in activities that enhance public and private partnerships which provide opportunities for students.

Part VIII. Guam Community College's Governance System

Second Effectiveness Survey Report of the GCC Faculty Senate

GCC's Faculty Senate was implemented in Fall 2006 and provides for a governance structure in which faculty, administrators, staff, and students can participate in decision-making processes that impact the institution.

Since its implementation, the Faculty Senate has been assessed twice. The first assessment was conducted in Spring 2007 and the second was conducted in Spring 2008. The latest assessment report, *Second Effectiveness Survey Report of the GCC Faculty Senate*, highlights the following findings, some of which were tied to the findings and recommendations made in the first assessment report:

- The Faculty Senate experience has resulted in greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty. Furthermore, it has resulted in improved dialogue between faculty and administrators.

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[24] August 2007 Issue of Chachalani , p. 2

- Concerns were raised regarding disparity in faculty participation in committee work. These concerns relate to equity of work, accountability and evidence of performance. The Faculty Senate has been communicating with the Evaluation and Job Specification Committee to address these concerns.

- Feedback from the *general membership survey* used in the Faculty Senate study reveals a concern with the length of membership in committees. Several respondents suggested that the minimum term on a committee should be two years in order to ensure continuity of work.

- Qualitative responses from the *general membership survey* suggest that not all faculty understand the college's existing governance structure. When asked what seems not to be working with the Faculty Senate, respondents cited the following: (a) inadequate communication throughout the institution relative to shared governance and its importance, (b) lack of understanding about the Senate structure, and (c) input not fully valued by all constituents. When asked to provide concrete suggestions on how the Senate's organization or structure can be improved, one suggestion that was made was *continual development of the importance of shared governance and the role everyone on campus can and should try to play*.

- The Senate did act on the recommendation made in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate to publish a newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner. The first GCC Faculty Senate newsletter was published in Fall 2007 and the second is expected to be published and disseminated on or before Fall 2008.

- There appears to be a compliance issue with the Faculty Senate reporting requirements outlined in Article III of the Faculty Senate Bylaws. A review of the Faculty Senate website reveals that not all committee agendas, minutes, and reports have been posted on the website. Also, the information contained in the Faculty Senate website is not current. This finding is supported by qualitative responses to the *general membership survey* which reveals a concern with the lack of information posted on the Faculty Senate website and on the individual committee pages.

- There appears to be a concern with how decisions are made at certain levels. Qualitative comments from the *general membership survey* suggest that decisions are being made

without broad participation from all stakeholders and are being made by a few individuals. Responses to the *faculty survey* reveal that 33% of faculty either disagreed or strongly disagreed with the statement "I am satisfied with the way decisions are currently made at GCC." Additionally, 37% of faculty either disagreed or strongly disagreed with the statement "I am able to participate in the decision-making process at GCC."

- Although the Senate did act on the recommendation made in the first survey report to strive for "representativeness" rather than just "representation" of various constituent voices in this year's survey of Senate effectiveness by administering the survey during the Professional Development day held this past Spring, greater coordination with the Professional Development Review Committee could have resulted in higher return rates. Also, the Faculty Senate should have identified an alternate means of administering the survey to secondary faculty, administrators, staff, and students serving on committees who were not able to attend Professional Development Day.

- A recommendation that was made in the March 2007 Faculty Senate Effectiveness Report was "to 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." Article V of the bylaws of the Faculty Senate calls for a mandatory review of the constitution and bylaws of the College Faculty Senate and Shared Governance Council at the end of every year of operation. This review is part of the Senate's assessment process. In response to the recommendation made last Spring, the Faculty Senate created a committee evaluation process. As part of this process, the Faculty Senate along with committee members will evaluate the effectiveness of the Senate committees. Committee goals will be reviewed and approved by the Senate to ensure they support institutional goals. The Faculty Senate created a *Committee Goal Reporting Matrix* which includes committee goals, related college goals, committee activities or plan to address the goal, current status, and recommendations. The matrix was designed to assist the Senate in evaluating the effectiveness of faculty committees as a whole, and not individual committee members. As part of this evaluation process, committees must submit a copy of their goals to the Senate by the end of September.

They must also submit a midterm report the first week of September which involves identifying their committee goals, related college goals, committee activities or plan to address the goal, and current status. They must also submit their annual closing report by the first week of April. In addition to the information provided in the mid-term report, the closing report should also include written recommendations for next year. Only eight (8) committees submitted their annual closing report. Consequently, committee evaluations could not be completed before the end of Spring Semester.   This is a compliance issue that the Senate needs to address.

The following recommendations are given in relation to the conclusions above:
- The Faculty Senate should ensure that all required information is submitted to its office and posted on the Faculty Senate website in a timely manner. Additionally, the Faculty Senate as well as committees should ensure that the information contained in the website is current. The Faculty Senate should establish a compliance strategy including reminder notices sent to the committees of upcoming deadlines for submission of information to the Faculty Senate. Likewise, the Faculty Senate Past-President who serves as the College Faculty Senate Secretary should ensure that meeting agendas and minutes are posted regularly on the Faculty Senate website. It would be best if the Senate leadership establishes a standard operating procedure for submitting and posting meeting agendas and minutes on the Faculty Senate website. Also, as mentioned in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate, the Faculty Senate should "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."
- The Faculty Senate should identify a standard membership term for all committees. This standard should take into consideration the continuity of work being done in the committees. Possibly adopt the suggested two-year minimum.
- Although the Faculty Senate has conducted several presentations on the College's current Faculty Senate structure and the current governance concept, the Senate should continue its efforts in educating all faculty about the college's governance process in order to ensure a good understanding of the concept. This would also address the concern

mentioned above regarding how decisions are made at the College. Perhaps presentations should be conducted during department meetings. These presentations should also include information about committee reporting requirements and deadlines.

- If survey instruments are going to be used in future assessments of the Faculty Senate, they should be e-mailed to the target groups to ensure that all voices are heard. Also, since there are individuals who have multiple roles in the Faculty Senate or serve in several committees, instructions should be provided so that these individuals know which survey to complete.

- In terms of the concerns brought up in relation to equity of work, accountability, and evidence of performance, as suggested in the first survey report of the GCC Faculty Senate, a creative and balanced system of incentives and sanctions need to be developed in order to promote commitment, rather than mere compliance to Senate processes.

Although the Faculty Senate has implemented many of the recommendations made in its first assessment report, there is more that needs to be done to ensure that its assessment activities are meaningful.

Shared Governance and Accreditation Standards

The concern with how decisions are being made at the College mentioned in the *Second Effectiveness Survey Report* requires a closer look at ACCJC accreditation standards. As suggested in the report, perhaps the concern with the college's current decision-making processes is a result of a disjointed understanding of what "shared governance" means. Do faculty and administration view "shared governance" as sharing in the decision-making process or is it collaborative or participatory governance? On May 2, 2008, Dr. Barbara Beno, President of ACCJC sent an advisory (Appendix Y) to the College's Academic Vice President which stated that "the Commission does not require *shared governance* but instead, participation in governance." She made reference to Standard IV.A. 2 which states: "The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision making processes." Moreover, she noted that "the institution relies on faculty, its academic senate *or other appropriate faculty structures,* the curriculum committee and academic administrators for *recommendations* about student learning programs and

services." (Standard IV.A.2.b). Additionally, she stated that "the Standards do NOT specify that those groups have the responsibility to make all decisions; indeed, they imply that other bodies or individuals may be making some decisions."

Furthermore, she explains that "The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate as *appropriate* in decision making processes." She goes on to say that "standards do not suggest that all participants be weighed equally, or included equally, in all decisions." Moreover, she notes that "the commission evaluates decision making processes and structures on the basis of their outcomes, not who is included."

According to Standard IV.A.3.b, institutions must delineate the governance structures, processes, and practices. The Standard specifically states that "Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies."

Dr. Beno notes in her letter that "the main thrust of the standards is that decisions be evaluated in terms of their integrity and effectiveness (Standard IV.A.5) in enabling the institution to identify values, set and achieve goals, learn and improve (Standard IV. Preamble)." Thus, the focus of evaluating decision making processes and structures is not on who is included in the decision making but rather the outcomes.

Article XXII of the of the Board-Union contract states that "the intent of Interest-Based Bargaining is to create a permanent collaborative relationship between the College's Faculty and the Administration." Furthermore, according to Article XXII, "the Board and the Union recognize that the spirit of this Agreement calls for a serious collaborative effort to work out issues that will arise in the implementation of this Agreement." As a result of Dr. Beno's advisory, and the issue it raised with respect to the effectiveness of the existing faculty governance structure, faculty and management have been collaborating to address ACCJC's concerns. What has resulted from this collaborative effort is a proposal to restructure the existing Faculty Governance Structure (Appendix Z).

As part of this restructuring, the following two types of committees are proposed: (a) **critical committees** (institutional in nature, joint membership including faculty, staff, students, and administrators when necessary and appropriate) and (b) **necessary committees** (exclusively faculty in membership). In the proposal, management recommends that the phrase "collaborative governance" be included in the language of the next Board-Union contract. Although the faculty agree with the concept of *collaborative governance* as indicated in the proposal, they ask that they be given an opportunity to provide input through the various committees and processes and that such input not just be paid "lip" service but be given serious consideration". As a result of all this dialogue, a Faculty Negotiating team was formed to discuss Article XII (The Faculty Senate) of the Board-Union Contract with the Management Team sometime in September 2008.

Part IX. AY 2007-2008 Institutional Assessment Reports

Aside from the 8th AIAR and the Fact Book, a total of six institutional assessment reports was produced by AIE in AY 2007-2008. They included the following:

- General Education Impact Study
- Board of Trustee's Third Assessment Report
- GCC Foundation Board's Second Assessment Report
- Second Effectiveness Survey Report of the GCC Faculty Senate
- Third Consolidated Administrators' Assessment Report
- Faces of the Future Report

Since the *General Education Impact Study* and the *Second Effectiveness Survey Report of the GCC Faculty* Senate were described elsewhere in this report, the focus of this section will be on the other four institutional assessment reports.

GCC Foundation Board's Second Assessment Report

In March 2008, AIE published the *Second Assessment Report of the GCC Foundation Board* (Appendix A2). This study was conducted to assess the effectiveness of board functioning from the perspective of Foundation Board members themselves. It was designed to provide members with an opportunity to evaluate the work of the board through a systematic self-report process, and to provide a means for monitoring any potential problems that may require attention.

This report identifies several areas of strengths as well as areas of growth and needed improvements in relation to board functioning. Survey results indicate that the areas of growth and needed improvement are areas where respondents had possibly lacked relevant information for them to form significant opinions and perceptions. Most variables identified as areas of growth and needed improvement fall under the themes of board responsibilities and self-evaluation. As for strengths, most variables identified as strengths fall under the themes of personal conduct, conduct of meetings, board members' knowledge and experience, and Foundation Board/Board of Trustees relations. The board's greatest strength is in the area of personal conduct.

As a result of the findings, it is recommended that (a) a procedure to orient new Foundation Board members be established, (b) a Foundation Board Membership Handbook be created, (c) media exposure of Foundation activities and successes be increased, (d) a regular schedule for the review of board policies be implemented, (e) the Assistant Director of Development and Alumni Relations provide quarterly reports to the Foundation Board (f) Foundation Board members attend college activities, (g) the survey instrument used in this study be revised, and (h) data collection methods in future board assessments be expanded.

Third Board of Trustees' Assessment Report

Also in March 2008, AIE published the third BOT Assessment Report. The purpose of this study is to gauge the effectiveness of board functioning from the perspective of board members as well as board meeting participants (i.e. Deans, Assistant Directors, and General Administrators). This assessment provides an opportunity for the board to evaluate its own work, as well as to provide a mechanism for monitoring any potential problems that may require attention.

This report identifies several strengths and areas in need of improvement in relation to board functioning. The results of this study reveal a positive relationship between the Board and the CEO as well as amongst board members themselves. Although the study reveals a need for improvement in the areas of board assessment, board meetings, communication between the Foundation Board and Board of Trustees, board orientation and education, review of board policies, and evaluation, these are areas that are being addressed by the existing board.

Based on the findings of the report, the following recommendations were made:

- More frequent communication between Foundation Board members and the Board of Trustees. Article VI of the By-Laws of the GCC Board states that the Chairperson of the Board of Trustees (or his designee) and another member of the Board of Trustees, selected by that body, shall be members of the Board of Governors. These representatives should provide board meeting participants with updates from the Foundation Board meetings so that they are aware of Foundation Board activities.

- Implement a regular schedule for board assessment retreats

- Members of the Board of Trustees and the Foundation Board should attend college activities to promote interaction between them as well as with other members of the college community.

- Implement a regular schedule for the review of board policies in compliance with the Board of Trustees Membership Handbook

- Ensure that new members of the board are provided with training as soon as they take office so that they can become familiar with their duties and responsibilities

- Discuss the various domains of responsibility in the GCC Board of Trustees' Membership Handbook during board orientations and retreats to promote a better understanding of board duties, role and functions.

Faces of the Future: Third Survey Report on GCC Students

In April 2008, the third survey report on GCC students' socio-demographic profile and current college experience was published (Appendix B2). Unlike the past two reports, this report includes information about non-credit students. The earlier reports focused solely on students who were taking courses for credit. The inclusion of non-credit students is an attempt to get a good profile of students who enroll in GCC's Continuing Education programs. Since the *Faces of the Future* survey is nationally-normed, the results from our college will be compared with those of other community colleges nationwide, for both credit and non-credit students. The survey results provide valuable information that will enable the college to make informed decisions with respect to planning programs and services as well as allocating resources in order to address student needs and concerns.

The results reveal the following:

- GCC students are first generation college students.

- GCC students tend to be older with multiple roles and responsibilities.

- A majority of GCC credit students are employed, most on a full-time basis. Non-credit students tend to be employed part-time.

- Common areas of concern shared by credit students and non-credit students are the availability of courses at convenient times, friendliness of the registration process, availability of computing services/facilities when needed, and a sense of general safety and security while on campus and attending classes. Areas of concern reported only by credit students are the availability of instructors outside of class time and the quality of academic advising. An issue reported only by non-credit students is concern for students as individuals.

- Credit and non-credit students want to have a steady and secure job, to have time for their personal and family interests, to be self-reliant, to help others in need, and to make a lot of money.

- Credit and non-credit students both reported that their experience at GCC contributed to their growth by enabling them to learn skills needed for their current or future job, increasing their academic competence, identifying the training and skills required for career opportunities that fit their interests and abilities, and developing self-confidence.

The following recommendations are given in relation to the findings above:

- Utilize the features of Banner, GCC's new student information system, to disseminate valuable financial aid information to students. Incorporate helpful tips and links to navigate through the financial aid process. Include the same types of information and links on the GCC website. Communicate the availability of this information to students, faculty, staff, and administrators.

- Develop and institutionalize a systematic retention program through collaboration with the Coordinator of Admissions and Registration, counselors, advisors, Academic Advisement Committee, and other key individuals.

- Post instructors' office hours electronically in Banner. Ensure that office hours are also included in the course syllabi in Banner as well as the hard copies distributed to students. In addition to office hours, include contact information and office location.

- Departments should analyze the enrollment trends of classes offered each semester (low enrollment and high enrollment versus the days and times courses were offered). They should also look at class cancellations due to low enrollment. Additionally, they should solicit students' input on class scheduling by surveying them about the most convenient times for them to take a course(s).

- Bring student concerns with the availability of computing services/facilities to the attention of the Technology Advisory Committee. Student lab hours should take student schedules into consideration.

- Update GCC's Academic Advising Strategic Plan. Ensure that all advisors are provided with Banner training so that they are able to access student information in Banner. Training should be provided to individual departments. Ensure that all new full-time faculty are provided with training on academic advisement as well as Banner.

- Provide students with safety and health information that would make them feel safe and secure on campus. Students should be informed about who to contact in the event that they have a concern regarding safety and security issues on campus. Contact numbers should also be provided to students. This information should be included in the GCC website and in Banner as well as the student handbook. This information should also be disseminated through student newsletters or email messages and posted throughout the campus. Additionally, security personnel should be visible around the campus. Furthermore, the college should ensure proper lighting in parking areas and walkways at night.

- The Office of Admissions and Registration should develop a quick reference guide for students to follow when registering for classes. This guide should include steps to register on-line as well as responses to frequently asked questions. The Office of Admissions and Registration should also schedule training for students on how to navigate through the on-line registration process. This training could be offered several times during open registration and could be a collaborative effort with other departments such as Assessment and Counseling.

Third Consolidated Administrators' Assessment Report

The Third Consolidated Administrators' Assessment Report (Appendix C2) was published in June 2008. Using two online survey instruments developed by The IDEA Center, full-time college employees were surveyed about their perceptions of the job performance of fifteen (15) GCC administrators in both academic and non-academic areas. Two hundred and eight (208) employees made up the total sample population. While this total sample evaluated one Vice President, the other administrators were rated using inclusion criteria that took into account the college's organizational structure, administrative leadership, committee memberships, and support personnel. The underlying criterion is that the rater is in a position to observe the behavior being rated. Consequently, the total sample for administrators varied in size and scope because of administrator-specific criteria.

This report consolidates quantitative data into tables and provides a guide to interpreting the data. As mentioned in the previous administrator assessment reports, since these results must be grounded in the limitations of the survey tool, sample size, response rates, and other extraneous variables, readers must avoid generalizations and comparability. Quantitative data may be validated by the qualitative comments made by respondents. Because survey responses are anonymous, *abuse of anonymity* may result. In other words, respondents may use the survey instrument as a means for venting their frustrations. Therefore, readers should not place too much weight on individual comments until a pattern emerges from multiple sources.

Response rates for both academic and non-academic administrators ranged from a high of 85% to a low of 62%. While general administrator results for job performance ranged from a high of 3.8 to a low of 2.6, the overall mean for job performance was **3.19** (on a 5-point scale) and confidence in the administrators' leadership was **3.27** (on a 4-point scale). For the deans, the overall mean for job performance was **3.07** (on a 4-point scale) while confidence in the deans' ability to manage was **3.70** (on a 5-point scale).

The following observations are derived from a review of the qualitative comments made by survey respondents and the quantitative results of the survey:

- Administrators are perceived as knowledgeable. Perhaps because several administrators who were evaluated this third cycle have been at the college for many years, they have accumulated a wealth of institutional knowledge as well as job-specific knowledge.

- Administrators are reported to have good interpersonal skills and are team players. A number of respondents described administrators as approachable.

- Administrators are believed to have integrity. Respondents described administrators as honest, trustworthy, and fair.

- Communication is an area of improvement for administrators. Respondents believe that administrators need to communicate more and to seek feedback from others. Moreover, they need to be more visible.

- Respondents believe that administrators need to be more proactive/assertive/aggressive in order to get things done.

How can performance improvement be achieved? The following recommendations are given to address this question:

- Simply giving administrators their assessment results is unlikely to motivate the administrator to make significant changes. The administrator needs to review the evaluation with his or her supervisor. During this meeting, specific suggestions should be made on how to improve performance.

- Vice Presidents should provide concrete tools for administrators to improve their performance. For example, training opportunities should be provided to administrators to help them address their weaknesses and develop their strengths.

- As recommended in the January 2007 Consolidated Administrators' Assessment Report, the IDEA online survey must somehow be integrated into the college's existing job performance evaluation process. Although this will require discussion among all administrators and may take time to be implemented, a concrete first step would be to include the IDEA performance evaluation report of a specific administrator in every HR increment form that is sent to an employee's supervisor. This will ensure that the conversation for improvement will continue between supervisor and employee.

These reports are important components of the College's assessment initiative. The valuable information contained in the reports will help the College make more informed decisions that will ultimately lead to improvements throughout the institution.

Part X. Recommendations

Table 17: Matrix of Recommendations and Responsibilities
for AY 2008-2009

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)		
Planned Action	**Responsible Office/Committee**	**Suggested Timeline**
Review the curriculum documents for each of the developmental English and math courses and make appropriate modifications to ensure *student access* and *success*.	English and Math Departments, Gen. Ed. Committee, Curriculum Committee	To be completed by the end of Spring 2009.
Identify ways to improve student achievement in developmental courses.	English and math departments, TPS/TSS Deans	Fall 2008 and Spring 2009
Improve the enforcement of the Gen. Ed. requirements by working with the SunGard consultants to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff could verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy.	Admissions & Registration Office	Begin dialogue with SunGard consultants in Fall 2008.
Continue to 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	AVP, AAD, AAD-TSS, AAD-TPS	Fall 2008 through Spring 2009

spearheaded by the Vice President of Academic Affairs, in consultation with relevant Faculty Senate committees;		
Establish a systematic assessment process for English and math developmental courses. Work with the SunGard consultants to get repeater data for AY 2007-2008. Conduct an assessment of enrollment and student learning outcomes in other Gen. Ed. required math and English courses (non-developmental courses).	Gen. Ed. Committee, English and math departments, AIE	Fall 2008
The college should look at ways to offer more English and math tutoring services to all students. If possible, consideration should be given to matching tutors and students by ethnicity because of similarities in learning styles and language. Tutors should undergo multi-cultural awareness training so that they are better prepared to meet the needs of students from different ethnic groups. The college should also ensure that students are aware that tutoring services are available.	Student Services, English and math departments, TPS/TSS Deans	Fall 2008 through Spring 2009

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 all required information is submitted to the Faculty Senate Office and posted on the Faculty Senate website in a timely manner. Ensure that the information contained in the website is current. Establish a compliance strategy including reminder notices sent to the committees of upcoming deadlines for submission of	FAC-SEN, committees, FAC-SEN Secretary	Fall 2008 through Spring 2009

information to the Faculty Senate.

Ensure that meeting agendas and minutes are posted regularly on the Faculty Senate website. Perhaps establish a standard operating procedure for submitting and posting meeting agendas and minutes on the Faculty Senate website.

Conduct regularized training of committee chairpersons on Senate processes and protocols so that they are well equipped and better prepared to carry out their responsibilities.

Planned Action	Responsible Office/Committee	Suggested Timeline
Identify a standard membership term for all committees. This standard should take into consideration the continuity of work being done in the committees.	FAC-SEN	Fall 2008
Continue educating all faculty about the college's governance process in order to ensure a good understanding of the concept. Perhaps conduct presentations during department meetings. These presentations should also include information about committee reporting requirements and deadlines.	FAC-SEN	Fall 2008 through Spring 2009
Develop a creative and balanced system of incentives and sanctions in order to promote commitment, rather than mere compliance to Senate processes.	FAC-SEN	Fall 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 support 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.		

Continue to 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 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.	AAD, AAD-TSS, AAD-TPS, FAC-SEN, Curriculum Committee, Gen. Ed. Committee, CCA-AIE	*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
Work with Nuventive (TracDat) to create Ad Hoc assessment reports tailored to meet the needs of the College.	AIE, CCA, AAD	Begin dialogue with Nuventive in Fall 2008. Create Ad Hoc Reports from Fall 2008 to Spring 2009 based on feedback from TracDat users.
Provide additional TracDat Version 4 user training to improve the familiarity of TracDat users with the new version of the assessment software.	AIE	Fall 2008
Continue to 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
Utilize an established online student survey (ex. IDEA Center Student Survey) to replace the Climate Survey used by the	AIE, Faculty Senate	Fall 2008

College in order to ensure the assessment of student learning, in consonance with the college's emphasis on SLOs at the program and course levels.		
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)*		
Implement a regular schedule for board assessment retreats	BOT, AIE, AAD, PRES	Create a schedule for AY 2008-2009 at the beginning of Fall 2008.
Implement a regular schedule for the review of board policies in compliance with the Board of Trustees Membership Handbook	BOT, PRES	Update the schedule in Fall 2008 to include new policies.
Ensure that new members of the board are provided with training as soon as they take office so that they can become familiar with their duties and responsibilities.	BOT	Fall 2008 through Spring 2009
Discuss the various domains of responsibility in the GCC Board of Trustees' Membership Handbook during board orientations and retreats to promote a better understanding of board duties, role and functions.	BOT	Fall 2008 through Spring 2009

The recommendations identified in the table above will help the college to make more informed decisions, which will ultimately lead to improvements at the course, program and institutional levels. It will also adequately prepare the college for the expected team visit from ACCJC in Spring 2012.

APPENDIX A

Print this story

Auditor: GCC making strides as low-risk auditee

by Mindy Aguon, KUAM News
Wednesday, June 18, 2008

The Guam Community College is excelling when it comes to getting their finances in order. According to an audit on GCC's Fiscal Year 2007 finances, for the seventh year, the community college qualified as a low-risk auditee as the Office of the Public Auditor did not find any questioned costs or unresolved prior year audit findings.

While GCC received $3 million more in government appropriations in FY '07, expenditures also increased by $2.6 million outweighing revenues that resulted in a $1.6 million decrease in net assets. Auditors also noted that while the community college's post-secondary student enrollment declined slightly, there was an increase in high school students who enrolled in GCC's career and technical education programs in that fiscal year.

To review the audit findings, log onto www.guamopa.org.

Print this story

APPENDIX B

Guam Community College excels in maintaining finances

THURSDAY, 19 JUNE 2008 02:00   BY ZITA TAITANO - VARIETY NEWS STAFF

THE Guam Community College, for the seventh year in a row, has been qualified as a low-risk auditee by the Office of the Public Auditor.

Guam Community College president and CEO Mary Okada is shown in this file photo testifying at a legislative public hearing about GCC's finances as Dr. John Rider looks on. For the seventh year in a row, GCC has been qualified as a low-risk auditee by the Office of the Public Auditor. Photo by Paul Blas

According to the OPA's findings published yesterday, there were no questioned costs or unresolved audit findings from previous years.

For fiscal year 2007, GCC received $3 million more in funding from the government of Guam than in the previous fiscal year. Despite the hike in appropriations, expenditures increased by about $2.6 million.

GCC's expenses also exceeded revenues resulting in a $1.6 million decrease in net assets.

The college did resolve the matter of not being in compliance with the construction of its dormitory after it was converted as the main administration building.

GCC officials have negotiated a repayment schedule with the U.S. Department of Education. The loan used to build the facility is to be paid off by December 2010.

The OPA also cited a number of improvements to GCC's infrastructure and computer systems. They include the completion of the multi-purpose auditorium and the culinary arts kitchen, which increased from 850 square feet to 4,200 square feet.

GCC also recently unveiled its new Web portal system, "MyGCC," and a student module for the college's integrated database system, or IDBS.

The system allows students to register, access their grades, and obtain class and course information online. The portal also allows intranet service for students, faculty, administrators, and staff of GCC.

Meanwhile, OPA reports a $431,000 increase in GCC's Endowment Foundation investment income -- from $695,000 to $1.1 million.

For a complete review of the GCC audit, log on to the OPA's Web site at www.guamopa.org.

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APPENDIX C

Gina Tudela

FOR IMMEDIATE RELEASE
March 18, 2008

EMERGENCY MANAGEMENT PROGRAM OFFERED AT GCC
Guam Homeland Security and GCC Launch Associates Degree and Certificate Program

Guam Homeland Security and the Office of Civil Defense in conjunction with the Guam Community College (GCC) and the Office of the Governor will officially launch the Emergency Management (EM) Associates Degree and Certificate Program at 11:00 a.m. on Thursday, March 20, 2008, from the Large Conference Room, Adelup.

GCC's two new Homeland Security programs make it easier for first responders and others to acquire the latest knowledge and skills they need to handle natural disasters and terrorism. With this, GCC will become the first institution of higher learning in the Pacific Region to offer an associates degree or certificate in Emergency Management.

"We're excited to participate in the first ever, higher education program offered in the western Pacific that will finally train individuals not only in Guam but the Micronesia region," stated Charles Ada, Acting Administrator of Guam Homeland Security/Office of Civil Defense. "With this endeavor, Guam continues to raise the bar of excellence, strengthening the way we secure our island and this region."

GCC's EM Associate Degree and Certificate Programs were designed for individuals who are seeking careers that are related to homeland security, emergency management and catastrophic disasters that are accidental, provoked or natural disasters. The primary focus of GCC's programs are to provide an educational vehicle and skill set for first responder professionals such as emergency managers, firefighters, law enforcement officers, medical first responders, public health and hazardous materials professionals to approach emergency situations in a uniform fashion.

The technical core of the program will focus on the knowledge and skills required to effectively manage and mitigate emergency and disaster incidents. Individuals employed in the private sector as safety officers or security professionals can also develop and strengthen their skills and effectiveness by completing this program at GCC.

"The student learning outcomes that GCC will provide students enrolled in the associate degree or certificate program were developed with significant consideration of the coursework structured by the Emergency Management Institute's Independent Study program," stated Mary Okada, GCC President.

The college is now accepting students for the degree and certificate program through the Office of Continuing Education. Students are able to complete free independent study courses online through the Emergency Management Institute (EMI) to complete technical course requirements (http://training.fema.gov/IS/). After transferring their EMI credits to GCC, they also need to complete General Education courses at the college.

For more information about GCC's Emergency Management programs, please contact Jose Munoz at 735-5570 or jose.munoz@guamcc.edu or Lesley Leon Guerrero, Guam Homeland Security Public Affairs Officer at 687-9109.

(end)

APPENDIX D

I. **GENERAL INFORMATION**

The purpose of this Request for Proposal (RFP) is to solicit proposals from qualified Firms or Individuals to perform a Position Classification, Compensation and Benefits study for the Guam Community College.

Request for Proposal or RFP No. GCC-RFP-M8-004

Issued by: MAILING ADDRESS:
Guam Community College
Kulehon Kuminidat Guahan
Post Office Box 23069
GMF, Guam 96921

EXPRESS DELIVERY ADDRESS:
Guam Community College
Kulehon Kuminidat Guahan
Sesame Street
Mangilao, Guam 96923

Date Issued: Thursday, May 15, 2008

Deadline: 5:00 p.m. Thursday, June 5, 2008

To be considered, all proposals must be submitted with one original and five (5) copies of the proposal by DEADLINE to the Materials Management Office, Guam Community College, Mangilao, Guam 96923.

The envelope containing the respondent's proposal shall be sealed and marked with the Respondent's name, RFP number, date and time of proposal submission.

Questions concerning this RFP are to be submitted in writing to:
Ms. Joleen Evangelista
Supply Management Administrator
Phone no: (671) 735-5541
joleen.evangelista@guamcc.edu

Questions may also be referred to:
Joann Waki Muna, SPHR
Administrator, Human Resources Office
Phone no: (671) 735-5539
joann.muna@guamcc.edu

Proposals shall be prepared simply and economically, providing a straightforward, concise description of the respondent's ability to fulfill the requirements of the proposal as well as a description of the specific services that will be provided to accomplish the position classification, compensation and benefits study. By submitting a proposal in response to this RFP, each respondent agrees to be bound to all terms and conditions specified therein. The College may negotiate with the successful respondent other terms and conditions for a final written contract.

II. OVERVIEW

BACKGROUND

The Guam Community College (GCC) currently has three (3) classifications of employees. They are Staff, Academic Administrators and Faculty.

STAFF: The GCC position classification and compensation plan for staff is in accordance with the Hay Methodology. The plan pay schedule was adopted by the Guam Legislature since 1991 and has not been adjusted to reflect U.S. national average levels compared to the appropriate labor markets and relevant economic standards. GCC currently and utilizes approximately 41 staff positions.

ACADEMIC ADMINISTRATOR: The GCC current position classification and compensation plan for Academic Administrator was adopted by the Board of Trustees for the Guam Community College in 1991. The plan pay schedule has not been updated since 1991 and has not been adjusted to reflect U.S. national average levels compared to the appropriate labor markets and relevant economic standards. GCC currently utilizes approximately 28 administrator positions.

FACULTY: The GCC current position classification for Faculty ranks are negotiated with the Board of Trustees and Faculty Union. The Faculty position classification and ranks are not part of this study. The Faculty pay schedule is part of the requested study. The Faculty pay schedule was last updated and adopted by the Board of Trustees for the Guam Community College in 1991. The pay schedule has not been adjusted to reflect U.S. national average levels compared to the appropriate labor markets and relevant economic standards. GCC currently utilizes 5 faculty ranks with a 9, 10, 11 & 12 month pay schedule.

This study will attempt to identify the true and correct classification and pay relationships of positions at the GCC, both internally and externally in comparison to U.S. national average levels and worldwide industry standards and most especially in institutions of higher education. It should also focus on how the system can be improved with simplicity and effectiveness and include recommendations for pay incentives, such as pay for performance, bonuses, and other benefit programs.

1. **Description of Work Involved:** A Preliminary Scope of Service describes the work to be accomplished. Upon final selection of the firm or individual, the Scope of Services may be modified and refined during fee negotiations.

a. A comprehensive position classification, compensation and benefits study divided into four (4) stages:

Stage 1- Job Analysis and Job Evaluation

Stage 2- Compensation Structuring

Stage 3- Pay Incentives Development

Stage 4- Implementation

b. The study will encompass a review of the compensation and benefits of all classes of positions utilized within the GCC and its organizational structure.

c. Provide technical and logistical methods and processes for efficient planning, conduct quality control of salary study.

d. Analyze the existing position classifications of comparable jurisdictions nationally.

e. Compile an accurate and relevant data base to which the GCC can compare its classification, compensation and job evaluation policies for all positions.

f. Analyze job content measurements to ensure accurate and equitable comparisons of jobs and grades while remaining sensitive to positive employee relations.

g. Develop work plan to restore internal pay equity and external competitiveness.

h. Recommend how to effectively administer the classification and compensation system.

i. Review the effectiveness of the existing organization structure and recommend improvements necessary to meeting the organization's objectives.

j. Develop a pay plan and make recommendations on pay policies to include pay for performances, bonuses, pay incentives, both long and short term that will address the issues of recruitment and retention of qualified personnel. The pay plan should also include for a system of ancillary pay policies; and policies that involve incentives and formulas similar to gain sharing,

profit sharing, saving sharing bonus, etc. based on what other institutions of higher learning may have or methodologies common to other institutions of higher learning.

k.   Develop a job performance appraisal rating form and criteria for evaluating employees in accordance with pay for performance and bonuses, etc.

l.   Provide orientation and training programs before, during, and after the project, to ensure Human Resources staff are self-sufficient in implementing and administering the results of the study.

m.   Provide deliverable products such as master copies of all relevant data and final reports for reproduction and distribution to GCC staff, faculty and administrators and applicable computer software, if any.

n.   Perform all other work in conformance with scope of work and essential to the successful implementation of the compensation study.

o.   Conduct a final presentation to the Board of Trustees, Administrators, Faculty and Staff of the compensation and benefits plan for their review, approval and immediate implementation, should so be desired by the Board of Trustees and/or the President.

2.   **TIME AND DURATION OF SERVICES:**
It is anticipated that the required services will commence as soon as is practical and may continue for one year with an option to extend one additional year at the discretion of GCC.

3.   **DATE AND SUBMITTAL:**
One (1) original and five (5) copies of proposals must be submitted to the GCC Materials Management Office no later than 5:00 p.m., (Guam standard time), Thursday, June 5, 2008.

4.   **FORM OF PROPOSAL:**
All proposals must be submitted in writing. If offeror is an individual, the proposal must include, at the minimum, a complete resume of the individual and include a listing of all current and former business clients and the type of work performed.

If offeror is a firm, the proposal should include a list of personnel in the firm who will be assigned to work on the compensation study. Complete resumes of those personnel should be included which shall contain, at minimum, work history and the type of work performed. Firms shall submit a list of current and former corporate, individual and government clients.

- 4 -

All offeror's are advised to refer to the attachment in this package entitled "Basic Information". Included in this attachment are sections outlining the required contents of the proposal and the evaluation criteria to be used in the review of the proposals.

BASIC INFORMATION

1. Trade Secrets and Proprietary Data: Offerors may designate those portions of their proposal that contain trade secrets or proprietary date to be confidential.

2. Contents of the Request for Proposals (RFP): At a minimum, the proposal shall contain:

    a. the name of the offeror, the location of the offeror's principal place of business and, if different, the place of performance of the proposed contract;

    b. the age of the offeror's business and the average number of employees over the last five (5) years;

    c. the current workload of the offeror;

    d. the abilities, qualifications and experience of key persons who would be assigned to perform the required services.

    e. a listing of other contracts under which services similar in scope, size, and discipline for the required services were performed or undertaken in the past ten (10) years, including those of public sector agencies;

    f. a plan giving as much detail as is practical explaining how the services will be provided;

    g. other relevant factors to be considered in evaluating and selecting the firm or individual;

    h. projected agenda, periodic review periods with management, timetables and breakdown of estimated costs.

3. **Evaluation:** The following factors and their relative importance that will be used to evaluate the RFP's are:

a. the plan for performing the required services; (20 points)

b. the ability to perform the services as reflected by the training and education, general experience, specific experience in providing the required services, and the qualifications and abilities of personnel to be assigned to perform the services; (20 points)

c. the personnel, equipment, and facilities to perform the services currently available or demonstrated to be available at the time of contracting; (20 points)

d. the record of past performance of similar work; (10 points)

e. the firm's understanding of the project and the college's special concerns; and (20 points)

f. the degree of interest in undertaking of project ; and (10 points)

APPENDIX E

GENERAL EDUCATION IMPACT STUDY
First Assessment Report
AY 2007-2008

I. *Introduction and Purpose*

In order to ensure that students are adequately prepared to meet business and industry standards, GCC implemented its General Education (Gen. Ed.) policy in Fall 2003. Specifically, GCC's 2003-2004 College Catalog states that:

> *Recognizing the necessity for students to succeed in the complex and rapidly changing workplace, Guam Community College offers a general education curriculum that introduces students to major areas of knowledge and methods of inquiry. All degree programs require an interdisciplinary general education component that promotes the development of intellectual skills that enable students to become effective learners and informed citizens. Critical thinking, the use of language and computation, appropriate social skills, global awareness, and respect for diverse opinions are among the learning outcomes provided in the general education requirements of each degree program (p. 31).*

> Prior to this policy, the college did not have a standardized general education core curriculum for all certificate and degree programs.

The Gen. Ed. policy requires that all undeclared or newly declared students enrolled in regularly scheduled postsecondary courses must take a placement exam by the time they have enrolled in 12 credits of classes. Additionally, all undeclared or newly declared students enrolled in regularly scheduled postsecondary courses must be enrolled in or have completed **Fundamentals of English-Reading (EN100R), Fundamentals of English-Writing (EN100W)** (or higher) general education requirements by the time they have enrolled in 12 credits of classes, and must enroll in or have completed the **Introduction to College Algebra (MA108)** (or higher) general education requirement by the time they have enrolled in 15 credits. This means that students may take only 9 credits before they must begin meeting their general education requirements.[1] Appendix A contains a list of current Gen. Ed. courses required of students enrolled in certificate and degree programs at GCC.[2]

As seen in Appendix A, students declared in certificate programs must take EN100R *(or higher)*, EN100W *(or higher)*, and MA108 *(or higher)*. Students declared in associate degree programs must take **Freshman English (EN110)**, **Finite Mathematics (MA110A)**, **Windows**

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[1] GCC's 2003-2004 College Catalog, pgs. 30-31

[2] GCC 2006-2007 College Catalog, p. 33

Applications (CS151) or Macintosh Applications (CS152), Introduction to Marine Biology (SI103) or Environmental Biology (SI110), General Psychology (PY120) and Introduction to Sociology (SO130). According to the GCC College Catalog, a total of three (3) Gen. Ed. credits are required for certificate programs and a total of 19 Gen. Ed. credits are required for associate degree programs.

Although GCC's Gen. Ed. policy requires that students enrolled in certificate and degree programs take specific English and math courses, depending on their COMPASS test scores[3], students may be required to take lower-level English and math courses before they can take these courses. For instance, students with a COMPASS English reading test score less than 38 must pass EN100B before enrolling in EN100R. They then must pass EN100R before enrolling in EN100W. Once they pass EN100W they could enroll in EN110. As for math, although declared students in certificate programs must pass MA108 or higher and declared students in degree programs must pass MA110A, depending on COMPASS math placement test scores, students may be required to take lower-level math courses. For example, students with a placement test score less than 47 in the pre-algebra portion of the COMPASS placement test must pass MA085 before taking MA095. Once they pass MA095, they can take MA108 and once they pass MA108, they can take MA110A.

The Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges' (ACCJC-WASC) evaluation team that visited GCC on February 27, 2006 to March 2, 2006 made the following recommendations with respect to the college's Gen. Ed. policy[4]:

> 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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[3] COMPASS stands for Computer-Adaptive Placement Assessment and Support System. It is a comprehensive software package developed by ACT to help postsecondary institutions place students into appropriate course levels. GCC adopted COMPASS in Fall 2005 to place students into English and math courses.
[4] Accrediting Commission for Community and Junior Colleges' Evaluation Team Report of Guam Community College, April 2006, p. 5.

In the April 2006 Accrediting Commission for Junior Colleges' Evaluation Team Report, reference was made to the recommendations of the previous evaluation team. This study relates to the following recommendation: "To implement and support an English and Mathematics assessment and sequencing program to ensure *student access* to appropriate courses and permit program completions in a reasonable time" (p. 14). Therefore, for purposes of this study, *student access* refers to sequential movement to appropriate courses and *student success* refers to program completions in a reasonable time.

In response to the recommendations above, GCC developed a recommended plan of action to address the ACCJC's concerns with the college's Gen. Ed. Policy. The plan includes the following steps[5]:

- 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;
- 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;
- Seek general input from faculty and Deans; initiate a dialogue with the Gen. Ed. 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;
- 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;

To address the substantive aspects of the plan outlined above, the objectives of this study are:

- To examine student enrollment in developmental English and math courses over a five-year period (AY03-04 to AY07-08)
- To examine grade distribution in developmental English and math courses over a five-year period (AY03-04 to AY07-08)
- To examine completion rates in developmental English and math courses over a five-year period (AY03-04 to AY07-08)
- To examine the number of times students repeated a developmental English or math course over a four-year period (AY03-04 to AY06-07)[6]

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[5] *7th AIAR- Table 20: Matrix of Recommendations and Responsibilities for AY 2007-2008, p. 140*

[6] GCC's new student information system from SunGard, called Banner, was launched in June 1, 2007. Prior to this date, data from the previous student database, NIAS (National Institute for Administrative Systems), was migrated into Banner. Although a Gen. Ed. student data report was created to extract *repeater* data for AY07-08, attempts to connect students in Banner with students in NIAS were unsuccessful because of the differences in student IDs in NIAS and Banner. Without this connection, the continuity of repeating students in Gen. Ed. courses was broken. Consequently AY 07-08 repeater data is not possible at this time.

II. Methodology

This study looks at enrollment in the following five developmental English and math courses: (a) **Fundamentals of English-Basic (EN100B)**, (b) **Fundamentals of English-Reading (EN100R)**, (c) **Fundamentals of English-Writing (EN100W)**, (d) **Fundamentals of Mathematics (MA085)**[7], and (e) **College Mathematics (MA095)**

According to GCC's 2006-2007 College Catalog, EN100B is designed for students who need developmental work in reading, writing, listening and speaking skills prior to taking EN100R and EN100W. EN100R is designed for students who need developmental work in reading, vocabulary and comprehensive skills prior to entry into **Freshman English (EN110).**

The catalog goes on to explain that EN100W incorporates the writing process approach, providing time and opportunities for writers in the student-instructor/student-student conferencing process. MA085 includes a review of the basic mathematical operations involving whole numbers, fractions, decimals, and percents. MA095 is a continuation of MA085 and is designed to provide students with basic mathematical skills needed in the trade and technical fields. Mathematical concepts taught in MA095 include operations with fractions, percentages, units of measurement, basic geometry, basic statistics, real numbers, order of operations, simple algebraic expressions, equation solving, plotting points on the Cartesian coordinate system, and problem-solving. Appendix B contains course guides of all these developmental English and math courses.

Data for this study was provided by the Office of Admissions and Registration and includes Fall, Spring, and Summer enrollment information for AY03-04 to AY07-08, covering a five-year period. This data was analyzed using Microsoft Excel spreadsheets.[8]

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[7] Formerly MA100

[8] It is important to note that this study was based solely on the information provided by the Office of Admissions and Registration, as extracted from the NIAS database.

III. Results and Discussion

Enrollment Trends:

Developmental English

Figure 1. 5-Year Enrollment in EN100B, EN100R, and EN100W
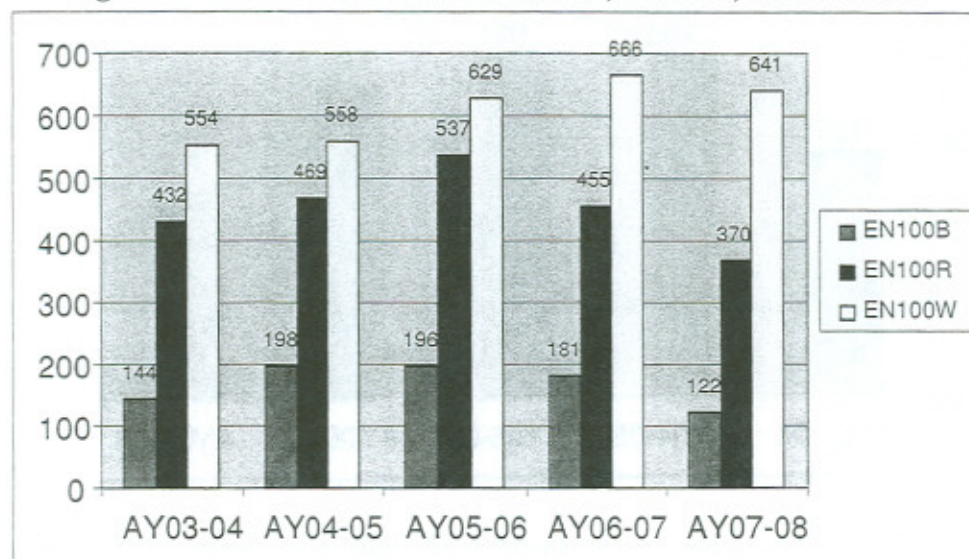
Figure 1 above reveals that out of the three English developmental courses, EN100W had the greatest enrollment followed by EN100R and EN100B. Enrollment in EN100W increased from AY03-04 to AY06-07 but decreased in AY07-08. Enrollment in EN100B increased in AY04-05 but decreased afterwards. Enrollment in EN100R increased from AY03-04 to AY05-06 but decreased in AY06-07 and AY07-08.

The high number of students needing developmental English is not surprising, since as seen in the Guam Public School System (GPSS) School Year 2006-2007 Annual State of Public Education Report (Appendix C), 54.0% of GPSS students enrolled in 12th Grade Reading and 69.0% of GPSS students enrolled in 12th Grade Language performed *below basic* on the Stanford Achievement Test (SAT10).[9] This means that these students have little or no mastery of fundamental knowledge and skills in these areas.

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[9] The SAT10 is a standardized achievement test used to measure academic knowledge of elementary and secondary school students.

The following three graphs breaks down the summary data above by individual courses.

Figure 2. 5-Year Enrollment in EN100B (AY03-04 to AY07-08)
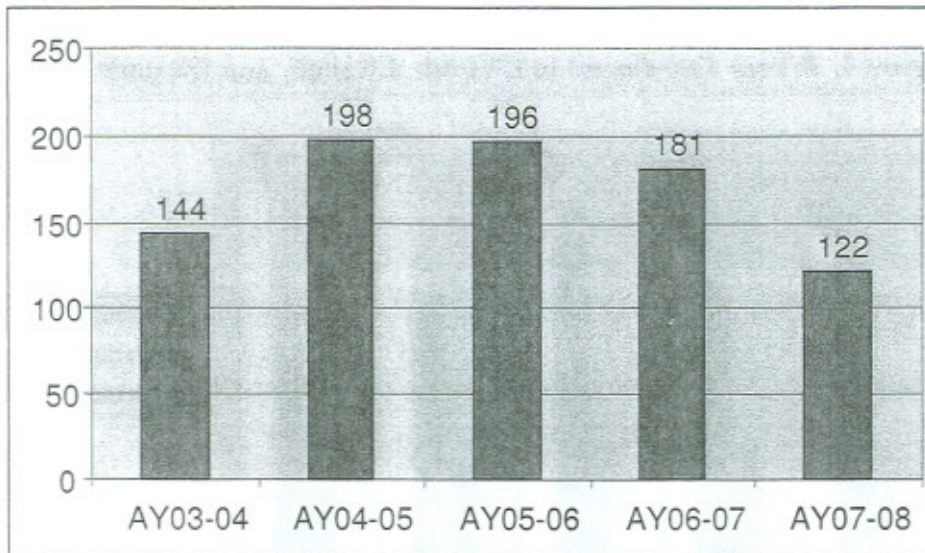
According to Figure 2 above, enrollment in EN100B increased by 37.5% from AY03-04 (144) to AY04-05 (198) and decreased slightly by 1.1% from AY04-05 (198) to AY05-06 (196). Enrollment decreased further by 7.7% from AY05-06 (196) to AY06-07 (181) and by 32.6% from AY06-07 (181) to AY07-08 (122).

Figure 3. 5-Year Enrollment in EN100R (AY03-04 to AY07-08)
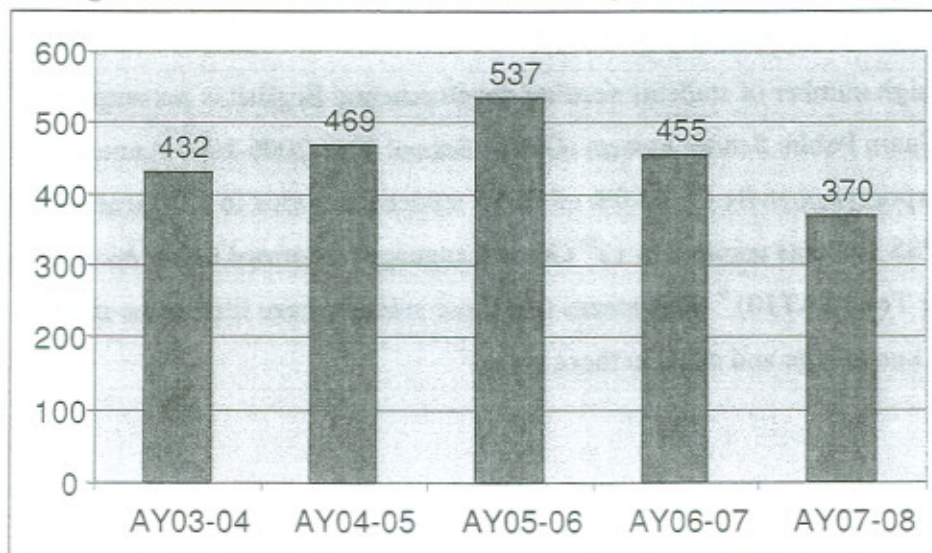
As for EN100R, Figure 3 above reveals an 8.6% increase in enrollment from AY03-04 (432) to AY04-05 (469). Enrollment continued to increase by 14.5% from AY04-05 (469) to AY05-06 (537) but decreased by 15.3% from AY05-06 (537) to AY06-07 (455) and by 18.7% from AY06-07 (455) to AY07-08 (370).

Figure 4. 5-Year Enrollment in EN100W (AY03-04 to AY07-08)
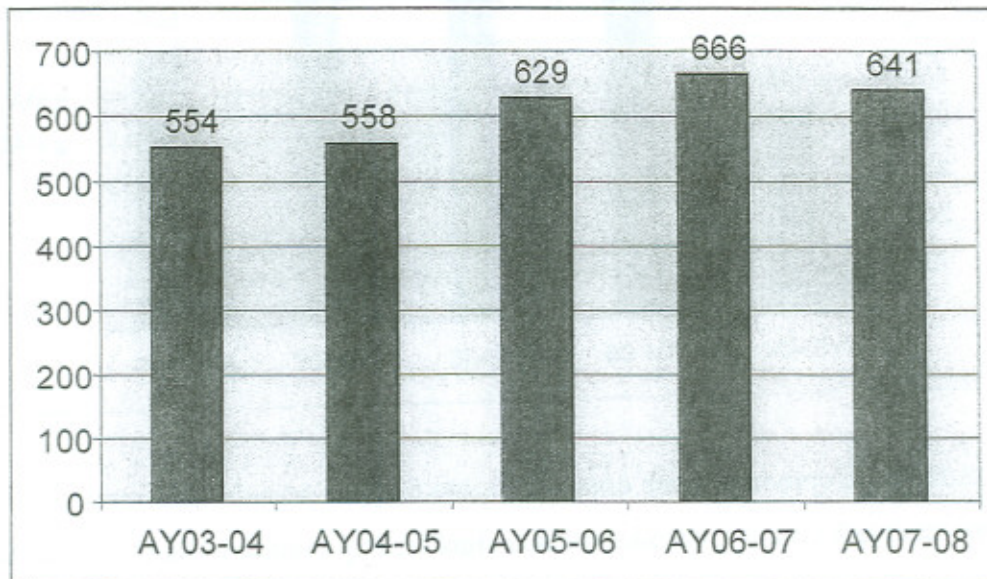
As mentioned earlier, enrollment in EN100W increased from AY03-04 to AY06-07 but decreased in AY07-08. As seen in Figure 4 above, enrollment increased slightly by 0.8% from AY03-04 (554) to AY04-05 (558). It increased by 12.8% from AY04-05 (558) to AY05-06 (629) and by 5.9% from AY05-06 (629) to AY06-07 (666). It then decreased slightly by 3.8% from AY06-07 (666) to AY07-08 (641).

Figure 5. 5-Year Enrollment in MA085 and MA095
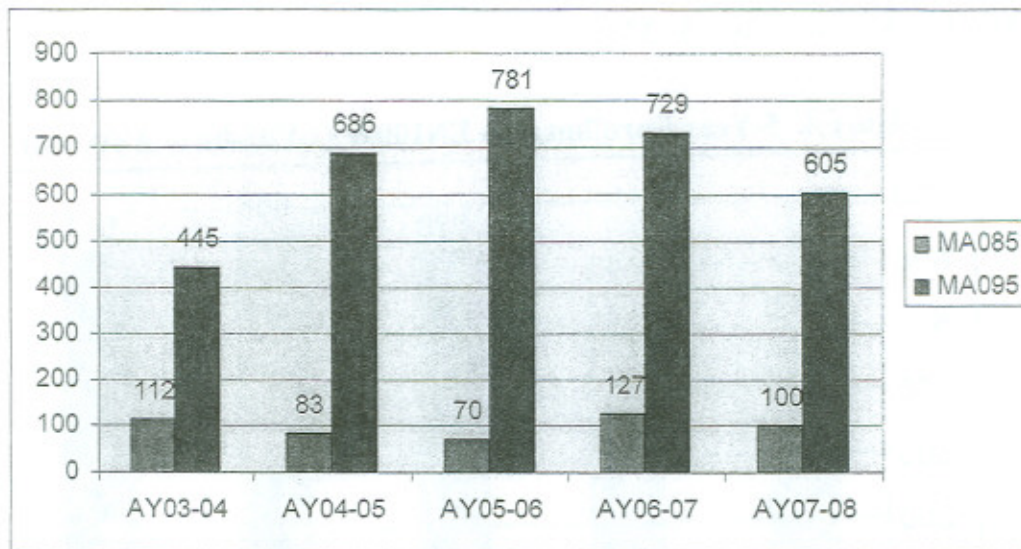
As for developmental math courses, Figure 5 above reveals that out of the two developmental math courses, enrollment was significantly greater in MA095 than MA085. In AY03-04, enrollment in MA095 was nearly four times as much as the enrollment in MA085. In AY04-05, enrollment in MA095 was over eight times as much as the enrollment in MA085. In AY05-06, enrollment in MA095 was over eleven times as much as the enrollment in MA085. In AY06-07 enrollment in MA095 was over five times as much as the enrollment in MA085 and in AY07-08 enrollment in MA095 was over six times as much as the enrollment in MA085.

As is the case with developmental English courses, the high numbers of students needing developmental math is not surprising since as seen in the Guam Public School System (GPSS) School Year 2006-2007 Annual State of Public Education Report (Appendix C), 91% of GPSS students enrolled in 12th Grade Math performed *below basic* on the SAT10.

The following two graphs breaks down the summary data above by individual courses.

Figure 6. 5-Year Enrollment in MA085 (AY03-04 to AY07-08)
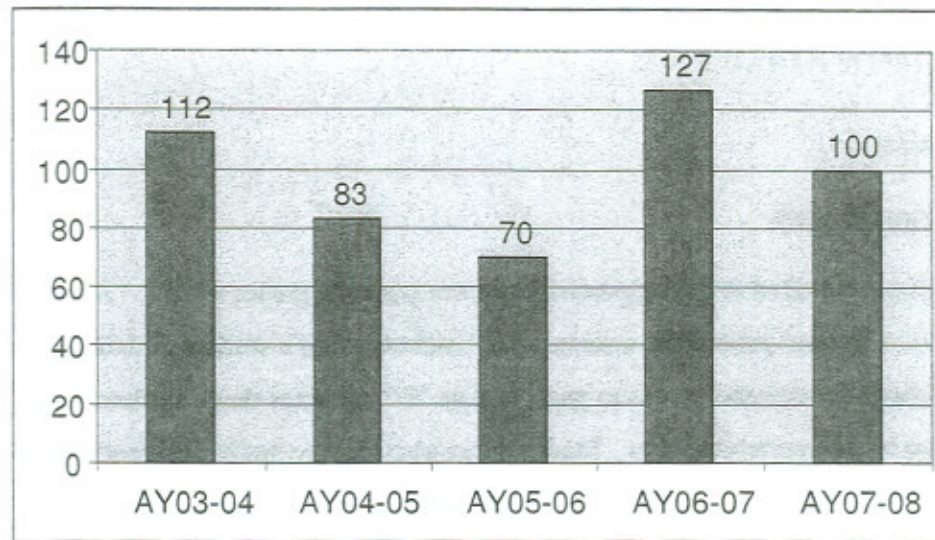
Figure 6 above shows a 25.9% decrease in enrollment in MA085 from AY03-04 (112) to AY04-05 (83). It further decreased by 15.7% from AY04-05 (83) to AY05-06 (70) but increased sharply by 81.5% from AY05-06 (70) to AY06-07 (127). Enrollment then decreased by 21.3% from AY06-07 (127) to AY07-08 (100).

Figure 7. 5-Year Enrollment in MA095 (AY03-04 to AY07-08)
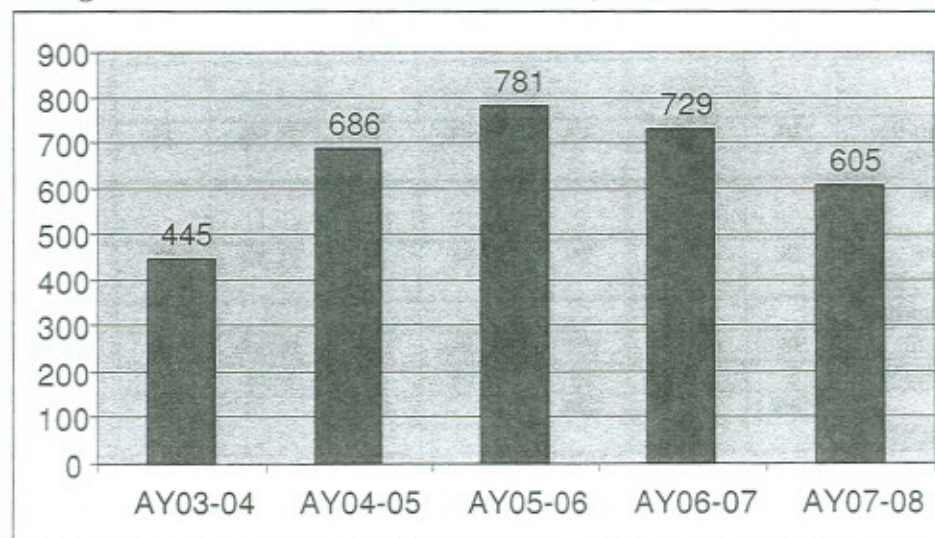
As for enrollment in MA095, Figure 7 above reveals a 54.2% increase in enrollment from AY03-04 (445) to AY05-06 (686) and a 13.9% increase from AY04-05 (686) to AY05-06 (781). Enrollment then decreased by 6.7% from AY05-06 (781) to AY06-07 (729) and by 17.0% from AY06-07 (729) to AY07-08 (605).

Course Completion:

Developmental English

Students enrolled in developmental courses can earn grades of "P", "Z", or "F". A "P" indicates that a student passed the course, a "Z" indicates that a student is making progress but has not reached the required scores to pass, and an "F" indicates that a student failed the course, typically due to excessive absences. Students can also receive grade designations of "TF" and "RF". "TF" indicates that a student registered for the course but never attended and "RF" indicates that the student initially received an "F" for the course but repeated the course. Another grade designation that students can receive is "W", meaning that a student was registered for the course but withdrew during the scheduled withdrawal period.

The following five charts contain information on course completion rates for developmental English and math courses.

Table 1. EN100B Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	20	13.9%	43	21.8%	42	21.5%	18	10.0%	23	18.9%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	18	12.5%	14	7.1%	22	11.3%	22	12.2%	17	14.0%
Outcome Pending										
In Progress (Z)	98	68.1%	121	61.2%	114	58.2%	124	68.5%	75	61.5%
Withdrawals (W)	8	5.6%	20	10.1%	18	9.2%	17	9.4%	7	5.8%
TOTAL ENROLLMENT	144		198		196		181		122	

Over the five-year period, a majority of EN100B students were awarded a "Z" (63.3%) followed by "P" (17.4%), and "F, TF, RF" (11.1%). As for withdrawals, over the five-year period, 8.4% of EN100B students withdrew from the course. The number of student withdrawals increased drastically by 150.0% from AY03-04 (8) to AY04-05 (20) but decreased

by 10.0% from AY04-05 (20) to AY05-06 (18) and by 5.6% from AY05-06 (18) to AY06-07 (17). It decreased significantly by 58.9% from AY06-07 (17) to AY07-08 (7).

In order to address drops and withdrawals from Gen. Ed. required English and math courses, the following statement was incorporated into the 2005-2006 catalog (p. 33) as well as subsequent catalogs:

> *Students, who have not met their Math and English General Education requirement(s) as stipulated in Section 2 above, may be allowed to drop or withdraw from Math and English courses only if they wish to withdraw completely for the semester. However, students will not be permitted to drop or withdraw from these courses under any other circumstance.*

- Although the college's Gen. Ed. Policy was implemented in Fall 2003, no mechanism was put in place to prevent students affected by the Gen. Ed. policy from registering for a required English or math course and later dropping or withdrawing from it. Therefore, students could continue to take other courses and delay taking their English or math Gen. Ed. requirement(s). The Assessment and Counseling Department, however, created a *Student Promissory Note* (Appendix D) for students who are enrolled in a required English or math course and who wish to withdraw from it. According to the *Student Promissory Note*, by signing the document, students acknowledge that the next time they register for classes; they must register again for the English or math class they withdrew from. The document is signed by the student and counselor. Another document developed by the Assessment and Counseling Department to track students affected by the English and math Gen. Ed. requirement is the *Continuous Registration of College English and/or Math Courses* (Appendix E). GCC allows students to register for an upcoming semester while another semester is ongoing. This form allows students who are taking an English or math course to register for the next level of English or math for the upcoming semester. By signing the form, students acknowledge that they understand that if they do not pass the English or math class they are enrolled in, they will need to drop the higher-level English or math course and retake the lower-level course. This document is signed by the English or math instructor and the student. Although the intent of these forms is to ensure that students meet their English or math Gen. Ed. requirement, follow-up and enforcement is an issue. Perhaps the Office of Admissions and Registration could work with the SunGard consultants to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff will

verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy.

Table 2. EN100R Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	132	30.6%	112	23.9%	148	27.6%	89	19.6%	99	26.8%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	39	9.1%	40	8.6%	79	14.8%	73	16.1%	56	15.2%
Outcome Pending										
In Progress (Z)	233	54.0%	262	55.9%	261	48.6%	240	52.8%	185	50.0%
Withdrawals (W)	28	6.5%	55	11.8%	49	9.20%	53	11.7%	30	8.1%
TOTAL ENROLLMENT	432		469		537		455		370	

Like EN100B students, over the five-year period, a majority of EN100R students were awarded a "Z" (52.2%) followed by "P" (25.7%), and "F, TF, RF" (12.7%). As for withdrawals, over the five-year period, 9.5% of EN100R students withdrew from the course. As with EN100B, the number of withdraws increased dramatically from AY03-04 (28) to AY04-05 (55). Withdrawals increased by 96.5% between these two academic years. Withdrawals decreased by 10.9% from AY04-05 (55) to AY05-06 (49) but increased by 8.2% from AY05-06 (49) to AY06-07 (53). It then decreased by 43.4% from AY06-07 (53) to AY07-08 (30).

Table 3. EN100W Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	117	21.2%	128	23.0%	121	19.3%	132	19.9%	127	19.9%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	70	12.7%	89	16.0%	86	13.7%	105	15.8%	96	15.0%
Outcome Pending										
In Progress (Z)	286	51.7%	238	42.7%	327	52.0%	333	50.0%	316	49.3%
Incomplete	0	0.0%	0	0.0%	4	0.70%			2	0.3%
Withdrawals (W)	81	14.7%	103	18.5%	91	14.5%	96	14.5%	100	15.6%
TOTAL ENROLLMENT	554		558		629		666		641	

The same completion pattern found in EN100B and EN100R was found in EN100W. Over the five-year period, a majority of EN100W students were awarded a "Z" (49.3%) followed by "P" (20.5%), "F, TF, RF" (14.7%), and "I" (0.2%). As for withdrawals, over the five-year period, 15.5% of EN100W students withdrew from the course. Withdrawals increased by 27.2% between AY03-04 (81) to AY04-05 (103). Withdrawals decreased by 11.7% between AY04-05 (103) to AY05-06 (91). It then increased by 5.5% from AY05-06 (91) to AY06-07 (96) and by 4.2% from AY06-07 (96) to AY07-08 (100).

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Table 4. MA085 Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	56	50.0%	24	29.0%	35	50.0%	56	44.1%	29	29.0%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	4	3.6%	11	13.3%	18	25.8%	32	25.2%	40	40.0%
Outcome Pending										
In Progress (Z)	33	29.5%	37	44.6%	9	12.9%	27	21.3%	19	19.0%
Withdrawals (W)	19	17.0%	11	13.3%	8	11.5%	12	9.5%	12	12.0%
TOTAL ENROLLMENT	112		83		70		127		100	

Unlike developmental English courses, developmental math courses did not follow the same completion trend for all five academic years. Over the five-year period, a majority of MA085 students were awarded a "P" (40.7%) followed by "Z" (25.4%) and "F, TF, RF" (21.4%). As for withdrawals, over the five-year period, 12.6% of MA085 students withdrew from the course. Unlike developmental English courses, withdrawals decreased from AY03-04 (19) to AY04-05 (11). It decreased by 42.1%. Withdrawals decreased again by 27.3% from AY04-05 (11) to AY05-06 (8) but increased by 50.0% from AY05-06 (8) to AY06-07 (12). Withdrawals remained the same from AY06-07 (12) to AY07-08 (12).

Table 5. MA095 Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	245	55.1%	251	36.6%	289	37.0%	243	33.4%	229	37.8%
AA									3	0.5%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	134	30.2%	290	42.3%	262	33.6%	185	25.4%	133	22.0%
Outcome Pending										
In Progress (Z)	0	0.0%	0	0.0%	67	8.6%	156	21.4%	156	25.8%
No Grade (NG)	0	0.0%	0	0.0%	1	.2%	2	.3%	0	0.0%
Incomplete (I)	0	0.0%	0	0.0%	2	.3%	1	.2%	2	0.3%
Withdrawals (W)	66	14.9%	145	21.2%	160	20.5%	142	19.5%	82	13.5%
TOTAL ENROLLMENT	445		686		781		729		605	

According to Table 5 above, students were not awarded "Zs" in AY03-04 and AY04-05. This is because prior to AY05-06, students only received a pass or fail grade for MA095. Over the five-year period, nearly the same number of MA095 students was awarded a "P" (38.8%) and "F, TF, RF" (31.0%). Eighteen percent (18%) of students were awarded a "Z" from AY05-06 to AY07-08. As for withdrawals, over the five-year period, 18.4% of MA095 students withdrew from the course. The number of student withdrawals between AY03-04 and AY04-05 increased drastically by 119.7% from AY03-04 (66) to AY04-05 (145). It increased again by 10.4% from AY04-05 (145) to AY05-06 (160). Withdrawals then decreased by 11.30% from AY05-06 (160) to AY06-07 (142) and by 42.3% from AY06-07 (142) to AY07-08 (82). For AY05-06 and AY06-07 three students received an "NG" for the course. This means that these students did not receive a grade for the course. Between AY05-06 and AY07-08, five students received an "I"

received an "I" for the course. An "I" is a temporary grade given at the instructor's option if a student failed to complete the requirements of the course because of circumstances beyond the student's control. Generally, an "I" will revert to an "F" if the student fails to complete the course requirements before the end of the next regular semester. In AY07-08, three students received an "AA" for the course.[10]

Repeaters:

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As mentioned earlier, a "Z" signifies that a student has made satisfactory progress in a course, but has not passed it. Thus, a student who is awarded a "Z" for a course must continue to enroll in the course. A "Z" is only given to students enrolled in developmental courses. For purposes of this study, a student who received a "Z" in a developmental course and who enrolled in the same course again is considered a *repeater*.

Table 6. EN100B *Repeaters* (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	1	1.3%	1	1.0%	1	.9%	0	0%
Black	0	0%	0	0%	0	0%	0	0%
Burmese	1	1.3%	0	0%	0	0%	0	0%
Chamorro	5	6.5%	10	9.7%	17	15.0%	8	14.3%
Chinese	2	2.6%	2	2.0%	4	3.5%	2	3.6%
Chuukese	36	46.2%	44	42.3%	54	47.4%	25	44.7%
Filipino	23	29.5%	21	20.2%	18	15.8%	6	10.8%
Hispanic	0	0%	0	0%	0	0%	1	1.8%
Indian	0	0%	0	0%	0	0%	0	0%
Islander	0	0%	5	4.8%	0	0%	1	1.8%
Japanese	2	2.6%	11	10.6%	3	2.7%	1	1.8%
Korean	4	5.2%	0	0%	6	5.3%	7	12.5%
Kosraen	0	0%	3	2.9%	2	1.8%	0	0%
Marshallese	0	0%	0	0%	0	0%	0	0%
Palauan	2	2.6%	1	1.0%	2	1.8%	1	1.8%
Ponapean	1	1.3%	0	0%	0	0%	0	0%
Vietnamese	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%
Yapese	1	1.3%	5	4.8%	4	3.5%	3	5.4%

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[10] According to the *Course Substantive Revision Approval Form* for MA095 dated November 16, 2005, "The Final grade for this course will be either "AA" for outstanding, "P" for Passing, or "Z" for Satisfactory Progress made, continued enrollment required or "F" for Fail.

Other	0	0%	1	1.0%	3	2.7%	1	1.8%
Total Repeaters	78		104		114		56	

As seen in Table 6 above, over the four-year period there were 352 EN100B *repeaters*. As reported in Figure 1, there were 719 students enrolled in EN100B from AY03-04 to AY06-07. This means that out of the total students enrolled in EN100B over the four-year period, 49.0% repeated the course. Table 6 also reveals a 33.4% increase in the number of EN100B *repeaters* from AY03-04 (78) to AY04-05 (104). The number of *repeaters* increased again by 9.7% between AY04-05 (104) to AY05-06 (114) but decreased sharply by 50.9% between AY05-06 (114) to AY06-07 (56). Additionally, the table above reveals that in terms of ethnicity, most EN100B *repeaters* were Chuukese (159) followed by Filipino (68) and Chamorro (40).

Table 7. EN100R *Repeaters* (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	3	1.2%	0	0%	3	1.0%	1	.4%
Black	2	.8%	2	.9%	1	.4%	1	.4%
Burmese	0	0%	0	0%	0	0%	0	0%
Chamorro	98	38.2%	95	41.5%	108	35.0%	70	26.9%
Chinese	3	1.2%	2	.9%	7	2.3%	1	.4%
Chuukese	29	11.3%	27	11.8%	36	11.7%	56	21.5%
Filipino	80	31.2%	69	30.2%	109	35.3%	67	25.7%
Hispanic	0	0%	3	1.4%	3	1.0%	2	.8%
Indian	2	.8%	0	0%	0	0%	0	0%
Islander	3	1.2%	0	0%	2	.7%	0	0%
Japanese	6	2.4%	6	2.7%	5	1.7%	7	2.7%
Korean	8	3.2%	7	3.1%	9	3.0%	13	5.0%
Kosraen	3	1.2%	2	.9%	2	.7%	2	.8%
Marshallese	0	0%	1	.5%	1	.4%	2	.8%
Palauan	4	1.6%	6	2.7%	4	1.3%	2	.8%
Ponapean	1	.4%	0	0%	5	1.7%	9	3.5%
Vietnamese	1	.4%	0	0%	0	0%	0	0%
White	0	0%	0	0%	5	1.7%	9	3.5%
Yapese	12	4.7%	8	3.5%	5	1.7%	15	5.8%
Other	2	.8%	1	.5%	4	1.3%	4	1.6%
Total Repeaters	257		229		309		261	

Table 7 above reveals that there were 1,056 EN100R *repeaters* from AY03-04 to AY06-07. According to Figure 1, there were 1,893 students enrolled in EN100R from AY03-04 to AY06-07. This means that out of the total students enrolled in EN100R over the four-year

period (n=1,893), 55.8% repeated the course. Furthermore, according to Table 7 above, there were more than 200 EN100R *repeaters* each year (AY03-04, 59.5%; AY04-05, 48.9%; AY05-06, 57.6%; AY06-07, 57.4%). The number of *repeaters* decreased by 10.9% from AY03-04 (257) to AY04-05 (229) and increased by 35.0% from AY04-05 (229) to AY05-06 (309). *Repeaters* decreased by 15.6% from AY05-06 (309) to AY06-07 (261). Unlike EN100B *repeaters*, most EN100R *repeaters* were Chamorro (371) followed by Filipino (325) and Chuukese (148).

Table 8. EN100W *Repeaters* (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	1	.4%	4	1.5%	1	.4%	2	.5%
Black	5	1.8%	0	0%	3	1.0%	5	1.2%
Burmese	0	0%	0	0%	0	0%	0	0%
Chamorro	149	52.7%	132	49.5%	144	45.6%	198	47.5%
Chinese	1	.4%	5	1.9%	3	1.0%	2	.5%
Chuukese	11	3.9%	11	4.2%	16	5.1%	15	3.6%
Filipino	83	29.4%	87	32.6%	101	32.0%	130	31.2%
Hispanic	1	.4%	2	.8%	4	1.3%	5	1.2%
Indian	1	.4%	0	0%	0	0%	0	0%
Islander	2	.7%	2	.8%	4	1.3%	0	0%
Japanese	3	1.1%	3	1.2%	5	1.6%	5	1.2%
Korean	3	1.1%	2	.8%	4	1.3%	6	1.5%
Kosraen	1	.4%	3	1.2%	2	.7%	0	0%
Marshallese	3	1.1%	0	0%	0	0%	3	.8%
Palauan	6	2.2%	6	2.3%	3	1.0%	7	1.7%
Ponapean	2	.7%	2	.8%	1	.4%	4	1.0%
Vietnamese	0	0%	1	.4%	8	2.6%	1	.3%
White	4	1.5%	2	.8%	7	2.3%	18	4.4%
Yapese	6	2.2%	3	1.2%	5	1.6%	8	2.0%
Other	1	.4%	2	.8%	5	1.6%	8	2.0%
Total *Repeaters*	283		267		316		417	

In comparison to the other two developmental English courses, there were more *repeaters* in EN100W. Table 8 above reveals that over the four-year period, there were 1,283 EN100W *repeaters*. As reported in Figure 1, there were a total of 2,407 students enrolled in EN100W from AY03-04 to AY06-07. This means that out of this total, 53.3% repeated the course. Moreover, Table 8 shows that there were over 300 *repeaters* in AY05-06 and over 400 *repeaters* in AY06-07. The number of EN100W *repeaters* decreased by 5.7% from AY03-04 (283) to AY04-05 (267) and then increased by 18.4% from AY04-05 (267) to AY05-06 (316).

The number of *repeaters* increased again by 32.0% from AY05-06 (316) to AY06-07 (417). Like EN100R *repeaters*, most EN100W *repeaters* were Chamorro (623) followed by Filipino (401) and Chuukese (53).

Overall, there were more *repeaters* in EN100R and EN100W than EN100B because there were significantly more students enrolled in those two courses.

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Table 9. MA085 *Repeaters* (AY03-04 to AY06-07)

	AY03-04	%	AY04-05	%	AY05-06	%	AY06-07	%
Chamorro	37	46.3%	19	38.0%	25	48.1%	51	49.1%
Chuukese	15	18.8%	13	26.0%	15	28.9%	31	29.8%
Filipino	23	28.8%	12	24.0%	8	15.4%	14	13.5%
Hispanic	0	0%	0	0%	1	2.0%	0	0%
Islander	0	0%	1	2.0%	0	0%	0	0%
Japanese	0	0%	1	2.0%	0	0%	0	0%
Korean	1	1.3%	0	0%	0	0%	0	0%
Marshallese	1	1.3%	1	2.0%	0	0%	0	0%
Palauan	1	1.3%	2	4.0%	0	0%	1	1.0%
Ponapean	0	0%	0	0%	1	2.0%	2	2.0%
White	1	1.3%	0	0%	0	0%	2	2.0%
Yapese	1	1.3%	0	0%	1	2.0%	3	2.9%
Other	0	0%	1	2.0%	1	2.0%	0	0%
Total Repeaters	80		50		52		104	

Table 10. MA095 *Repeaters* (AY03-04 to AY06-07

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	2	.7%	3	.8%	2	0.5%	1	.3%
Black	4	1.3%	3	.8%	5	1.1%	3	.7%
Burmese	1	.4%	0	0%	0	0%	0	0%
Chamorro	144	45.3%	192	46.2%	235	49.5%	223	47.0%
Chinese	1	.4%	0	0%	1	.3%	2	.5%
Chuukese	41	12.9%	51	12.3%	36	7.6%	55	11.6%
Filipino	87	27.4%	109	26.2%	142	29.9%	134	28.3%
Hispanic	2	.7%	3	.8%	3	.7%	4	.9%
Indian	1	.4%	0	0%	0	0%	0	0%
Islander	3	1.0%	1	.3%	5	1.1%	0	0%
Japanese	3	1.0%	5	1.2%	4	.9%	4	.9%
Korean	2	.7%	4	1.0%	3	.7%	8	1.7%
Kosraen	1	.4%	7	1.7%	3	.7%	0	0%
Marshallese	1	.4%	2	.5%	1	.3%	2	.5%

Palauan	6	1.9%	10	2.4%	4	.9%	6	1.3%
Ponapean	1	.4%	2	.5%	2	.5%	6	1.3%
Vietnamese	0	0%	1	.3%	1	.3%	1	.3%
White	7	2.2%	7	1.7%	11	2.4%	12	2.6%
Yapese	8	2.6%	14	3.4%	10	2.1%	8	1.7%
Other	3	1.0%	2	.5%	7	1.5%	6	1.3%
Total *Repeaters*	318		416		475		475	

A comparison of Table 9 and Table 10 above reveals that in terms of developmental math, there were significantly more MA095 *repeaters* than MA085 *repeaters*. This is not surprising since, as reported in Figure 5, there were more students enrolled in MA095 than in MA085. As shown in Table 9 above, over the four-year period, there were 286 MA085 *repeaters*. Based on Figure 5, there were a total of 392 students enrolled in MA085 from AY03-04 to AY06-07. This means that out of the total students enrolled in MA085 over the four-year period, 73.0% repeated the course. Additionally, according to Table 9, the number of MA085 *repeaters* decreased by 37.5% from AY03-04 (80) to AY04-05 (50) but increased by 4.0% from AY04-05 (50) to AY05-06 (52). The number of *repeaters* then increased by 100% between AY05-06 (52) to AY06-07 (104). Most MA085 *repeaters* were Chamorro (132) followed by Chuukese (74) and Filipino (57).

As shown in Table 10, over the four-year period, there were 1,684 MA095 *repeaters*. Figure 5 reports a total of 2,641 students enrolled in MA095 from AY03-04 to AY06-07. This means that out of the total students enrolled in MA095 over the four-year period, 63.8% repeated the course. Furthermore, Table 10 reveals that the number of *repeaters* in MA095 increased by 30.9% from AY03-04 (318) to AY04-05 (416) and increased again by 14.2% from AY04-05 (416) to AY05-06 (475). There was no change in the number of *repeaters* from AY05-06 (475) to AY06-07 (475). Unlike MA085 *repeaters*, most MA095 *repeaters* are Chamorro (794) followed by Filipino (472) and Chuukese (183).

Table 11. Student Enrollment (AY03-04 to AY06-07)

Ethnicity	AY03-04	%	AY04-05	%	AY05-06	%	AY06-07	%
ASIAN	19	1.1%	16	0.8%	12	0.5%	6	0.3%
BLACK	14	0.8%	10	0.5%	12	0.5%	15	0.7%
BURMESE	2	0.1%	0	0.0%	0	0.0%	0	0.0%
CHAMORRO	645	38.2%	765	38.4%	898	40.6%	808	37.4%
CHINESE	11	0.7%	11	0.6%	18	0.8%	14	0.6%
CHUUKESE	288	17.1%	331	16.6%	340	15.4%	386	17.9%
FILIPINO	502	29.8%	589	29.5%	635	28.7%	589	27.3%
HISPANIC	4	0.2%	11	0.6%	18	0.8%	13	0.6%

INDIAN	4	0.2%	0	0.0%	0	0.0%	0	0.0%
ISLANDER	10	0.6%	8	0.4%	12	0.5%	2	0.1%
JAPANESE	23	1.4%	44	2.2%	36	1.6%	28	1.3%
KOREAN	35	2.1%	44	2.2%	40	1.8%	67	3.1%
KOSRAEN	15	0.9%	26	1.3%	17	0.8%	9	0.4%
MARSHALLESE	9	0.5%	10	0.5%	7	0.3%	10	0.5%
OTHER	7	0.4%	10	0.5%	30	1.4%	30	1.4%
PALAUAN	25	1.5%	37	1.9%	23	1.0%	32	1.5%
PONAPEAN	11	0.7%	9	0.5%	17	0.8%	33	1.5%
VIETNAMESE	1	0.1%	3	0.2%	3	0.1%	4	0.2%
WHITE	16	0.9%	17	0.9%	31	1.4%	49	2.3%
YAPESE	46	2.7%	53	2.7%	65	2.9%	63	2.9%
Total Enrollment	1687		1994		2214		2158	

Note: Student enrollment data is based on unduplicated head count.

Based on Table 11 above, it is not surprising that a majority of *repeaters* were Chamorro, Chuukese, or Filipino since they represent the top three ethnic groups of students enrolled at GCC over the four-year period. Chamorros (38.7%) make up the biggest group followed by Filipino (28.8%) and Chuukese (16.7%).[11]

TABLE 12: Frequency of EN100B *Repeaters* (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	7x	Count
ASIAN	2	1						3
BLACK								0
BURMESE	1							1
CHAMORRO	32	5	2			1		40
CHINESE	9		1					10
CHUUKESE	89	42	14	6	5	2	1	159
FILIPINO	55	9	1	1		1	1	68
HISPANIC	1							1
INDIAN								0
ISLANDER	1							1
JAPANESE	6	2	2	1				11
KOREAN	19	7	1	1				28
KOSRAEN		2						2
MARSHALLESE	2		1					3
OTHER	3	1						4
PALAUAN	6							6
PONAPEAN		2						2
VIETNAMESE								0
WHITE								0
YAPESE	9	2	2					13
Grand Total	235	73	24	9	5	4	2	352
% of Total	66.8%	20.7%	6.8%	2.6%	1.4%	1.1%	0.6%	

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[11] Percent is based on four year enrollment data.

Table 12 above reveals that over the four-year period, most EN100B *repeaters* repeated the course once (66.8%) followed by twice (20.7%), and three times (6.8%). Two students repeated the course 7 times. A majority of EN100B *repeaters* were Chuukese (159) followed by Filipino (68) and Chamorro (40). The table also shows that the top three ethnic groups with the highest number of students who repeated EN100B once over the four-year period were Chuukese (89), followed by Filipino (55), and Chamorro (32). The top three ethnic groups with the highest number of students who repeated EN100B twice were Chuukese (42), Filipino (9), and Korean (7). Chuukese students represented the largest ethnic group of students who repeated EN100B three or more times (28).

TABLE 13: Frequency of EN100R *Repeaters* (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	7x	8x	Count
ASIAN	4	2	1						7
BLACK	4	1		1					6
BURMESE									0
CHAMORRO	261	71	28	10	1				371
CHINESE	8	2	2	1					13
CHUUKESE	69	39	21	8	7	1	1	2	148
FILIPINO	200	75	32	13	3	2			325
HISPANIC	7	1							8
INDIAN	2								2
ISLANDER	3	2							5
JAPANESE	11	7	3	2	1				24
KOREAN	22	7	4	3	1				37
KOSRAEN	3	4			2				9
MARSHALLESE	2	1	1						4
OTHER	8	1	2						11
PALAUAN	12	3		1					16
PONAPEAN	9	3	2			1			15
VIETNAMESE				1					1
WHITE	12	2							14
YAPESE	19	11	5	4		1			40
Grand Total	656	232	101	44	15	5	1	2	1056
% of Total	62.1%	22.0%	9.6%	4.2%	1.4%	0.5%	0.1%	0.2%	

Table 13 above shows that over the four-year period, more than 62% of the EN100R *repeaters* repeated the course once (62.1%) followed by twice (22.0%), and three times (9.6%). Two students repeated the course 8 times. A majority of EN100R *repeaters* were Chamorro (371) followed by Filipino (325), and Chuukese (148). The table also shows that the top three ethnic groups with the highest number of students who repeated EN100R once over the four-year period were Chamorro (261), Filipino (200), and Chuukese (69). The top three ethnic groups

with the highest number of students who repeated EN100R twice were Filipino (75), Chamorro (71), and Chuukese (39). Unlike EN100B, Filipino students represented the largest ethnic group of students who repeated EN100R three or more times (50).

TABLE 14: Frequency of EN100W *Repeaters* (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	7x	9x	Count
ASIAN	1	3	2	2					8
BLACK	13								13
BURMESE									0
CHAMORRO	432	121	45	18	5	2			623
CHINESE	9	1		1					11
CHUUKESE	37	6	3	2	3	2			53
FILIPINO	228	97	49	16	9	1		1	401
HISPANIC	11		1						12
INDIAN	1								1
ISLANDER	6	1	1						8
JAPANESE	10	4		1	1				16
KOREAN	6	6	1	1			1		15
KOSRAEN	2	3			1				6
MARSHALLESE	5		1						6
OTHER	13	2		1					16
PALAUAN	17	4		1					22
PONAPEAN	6	1	1		1				9
VIETNAMESE	1			1					2
WHITE	23	5	3						31
YAPESE	10	7	2	2	1				22
Grand Total	831	261	109	46	21	5	1	1	1275
% of Total	65.2%	20.5%	8.5%	3.6%	1.6%	0.4%	0.1%	0.1%	

Table 14 above reveals that over the four-year period, more than 65% of EN100W *repeaters* repeated the course once (65.2%) followed by twice (20.5%) and three times (8.5%). One student repeated the course 9 times. A majority of *repeaters* were Chamorro (623) followed by Filipino (401), and Chuukese (53). Table 14 also shows that the top three ethnic groups with the highest number of students who repeated EN100W once over the four-year period were Chamorro (432), Filipino (228), and Chuukese (37). The top three ethnic groups with the highest number of students who repeated EN100W twice were Chamorro (121), Filipino (97), and Yapese (7). Like EN100R, Filipino students represented the largest ethnic group of students who repeated EN100W three or more times (76).

TABLE 15: Frequency of MA085 *Repeaters* (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	Count
ASIAN						0
BLACK						0
BURMESE						0
CHAMORRO	118	11	2	1		132
CHINESE						0
CHUUKESE	55	14	4		1	74
FILIPINO	51	4		2		57
HISPANIC	1					1
INDIAN						0
ISLANDER	1					1
JAPANESE	1					1
KOREAN						0
KOSRAEN	1					1
MARSHALLESE	2					2
OTHER	1	1				2
PALAUAN	4					4
PONAPEAN	2	1				3
VIETNAMESE						0
WHITE	3					3
YAPESE	5					5
Grand Total	245	31	6	3	1	286
% of Total	85.7%	10.8%	2.1%	1.0%	0.3%	

Table 15 above reveals that over the four-year period, more than 85% of MA085 *repeaters* repeated the course once (85.7%) followed by twice (10.8%), and three times (2.1%). One student repeated the course five times. A majority of *repeaters* were Chamorro (132) followed by Chuukese (74) and Filipino (57). The top three ethnic groups with the highest number of students who repeated MA085 once were Chamorro (118), Chuukese (55), and Filipino (51). The top three ethnic groups who repeated MA085 twice were Chuukese (14), Chamorro (11), and Filipino (4). The largest ethnic category of students who repeated MA085 three or more times was Chuukese students (5).

TABLE 16: Frequency of MA095 *Repeaters* (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	Count
Asian	6	1	1				8
Black	12	2	1				15
Burmese	1						1
Chamorro	649	112	20	9	3	1	794
Chinese	3	1					4
Chuukese	128	44	10		1		183
Filipino	384	61	17	9	1		472
Hispanic	10	2					12
Indian	1						1
Islander	9						9
Japanese	10	1	3	2			16
Korean	10	7					17
Kosraean	5	4	2				11
Marshallese	4	2					6
Other	15	2	1				18
Palauan	23	2	1				26
Ponapean	11						11
Vietnamese	3						3
White	34	2	1				37
Yapese	30	8	1	1			40
Grand Total	1348	251	58	21	5	1	1684
% of Total	80.0%	14.9%	3.4%	1.2%	0.3%	0.1%	

Table 16 above reveals that over the four-year period, there were 80.0% of MA095 *repeaters* who repeated the course once followed by twice (14.9%), and three times (3.4%). One student repeated the course 6 times. A majority of MA095 *repeaters* were Chamorro (794) followed by Filipino (472), and Chuukese (183). Table 16 also shows that the top three ethnic groups with the highest number of students who repeated MA095 once over the four-year period were Chamorro (649), Filipino (384), and Chuukese (128). The top three ethnic groups with the highest number of students who repeated MA095 twice were Chamorro (112), Filipino (61), and Chuukese (44). The largest ethnic group of students who repeated MA095 three or more times was Chamorro (33).

IV. Summary and Conclusions

The following summary findings are derived from this study:

- **Enrollment**

Developmental English

Of the three developmental English courses, EN100W had the greatest enrollment followed by EN100R and EN100B. Although enrollment in EN100B increased from AY03-04 to AY04-05, enrollment decreased after AY05-06. Enrollment in EN100R increased from AY03-04 to AY05-06 but decreased after AY05-06.

Developmental Math

There was significantly greater enrollment in MA095 than MA085 throughout the five-year period. Enrollment in MA085 decreased from AY03-04 to AY05-06 but increased significantly in AY06-07. Enrollment then decreased in AY07-08. Enrollment in MA095 increased from AY03-04 to AY05-06 but decreased after AY05-06.

- **Course Completion**

Developmental English

Over the five-year period, a majority of EN100B students were awarded a "Z" (63.3%) followed by "P" (17.4 %) and "F, TF, RF" (11.1%). As for withdrawals, 8.4% of EN100B students withdrew from the course over the five-year period. The percentage of EN100B withdrawals increased dramatically after the implementation of the Gen. Ed. Policy in Fall 2003. Withdrawals increased by 150% from AY03-04 to AY04-05. Course completion in EN100R was similar to that in EN100B. Over the five-year period, a majority of EN100R students were awarded a "Z" (52.2%) followed by a "P" (25.7%) and "F, TF, RF" (12.7%). As for withdrawals, 9.5% of EN100R students withdrew from the course from AY03-04 to AY07-08.

As with the other two developmental English courses, most students enrolled in EN100W over the five-year period received a "Z" (49.3%) followed by "P" (20.5%) and "F, TF, RF" (14.7%). In terms of withdrawals, 15.5% of EN100W students withdrew from the course over the five-year period. Although withdrawals from EN100W increased after AY03-04, it did not increase as much as it did for EN100B and EN100R.

Developmental Math

Unlike developmental English courses, developmental math courses did not follow the same completion trend. Over the five-year period, a majority of MA085 students were awarded a "P" (40.7%) followed by "Z" (25.4%), and "F, TF, RF" (21.4%). As for withdrawals, 12.6% of MA085 students withdrew from the course over the five-year period. Unlike the developmental English courses, the percentage of withdrawals from MA085 decreased from AY03-04 to AY04-05. Withdrawals decreased further in AY05-06 but increased again in AY06-07. Withdrawals remained the same from AY06-07 (12) to AY07-08 (12).

As for MA095, students were not awarded "Zs" in AY03-04 and AY04-05. Prior to AY05-06 students only received a pass or fail grade for MA095. Over the five-year period, nearly the same number of MA095 students was awarded a "P" (38.8%) and "F, TF, RF" (31.0%). With respect to withdrawals over the five-year period, 18.4% of MA095 students withdrew from the course. Withdrawals from MA095 increased drastically from AY03-04 to AY04-05 (over 119.0%) and continued to increase in AY05-06 (by 10.4%) but then decreased in AY06-07 (by 11.3%) and AY07-08 (by 42.3%).

- **Repeaters**

Developmental English

Of the total students enrolled in EN100B from AY03-04 to AY06-07, 49.0% repeated the course. Most EN100B *repeaters* repeated the course once (66.8%) followed by twice (20.7%) and three times (6.8%). The remaining 5.7% repeated the course between 4 to 7 times. As for EN100R, of the total students enrolled in EN100R over the four-year period, 55.8% repeated the course. Like EN100B *repeaters*, most EN100R *repeaters* repeated the course once (62.1%) followed by twice (22.0%) and three times (9.6%). The remaining 6.3% repeated the course between 4 to 8 times. As for EN100W, 53.3% of the total students enrolled in the course over the four-year period repeated the course. Similar to EN100B and EN100R, most EN100W *repeaters* repeated the course once (65.2%) followed by twice (20.5%) and three times (8.5%). The remaining 5.8% of *repeaters* repeated the course between 4 to 9 times.

Developmental Math

Of the total students enrolled in MA085 from AY03-04 to AY06-07, 73.0% repeated the course. Over 85% of MA085 *repeaters* repeated the course once (85.7%) followed by twice (10.8%), and three times (2.1%). The remaining 1.4% repeated the course 4 to 5 times. As for MA095, 63.8% of the students enrolled in the course over the four-year period repeated the course. Of these *repeaters*, 80.0% repeated the course once followed by twice (14.9%) and three times (3.4%). The remaining 1.7% repeated the course between 4 to 6 times.

V. Recommendations

The following recommendations are given in relation to the conclusions reached in this study:

- The English Department should review the curriculum documents for each of the three developmental courses and make appropriate modifications to ensure *student access* and *success*. For example, consideration should be given to learning styles as a function of ethnicity when developing course design and content. Also, perhaps incorporate a variety of teaching strategies to address different learning styles. This is critical since over 49.0% of students enrolled in developmental English courses received a "Z" throughout the five-year period. Also, of the total number of students enrolled in EN100B over the four-year period, 49% repeated the course. Of the total number of students enrolled in EN100R over the four-year period, 55.8% repeated the course and of the total number of students enrolled in EN100W over the four-year period, 53.3% repeated the course. Two EN100B students repeated the course 7 times, two EN100R students repeated the course 8 times, and one EN100W student repeated the course 9 times.

- The Math Department should also review the curriculum documents for their two developmental courses and modify it where appropriate. Consideration should also be given to learning styles as a function of ethnicity when developing course design and content. As suggested for developmental English courses, perhaps a change in teaching methods is needed. This is particularly important since, throughout the five-year period under review, the percentage of students who pass MA085 is 40.0% or less. Also, the percentage of students who did not earn credit for the MA085 increased after AY03-04.[12]

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[12] Percentages are based on the number of withdrawals and total enrollment each year.

Additionally, of the total number of students enrolled in MA085 over the four-year period, 73.0% repeated the course. As for MA095, of the total number of students enrolled in the course over the four-year period, 63.8% repeated the course. One student enrolled in MA085 repeated the course 5 times and one student enrolled in MA095 repeated the course 6 times.

- English and math faculty should work with their department members to identify ways to improve student achievement in developmental courses. Possibly, schedule faculty training in multi-cultural awareness so that they can better understand the learning styles of their students and how to incorporate this information into their teaching methods and strategies. This training can be scheduled during Professional Development Day.
- Currently, there is no mechanism in place to enforce the Gen. Ed. policy. As mentioned earlier, perhaps the Office of Admissions and Registration could work with the SunGard consultants to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff will verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy.
- The Gen. Ed. Committee, in coordination with the math and English departments, should establish a systematic assessment process for English and math developmental courses. The department chairs of these respective departments, in consultation with their program faculty, should lead this assessment effort.
- The college should look at ways to offer more English and math tutoring services to all students. Perhaps students who passed higher-level English and math courses could be hired as peer tutors for those who are enrolled in developmental English and math courses. If possible, tutors and students should be matched by ethnicity because of the similarities in learning styles. Also, this should minimize language barriers that may hinder the learning process. Furthermore, there may be cultural issues to consider when matching students to tutors (ex. same gender matches). Departments and offices offering tutoring services, including tutors themselves, should undergo multi-cultural awareness training so that they are better prepared to meet the needs of students from different ethnic groups. The college should also ensure that students are aware that tutoring services are available. This can be done through email and announcements during new student orientation. Additionally, faculty who are aware that students are struggling in

their English and math courses should inform these students of available tutoring services so that they could get the extra assistance that they need. Early intervention is critical. It is also important that departments or offices offering tutoring services keep the campus informed of available tutoring services.

VI. Synthesis

As this study has shown, a relatively high number of GCC's currently enrolled students are struggling in developmental English and math courses. Some are failing and others have to retake a course multiple times. A majority of students enrolled in all three developmental English courses were awarded a "Z" followed by "P" and "F, TF, RF". Of the total students enrolled in each developmental English and math course from AY03-04 to AY06-07, over 49% repeated a course. A number of students enrolled in developmental English and math courses repeated a course multiple times, with a few repeating it as much as 8 to 9 times. These challenges possibly result in great frustration and negatively impact on *student access* and *success*. Specifically, the challenge of successfully completing developmental courses prevents students from progressing to college-level courses. Ultimately, this potentially impacts program completions in general and program completions in a reasonable time. Additionally, it delays students in meeting general education requirements at transfer institutions. Moreover, it negatively affects the number of students who complete both certificate and degree programs. The college's Gen. Ed. Policy wasn't designed as an obstacle to student success. It was designed to adequately prepare students to meet business and industry standards. Through continuous communication with employers, the college develops curricula to meet the employers' criteria for successful employees.

The responsibility to address the issues contained in this report does not lie with any one department. It is an institution-wide responsibility. The college as a whole must work actively to address these issues in order to ensure *access* and *success* for all students.

APPENDIX F

General Education Committee
General Education SLO Study Report
Spring 2008

Introduction

Cross-curricular assessment of General Education student learning outcomes (SLOs) has emerged as a major focus of post-secondary institutions throughout the country. These efforts, promulgated through accreditation bodies such as ACCJC and WASC, have been the result of a broader discussion of the extent that General Education SLOs are incorporated into the fabric of post-secondary curricula and the degree that these concepts are reinforced throughout a student's career.

The General Education Committee has established 28 student learning outcomes that belong to seven academic categories: Civic Engagement, Critical Thinking, Individual and Society, Information Literacy, Oral Communication, Quantitative Reasoning, and Written Communication. Historically, assessment of these SLOs was limited to courses within the General Education curriculum. However, the Seventh Annual Institutional Assessment Report (AIAR) outlined several areas of concern regarding assessment of General Education student learning outcomes. A major recommendation was to expand assessment efforts beyond the core GE courses to include courses that are part of degree programs. As a result, the General Education Committee has focused its assessment efforts on designing and implementing a thoughtful, inclusive, and encompassing assessment plan of GE SLOs in all degree programs at Guam Community College.

In order to determine the breadth and depth that GE SLOs are addressed at GCC, the General Education Committee designed a survey of full-time faculty that attempted to

ask the following questions: (1) How many degree program (i.e., A.A. and A.S.) courses at GCC are incorporating General Education SLOs into the course curriculum, (2) which GE SLOs are being addressed and to what extent are these General Education SLOs reinforced, and (3) what type of assignments do faculty use to address these SLOs.

Survey Design and Analysis

The General Education Committee utilized a secure, online survey engine (SurveyMonkey.com) to create an electronic survey and invited full-time faculty that taught classes during 2006-2007 to respond. Full-time faculty were surveyed because of the high likelihood that these employees were still employed at GCC in 2008. The survey required faculty to indicate (a) courses taught during AY 2006-2007, (b) individual General Education SLOs that were addressed by those courses, (c) the level that those courses addressed specific SLOs (i.e., introduced, reinforced, emphasized, or not addressed), and (d) the type of assignment that best addressed those SLOs.

The survey was made available to faculty in February 2008 and faculty members had approximately three weeks to respond to the survey. Survey responses were then harvested and aggregated prior to analysis.

Results

Of the 95 full-time faculty that were invited to participate in the survey who taught classes during AY 2006-2007, nearly 35% responded to the survey and characterized a course that they taught. While this number is much lower than desired, it

partly reflects loss of faculty at GCC since that time period due to retirement, relocation, etc. Of the courses that faculty characterized, fewer than 20% of those classes reported not addressing a General Education SLO (Table 1). In contrast, 48% of the courses that were characterized addressed and emphasized one of the 28 SLOs (Table 1).

A comparison of the level of emphasis within each of the seven academic categories reflected the high rates of emphasis of GE SLOs. For example, less than 3% and 9% of courses did not address SLOs in the Oral Communication and Quantitative Reasoning SLOs, respectively. However, we also found that a large number of classes did not incorporate Written Communication (23%) or Information Literacy (38%) SLOs. An aggregated ranking of the number of SLOs that were not addressed by a course is shown in Figure 1.

It was difficult to distinguish clear trends among the type of assignments that courses used to address the various SLOs (Figures 2a-g). One problem was the types of assignments that were available for respondents to choose from were limited. As an example, respondents to the Individual and Society and Written Communication SLOs used "Other" means of assessment more frequently than other conventional assignments. However, some types of assignments were clearly favored by instructors. In particular, service learning projects were the overwhelming means of assessment by instructors that addressed Civic Engagement SLOs (Figure 2g).

Discussion

General Education Student Learning Outcomes are expected to capture what students should know, think, or do as they progress through the General Education curriculum. However, there has been growing support for examining the extent that GE SLOs are woven into the fabric a student's academic experience and how well these outcomes are promoted or reinforced beyond their GE requirements. To this end, the General Education Committee's survey of GE SLOs across the curriculum provided preliminary insight into some of the challenges that lie in store for curriculum-wide assessment strategies and revealed possible areas for curriculum development or modification. Indeed, one of the most striking results from this study was the finding that the Written Communication SLOs, which are considered core GE outcomes on many campuses, were listed as "not addressed" in a significant number of the courses reported in the survey. Similarly, lower than expected incorporation of Information Literacy SLOs contrasts with campus-wide efforts to make improvements to GCC's technological infrastructure. It should be noted, however, that the courses that were reported only reflect a small proportion of the entire number of courses offered at GCC. Thus, an additional recommendation of this study is to continue efforts to develop a more comprehensive map of SLOs $\times$ courses $\times$ level of reinforcement.

While the General Education Committee is hesitant to make prescriptive recommendations to individual programs regarding curriculum content, we believe that these results should serve as a springboard to initiate a discussion on how various programs across the campus can support and reinforce these outcomes. A promising development in AY 2007-2008 was the development of an electronic curriculum revision

template that requires authors to indicate the GE SLOs that relate to the course they are updating. These efforts were facilitated through the efforts of the Curriculum and General Education committees and will allow much more efficient identification of courses for future assessment and provide greater transparency and accountability by the College to the students and other stakeholders in the community.

Table 1. Student learning outcomes and faculty survey responses. I = introduced, R = reinforced, E = emphasized, and NA = not addressed.

	Student Learning Outcome	I	R	E	NA	Total Courses
Written Communication	1. Use writing to discover, organize and communicate ideas.	3	7	3	1	14
	2. Identify and analyze the audience and purpose for any intended communication.	2	4	4	4	14
	3. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.	2	4	4	5	15
Quantitative Reasoning	4. Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately.	3	1	9	1	14
	5. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	1	3	8	0	12
	6. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	3	2	8	0	13
Oral Communication	7. Properly identify the audience and purpose of any intended communication.	2	2	7	3	14
	8. Use appropriate language, techniques, and strategies.	3	4	6	1	14
	9. Speak clearly and confidently, using voice, volume, tone, and articulation.	2	4	8	0	14
	10. Use effective communication strategies to initiate and sustain discussion.	2	3	8	1	14
	11. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	2	2	9	1	14
Critical Thinking Skills	12. Properly identify and state issues, problems, or questions contained in a body of information.	1	4	7	2	14
	13. Identify and analyze assumptions and underlying points of view relating to an issue or problem.	2	4	7	1	14
	14. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases.	2	2	8	2	14
	15. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	3	4	7	0	14
	16. Synthesize information from various sources, drawing reasoned conclusions.	3	3	8	1	15
	17. Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.	2	2	6	4	14
Information Literacy	18. Locate, evaluate and use information effectively.	2	2	9	1	14
	19. Properly use and cite a variety of sources.	1	2	3	8	14
	20. Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of software applications.	3	0	5	6	14
	21. Use and access information ethically and legally, with an understanding of what constitutes plagiarism.	4	1	4	5	14
Individual and Society	22. Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.	1	1	8	4	14
	23. Examine critically and appreciate the values and beliefs of their own culture and those of other cultures.	6	1	6	1	14
	24. Acknowledge opposing viewpoints.	4	2	5	3	14
	25. Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.	4	1	9	0	14
Civic Engagement	26. Participate fully in a civic engagement experience where a service is provided to the community that relates to the academic curriculum.	3	1	8	2	14
	27. Evidence an understanding of the relevance of the completed civic engagement work to the subject matter of the course where the civic engagement experience was assigned.	3	2	7	2	14
	28. Demonstrate an awareness of the need for and value of lifelong civic engagement in addressing local community needs.	2	3	7	2	14
	SUM	71	71	188	61	391
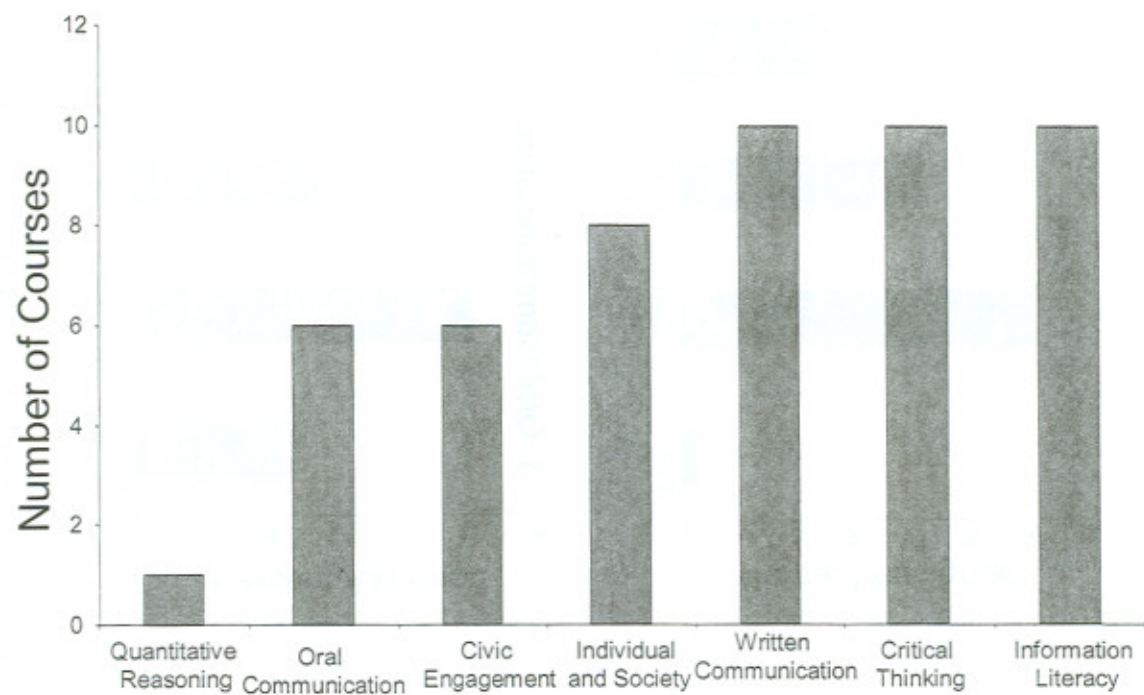
Figure 1. Ranking of academic categories by the number of courses that reported not addressing SLOs in those categories
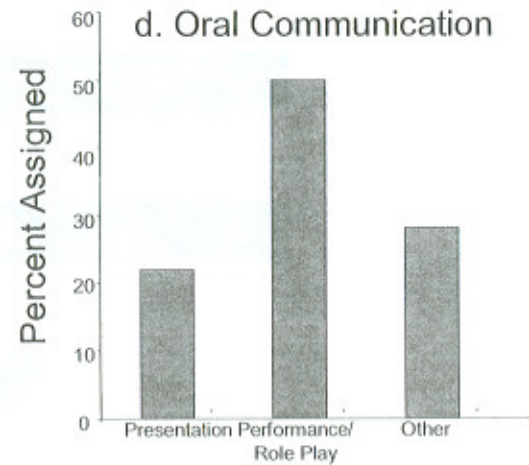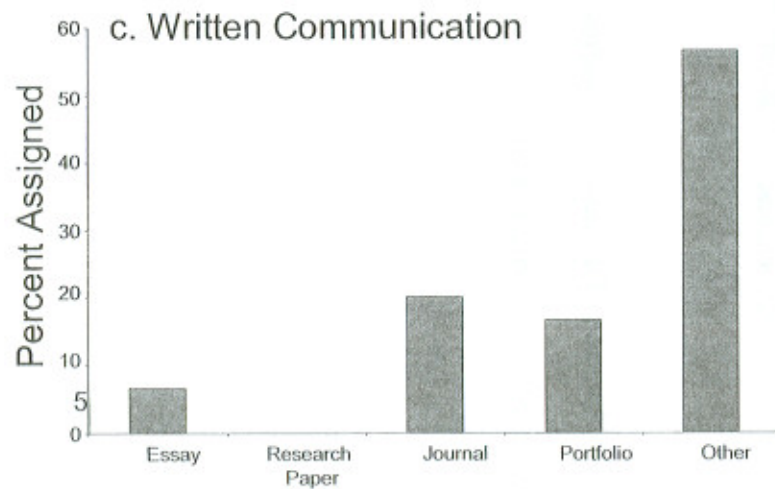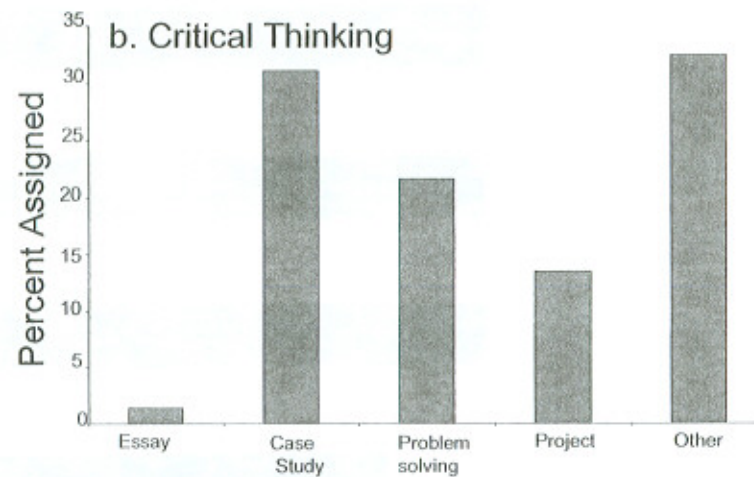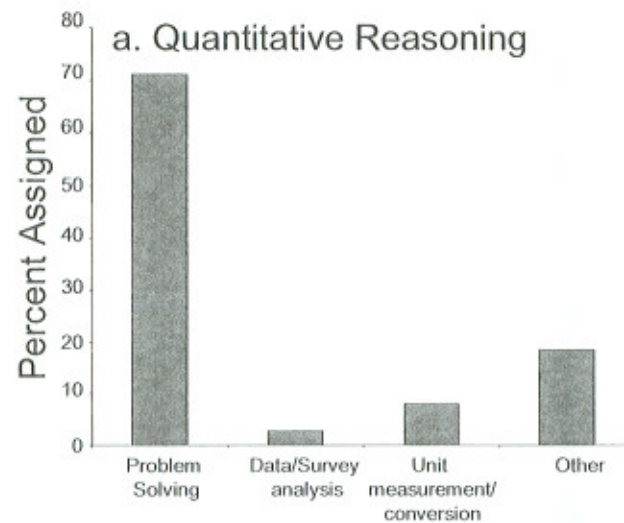
Figure 2a-d. Percentage of assignment types by academic category. Note the differences in scale on the Y-axis.
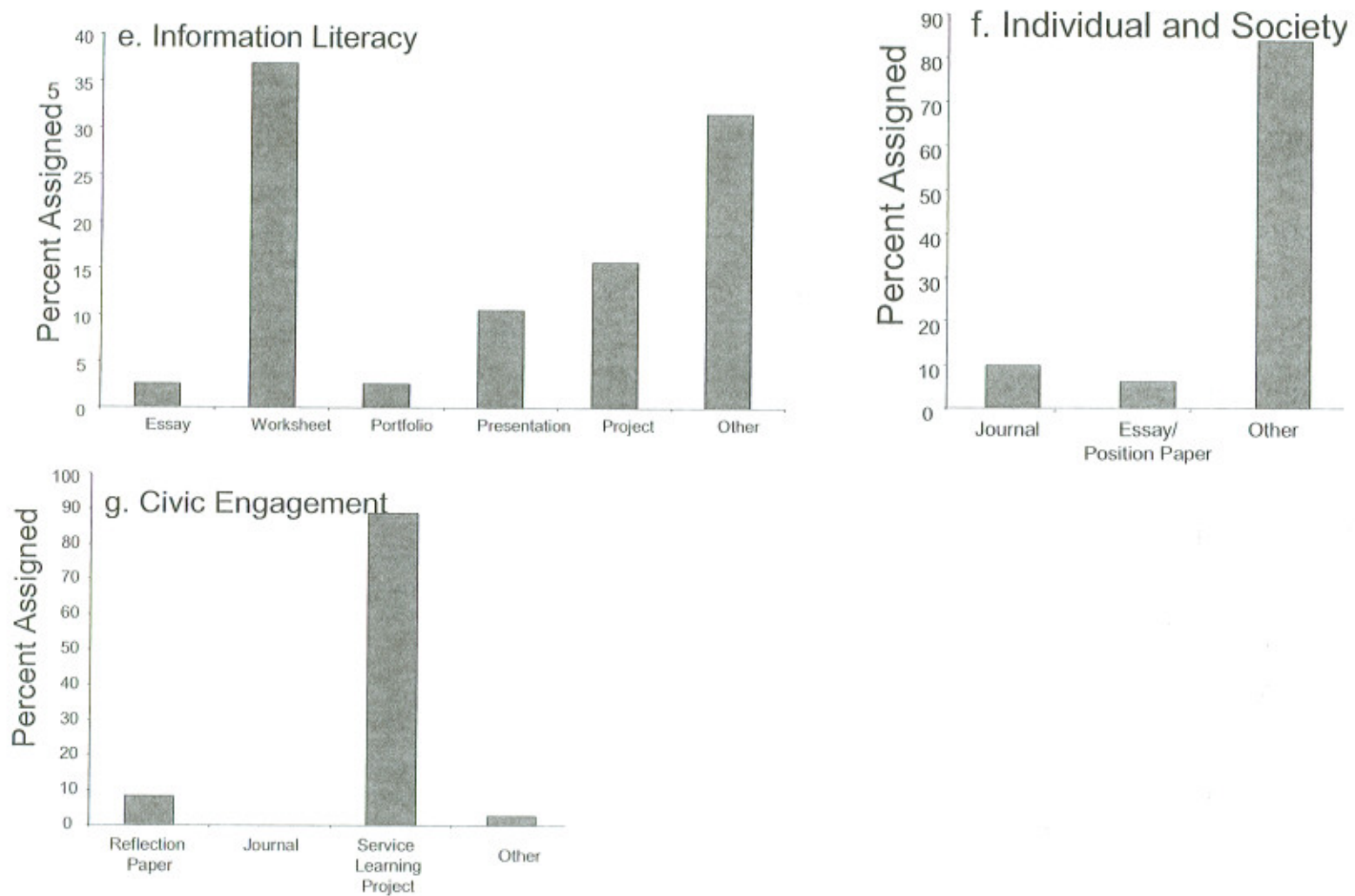
Figure 2e-g. Percentage of assignment types by acadmeic category. Note the differences in scale on the Y-acis.

APPENDIX G

EFFECTIVENESS REPORT OF THE GCC FACULTY SENATE:
Second Survey Report
AY 2007-2008

I.   *Introduction and Purpose*

The Guam Community College's (GCC) Faculty Senate was implemented in Fall 2006 and provides for a governance structure in which faculty, administrators, staff, and students can participate in decision-making processes that impact the institution.

The objectives of this study are:

- To build on previous perceptions of committee participants, Senate leaders, and faculty in general regarding the effectiveness of the structure;
- To identify points for discussion and negotiation in order to strengthen the dialogue between and among the constituents involved; and
- To further the objectives of the Senate in terms of accountability and improvement.

II.   *Methodology and Instrumentation*

The initial formative assessment of the Faculty Senate included two survey instruments which were administered at the end of Fall 2006 and the beginning of Spring 2007. The *GCC Indicators of Faculty Senate Effectiveness (IFSE-Part I)* was a survey designed for faculty members, administrators, staff, and students who belong to Senate committees and those who were in leadership positions in the Faculty Senate structure. The *GCC Indicators of Faculty Senate Effectiveness (IFSE-Part II)* was designed for individuals serving in leadership positions such as members of the College Governing Council, Executive Committee, Oversight Chairs, Chairs, and Co-Chairs in the GCC Faculty Senate Structure.

Three survey instruments were used in this current study. Two of the surveys are modified versions of the IFSE-Part I and IFSE-Part II (the *general membership survey*-Appendix A and the *leadership survey*-Appendix B). Modifications were made by the Faculty Senate. The third survey was the *faculty survey* (Appendix C).

The *general membership survey* which was designed for faculty members, administrators, staff, and students who belong to college committees had a 37.28% response rate while the *leadership survey* which was designed for members of the College Governing Council, Senators,

Committee Chairs, and Co-Chairs had a 28.58% response rate. The response rate for the *faculty survey* was 43.40%.

The three surveys were administered during Professional Development Day held on February 18, 2008 at the Hyatt Hotel. A copy of the *general membership survey* and the *faculty survey* were placed on the tables where the Professional Development Day participants were seated. The *leadership surveys* were handed directly to members of the College Governing Council, Faculty Senators, Committee Chairs, and Co-Chairs by Faculty Senate representatives. No explanations were provided about the different types of surveys; however, the Faculty Senate Word Processing Secretary II did inform respondents that she would collect the surveys from them before the end of the day.

Data was analyzed using Excel spreadsheets, and content analysis was conducted to gather qualitative information. Responses to the open-ended questions were used to validate the quantitative data gathered from the surveys. This was further validated by content analysis of the Faculty Senate website, meeting minutes, and bylaws as well as individual committee bylaws, meeting minutes, and committee reports.

III.   Limitations

One limitation of the study is that feedback from secondary faculty was not included in the assessment. Their feedback is important because of their role in governance and because there are 20 secondary faculty serving on GCC committees. February 18, 2008 was a regular duty day for secondary faculty; therefore, they were not able to attend Professional Development Day. Only one secondary faculty attended. Additionally, student and staff committee members were not present during Professional Development Day. Moreover, not all administrators serving on committees attended Professional Development Day.

Another limitation is that the generalizability of the study results are limited based on the single tool (survey) that was used in this study.

IV.   Results and Discussion

The *general membership survey* had a 37.28% response rate and the *faculty survey* had a 43.40% response rate. The response rates for the *general membership survey* was calculated by

dividing the number of faculty members, administrators, staff, and students who belong to committees as listed in a spreadsheet provided by the Faculty Senate Office on March 3, 2008 (Appendix D) by the number of actual surveys received. Individuals serving on multiple committees completed only one survey form and therefore were counted once. It is assumed that the Faculty Senate members who responded to this survey were also serving on a committee. There may have been some confusion by individuals holding multiple roles in the current governance process about which survey to complete. The response rate for the *leadership survey* (members of the College Governing Council, Senators, Committee Chairs, and Co-Chairs) was 28.58%. This response rate was calculated by dividing the number of College Governing Council members, Senators, Committee Chairs, and Co-Chairs listed on the spreadsheet mentioned above by the number of actual surveys received. Individuals serving on both the College Governing Council and the Faculty Senate completed only one survey form and thus were counted once. The response rate for the *faculty survey* was 43.40%. This response rate was calculated by dividing the number of full-time faculty (including secondary faculty) by the number of surveys received.[1]

It is interesting that the lowest survey response rate (28.58%) was from members of the College Governing Council, Senators, Committee Chairs, and Co-Chairs. As mentioned earlier, there may have been some confusion about which survey to complete, particularly for individuals holding multiple roles in the governance process.

General Membership Perspective:

Table 1 below presents the general membership profile of survey respondents in the study:

Table 1. Respondent's Role in Committee/Governance Structure (n=41)

Identify your role in the committee/governance structure to which you belong.	Frequency	Percent
Committee Chair (Faculty)	5	12.2
Committee Co-Chair (Faculty)	1	2.4

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[1] Although a more appropriate way of calculating the response rates is to divide the number of surveys received by the actual number of individuals in each target group who were present at Professional Development Day, this was not possible because the sign-in sheet could not be located.

Committee Chair-Elect (Faculty)	0	0.0
Committee Co-Chair (Admin.)	0	0.0
Committee Member (Faculty)	27	65.9
Committee Member (Admin.)	1	2.4
Committee Member (Staff)	0	0.0
Committee Member (Student)	0	0.0
Oversight Chair	0	0.0
Executive Council	5	12.2
Multiple Roles	2	4.9

The greatest category of respondents was faculty (65.9%). An equal number of faculty committee chairs (12.2%) and executive council members (12.2%) participated in the survey followed by an equal number of faculty committee co-chairs (2.4%) and administrator committee members (2.4%). No faculty committee chair-elect, administrator committee co-chair, staff committee member, student committee member, and oversight chair responded to the survey. Two respondents (4.9%) indicated that they have multiple roles in the committee/governance structure.

As mentioned earlier, staff and student committee members were not present at Professional Development Day. Also, only one secondary faculty was able to attend and not all administrators attended.

Perhaps the response rates for each of the surveys could have been higher if verbal instructions were given at the time the surveys were administered, especially since there are a number of individuals who hold multiple roles in the Senate structure. Coordination with the Professional Development Review Committee (PDRC) would have resulted in higher response rates. The Faculty Senate should have been included in the agenda for Professional Development Day so that a specific amount of time could be dedicated for instructions and completion of the surveys.

Table 2. Respondent's Primary Committee Responsibility (n=41)

What is your primary committee responsibility?	Frequency	Percent
Resource & Budget Committee	0	0.0
Technical Advisory Committee	1	2.4
Calendar Committee	0	0.0
College Committee on Assessment	4	9.8
Self-Study Committee	7	17.1
Promotions Committee	1	2.4

Professional Development Review Committee	0	0.0
Evaluation/Job Specifications Committee	0	0.0
Professional Ethics Committee	4	9.8
Curriculum Committee	7	17.1
Academic Advising/Counseling Committee	1	2.4
General Education Committee	6	14.6
Faculty Senate	4	9.8
Institutional Marketing	3	7.3
Blank	3	7.3

As shown in Table 2 above, two committees were equally represented in this survey with 17.1% of committee members each responding (Self-Study Committee and Curriculum Committee) followed by the General Education Committee (14.6%), the College Committee on Assessment, Professional Ethics Committee, and Faculty Senate with 9.8% of members each responding, the Institutional Marketing Committee with 7.3% of members responding, and the Technical Advisory Committee, Promotions Committee, and Academic Advising/Counseling Committee with 2.4% of members each responding. There were 7.3% of survey respondents who did not identify their primary committee responsibility. Of those surveyed, none of the respondents indicated that they were in the Resource and Budget Committee, the Calendar Committee, the Professional Development Review Committee, and the Evaluation/Job Specifications Committee.

It is assumed that the four Faculty Senate respondents in Table 2 hold multiple roles in the college's governance process (i.e. members of a committee as well as members of the Faculty Senate). It is unclear as to whether the intent was to have these individuals complete both the *general membership survey* and the *leadership survey* since the *leadership survey* was hand-delivered to members of the College Governing Council, Faculty Senators, Committee Chairs, and Co-Chairs and no instructions were given. Nonetheless, their responses are included in the results of the *general membership survey*.

Table 3. Membership in a Second Committee (n=41)

Are you listed as a member of a second committee	Frequency	Percent
No	32	78.0
Yes	5	12.2
Blank	4	9.8

Some committee members serve in more than one committee or as previously mentioned, may have overlapping roles (i.e. committee member and Senate Member or committee member and College Governing Council member). As seen in Table 3 above, 78% of survey respondents reported that they weren't members of a second committee and 12.2% reported that they were. Four survey respondents (9.8%) did not indicate whether or not they were a member of a second committee. Based on the spreadsheet provided by the Faculty Senate Office on March 3, 2008, there are 15 individuals serving on multiple committees. These 15 individuals are not members of the Faculty Senate or College Governing Council.

Table 4. Campus Where You Currently Work (n-41)

Select the campus where you currently work.	Frequency	Percent
GCC main campus	37	90.2
George Washington High School	0	0.0
Simon Sanchez High School	1	2.4
John F. Kennedy High School	0	0.0
Southern High School	0	0.0
Multiple Locations	1	2.4
Blank	2	4.9

As seen in Table 4 above, 90.2% of respondents reported that they work at the GCC Main campus. One respondent reported working at Simon Sanchez High School and another respondent reported working at multiple locations. There were two survey respondents who did not answer the question. It is important to note that committee membership in the Faculty Senate is optional for secondary faculty. Of the 32 secondary faculty, 12 aren't members of a GCC committee.

Table 5 below reveals that meeting times vary widely among committees. Most committees meet weekly (53.7%) followed by bi-weekly (29.3%), monthly (14.6%), and every other month (2.4%). This information is based solely on self-reports.

Table 5. Frequency of Committee Meetings (n=41)

Indicate the frequency of your committee meetings.	Frequency	Percent
Weekly	22	53.7
Bi-weekly	12	29.3
Monthly	6	14.6
Every other month	1	2.4

Hast not met at all	0	0.0
Other	0	0.0

According to Table 6 below, the duration of committee meetings also vary among committees. Over half of respondents (53.7%) reported that their committee meetings last for one and a half hours followed by two hours (24.4%), and one hour (17.1%). Two respondents (4.9%) reported meeting times other than those listed on the survey.

Table 6. Duration of Committee Meetings (n=41)

On the average, our committee meetings usually last for:	Frequency	Percent
One hour	7	17.1
1-1/2 hours	22	53.7
Two hours	10	24.4
2-1/2 hours	0	0.0
Other	2	4.9

Table 7 below reveals that almost half of survey respondents (48.8%) reported that they did not miss a single meeting followed by 29.3% who missed one meeting, 9.8% who missed four meetings, and 7.3% who missed three meetings. The remaining respondents (4.8%) reported that they were unsure how many times they have been absent from meetings or did not respond to the survey item. It is important to note that the information contained in these tables are based on self-reports, hence, other forms of evidence must validate this information.

Table 7. Frequency of Absences From Committee Meetings (n=41)

I have been absent in committee meetings for number of times this year.	Frequency	Percent
None	20	48.8
1	12	29.3
2	3	7.3
3	4	9.8
4	0	0.0
5	0	0.0
More than 5	0	0.0
Unsure	1	2.4
Blank	1	2.4

As shown in Table 8, the most common reason given for absences from committee meetings is scheduling conflict (29.3%) followed by sickness (19.5%), and personal reasons (4.9%). Nearly half (46.3%) of survey respondents did not indicate a reason for absences. This could be because they have never missed a meeting.

Table 8. **Reasons for Absences From Committee Meetings (n=41)**

I have been absent in committee meetings because of:	Frequency	Percent
Off-island conference	0	0.0
Sickness	8	19.5
Scheduling Conflict	12	29.3
Personal Reasons	2	4.9
Blank	19	46.3

In terms of the most ideal day to schedule meetings, Table 9 below reveals that over half of survey respondents reported that Friday works best for them (63.4%) followed by Tuesday (14.6%), Wednesday (4.9%), and Monday (2.4%). The remaining 14.6% of respondents either identified a day that was not listed as an option, selected multiple responses, or did not respond to the survey item. No one reported a preference for Thursday. Since secondary faculty may teach at satellite locations away from the GCC main campus, committees have accommodated them by scheduling meetings that are flexible enough to meet their schedule. Typically, Friday seems to be the most flexible day for meetings.

Table 9. **Ideal Day for Committee Meetings (n=41)**

What day works best for committee meetings for you?	Frequency	Percent
Monday	1	2.4
Tuesday	6	14.6
Wednesday	2	4.9
Thursday	0	0.0
Friday	26	63.4
Other	1	2.4
Blank	2	4.9
Multiple Responses	3	7.3

In terms of the ideal time for committee meetings, Table 10 below reveals that the most ideal time for committee meetings is 2-4 p.m. (46.3%) followed by 8-10 a.m. (17.1%), 12-2 p.m. (12.2%), and 10-12 p.m. (7.3%). The remaining 17.1% of respondents identified a time that was not listed as an option, selected multiple responses, or did not respond to the survey item. No one reported a preference for 6-8 p.m.

Table 10. Ideal Time for Committee Meetings (n=41)

What time slot below works best for committee meetings for you?	Frequency	Percent
8-10 a.m.	7	17.1
10-12 p.m.	3	7.3
12-2 p.m.	5	12.2
2-4 p.m.	19	46.3
6-8 p.m.	0	0.0
Multiple Responses	4	9.8
Other	1	2.4
Blank	2	4.9

How do respondents assess the quality of their involvement in the Faculty Senate? Table 11 presents respondents' perceptions of their own contributions to the functioning of the Faculty Senate. Nearly half of the 41 survey respondents (46.3%) indicated that they would rate themselves as having *met expectations* followed by *exceeded expectations* (31.7%), *met minimum expectations* (14.6%), and *did not meet minimum expectations* (2.4%). Two respondents (4.9%) did not answer the survey question.

Table 11. Quality of Efforts in Faculty Senate Activities (n=41)

In terms of the quality of my efforts in Faculty Senate activities at this point in time, I would rate myself as having:	Frequency	Percent
Exceeded expectations	13	31.7
Met expectations	19	46.3
Met minimum expectations	6	14.6
Did not meet minimum expectations.	1	2.4
Blank	2	4.9

When asked to explain why they rated their quality of participation in the above manner, survey responses provided the following explanations:

- Attended all meetings & provided meeting space, time.
- Achievable goals.
- Attended meetings, completed assigned task & participate discussion.
- Perform work individually then share with group. Go out of way to get evidence from various sources.
- I've made every effort to attend all scheduled meetings and provide input when requested.
- I feel my participation is still in the promotion of shared governance.
- Devoting most of time to teaching, prepping, field trips etc.
- Participation
- I attend, contribute to dialogue, state concerns & keep my committee members abreast of what the info of meetings they missed was covered.
- I am learning also and am at ease in discussing & bringing data/ideas to the table.
- We handed in our assessment prior to deadline.
- Did as much what is necessary.
- Completed all task assigned to me.
- Our committee had in several occasions extended the weekly meetings from 1 to 2 hrs. in order to complete reviewing all plans and reports. I have learned to review most plans and reports. Throughout last school year prior to CCA meetings because my mentor had failed to provide me with the necessary skills in assessing the plans and reports. Mostly on my own.
- Because I have chosen to ensure that I commit to the process and undertake a leadership position in the process.
- I have responded effectively to several challenges.
- Support for my position is inadequate (release time).
- Time spent is far beyond expectations. Efforts invested are extensive in nature.
- Have not been able to participate more due to schedule conflicts.

- 1. Reviewed all the course guides assigned, 2. Gave inputs in meetings, 3. Served as a rotating secretary in a meeting.
- Team player.
- 7 years.
- I served as a chair last year and spent way more than the minimum hours required.
- Our committee has met all of the goals established at the beginning of the term.
- My part in the process goes a long way to make whole process work.

The responses above could be categorized into four themes: (a) attendance at meetings, (b) participation during meetings, (c) accomplishment of assigned tasks, and (d) time invested in committee activities/work.

The comments listed above relate to the points of discussion (equity of work, accountability, evidence of performance) in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate. In terms of 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?* As for 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?* In terms of evidence of performance, *what products or deliverables may be used as evidence of satisfactory Senate performance?*

A question that was brought up in a Faculty Senate meeting was-- *What actions are to be taken, when an individual faculty member is not actively participating in the committee?*[2] During the meeting, it was recommended that the Faculty Senate ask the Evaluation and Job Specification Committee to define "active participation" and to define and describe consequences and/or remedies for faculty who do not actively participate. A recommendation made in a subsequent Faculty Senate meeting was for the Faculty Senate and the Evaluation and Job Specification Committee to improve dialog to ensure effective shared governance.[3] Apparently, these issues have not been resolved, but are currently being addressed.

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[2] December 4, 2007 Faculty Senate meeting minutes. See Faculty Senate website.
[3] April 7, 2008 Faculty Senate meeting minutes. See Faculty Senate website.

As shown in Table 12 below, when asked to identify the primary means of communication among the members of the committee, 80.5% of survey respondents indicated that email was their primary means of communication while 2.4% indicated that word of mouth was their primary means of communication. The remaining 17.1% of respondents selected multiple responses.

Table 12. Primary Means of Communication Among Committee Members (n=41)

Identify the primary means of communication among the members of your committee.	Frequency	Percent
Email	33	80.5
Written memo	0	0.0
Faculty Senate website	0	0.0
Word of mouth	1	2.4
Other	0	0.0
Multiple Responses	7	17.1

When asked to assess the Faculty Senate structure and effectiveness in comparison with last year (Table 13 below), 46.3% of respondents felt that it was better followed by the same (41.5%), and worse (2.4%). The remaining 9.8% of responses were not included in the list of available choices.

Table 13. Effectiveness of Faculty Senate in Comparison With Last Year (n=41)

Overall, how do you assess the Faculty Senate structure and effectiveness in comparison with last year?	Frequency	Percent
Better	19	46.3
Same	17	41.5
Worse	1	2.4
Other	2	4.9
Blank	2	4.9

The following are responses to the question- *Based on your Faculty Senate experience thus far, what seems to be working with the Senate?*

- Controlling body.
- Get everyone involved in school's various issues.
- Everyone is involved.
- Keeping abreast of activities.
- I feel like I can actually contribute as an individual.

- Communication effectiveness.
- Identification of goals and production of reports.
- Oversight & communication w/faculty.
- Involvement.
- I really haven't heard much about what's happening with faculty senate, maybe because I miss the first part of our meetings because of class.
- Progress in maintaining accreditation.
- Providing faculty with much needed involvement in the functions of the college.
- Cohesive membership.
- Increase in dialog.
- Better accountability for committees to perform.
- Unsure
- Cooperation among faculty.
- I can't say.
- Being proactive, personal initiative.

The responses above could be categorized into three themes: (a) greater involvement of faculty in college functions, (b) greater awareness of college affairs, and (c) more communication and interaction among faculty.

The following are responses related to what seems NOT to be working with the Senate:

- Comments, participation from all members. Lack of personnel goals related to Senate.
- Awareness of different committee's status.
- Too many minutes are not published.
- It's very difficult to find a time when all members can meet. Also, because most of the time my internet access is down, email should not be the only source of communication. I've often driven to GCC from SSHS only to find a sign that says the meeting was cancelled, or waited for an hour, only to leave because of lack of quorum.
- The commitment to shared governance by admin. The inadequate communication throughout the institution relative to shared governance and its importance.
- Some of the committees are redundant with what are people's jobs- academic advising, and marketing. Are the people who are supposed to be doing their jobs in these areas - not doing their jobs??

- Not as organized as it could be. Slow process.
- Not sure.
- Still concerns with how decisions are being made without all stakeholders having the opportunity for input or participation.
- Questions 1, 2, 3 & 4, this should be anonymous, you should not be asking the questions; Not working, Communications, Team work & decisions being made by a few.
- Understanding about the senate.
- Input not yet fully valued by all constituents.
- Unsure.
- Improved dialogue before decision is made.
- Communication of Senate decisions, etc. seems to be a problem. I don't know what they're doing.
- I don't think they (Executive Council) should get full class release.

The responses above could be categorized into two themes: (a) ineffective communication (committee minutes not posted on the Senate website, Senate decisions not communicated, inadequate communication throughout the institution relative to the governance structure and its importance), (b) non-participatory decision-making (decisions are being made without all stakeholders having the opportunity for input or participation, decisions being made by a few).

The comment made by a respondent that "Some of the committees are redundant with what are people's jobs- academic advising, and marketing. Are the people who are supposed to be doing their jobs in these areas - not doing their jobs??" emphasizes the importance of committee evaluation by the Faculty Senate.

The *Committee Evaluation Matrix* found in the Faculty Senate website states that "the Faculty Senate along with committee members will participate in evaluating the effectiveness of Senate committees'." The *Committee Evaluation Matrix* is intended to assist the Senate in evaluating the effectiveness of faculty committees as a whole. The status of committees is determined by the Faculty Senate after reviewing the annual reports. Only eight committees submitted their *yearly closing reports*, therefore, it was not possible for the Senate to complete the 2007-2008 *Committee Evaluation Matrix*.[4]

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[4] Telephone conversation with the Faculty Senate Word Processing Secretary II on May 28, 2008.

Article III of the Faculty Senate Bylaws states that "Copies of all agendas, minutes, and other documents shall be given to the College Faculty Senate for coordinating, posting and archiving in the central College Faculty Senate offices within ___ days after Committee meetings." Also several committee bylaws indicate that the committees will submit these documents to the Faculty Senate. A review of the Faculty Senate website including the committee pages, however, reveals that not all agendas and minutes are posted at the site. Also, there is a disparity in the amount of information included in each committee page. For example, some committee pages include member listing with contact information, action items, and bylaws while other committees only have a few of these items on their committee page. A review of the Faculty Senate website on May 28, 2008 reveals that eight committees do not have agendas and minutes posted for academic year 2007-2008. This supports the concerns mentioned above regarding a lack of awareness of what the committees are doing because not all agendas and minutes are posted. Additionally, some of the information contained in the Faculty Senate website and committee pages are not current.

Respondents provided the following suggestions on how to address the areas that are reported problematic with the Faculty Senate:

- Restrict committee numbers and give a way out for faculty with no penalty.
- Minutes should be placed on the web for majority of the committees (secretary should do it).
- I need to participate in every meeting.
- In addition to email, a courtesy call or even a fax would be nice to inform committee members of any meeting changes. Encourage electronic meetings using MyGCC where members can provide input at their convenience but within a specific time frame.
- Continual development of the importance of shared governance and the role everyone on campus can and should try to play.
- No comment.
- Get those people to do their jobs and form more meaningful committees!
- N/A. Have never been to a meeting.
- Less talking, more doing.
- Senate minutes? Need to put on the website just like committee minutes.

- The college needs more P.D.D.'s.
- More involvement/presence.
- Communication. Feedback.
- Clear definition on what is to be done and focusing on meeting student needs versus just fulfilling the letter.
- Summary of meetings, accomplishments emailed or posted on MyGCC.

The responses above could be categorized into three themes: (a) committee make-up (restrict the number of committee members), (b) communication (committee minutes should be posted on the Senate website including the minutes from the Faculty Senate, summary of meetings, accomplishment emailed or posted on MyGCC, electronic meetings), (c) education (educate all stakeholders about the importance of the governance structure and the role everyone plays in it).

When asked what would you say to be the one or two successes for the Senate? respondents provided the following comments:

- Organization.
- 1. Have a say in the institution issues, 2. Closer working relationship with other faculty members.
- More involvement of faculty in committee.
- To be candid, I haven't attended all of the senate meetings to fairly respond to the questions.
- Being able to get input from individuals.
- Leadership.
- The improvement of dialogue between Admin & the rest of the campus.
- Dedicated work/meeting space, support of new faculty.
- Smaller committees.
- They are supportive of faculty and the committees!
- N/A. Have never been to a meeting.
- Being able to draw faculty together to work as a team for the betterment of the college.
- Ethics & Gen Ed.
- Work on the General Education Recommendations. Securing authority over resolving MyGCC related difficulties.

- Unsure.
- Structure model process.
- Potential is there, but have not seen major results.
- More say in college affairs.

The responses above could be categorized into two themes: (a) more faculty involvement in college affairs and (b) more interaction among faculty and between faculty and administration.

When asked to pick one or two of the following committee issues- *length of membership, staggered terms, continuity of leadership, membership criteria, communication, Senate office operations, and other* and to provide concrete suggestions on how the Senate's organization or structure can be improved, respondents identified the following issues and suggestions:

- Length of Membership

  -As a member of this committee (CCA), I feel membership term should be at a min. of 4 years.

  -Minimum 2 years, max. 4 years to allow experience of other committees.

  -Term should be a minimum of 2 years.

  -Need to require at least 2 years on a committee to ensure continuity.

- Staggered Terms

  -Increase the number of terms allowed to serve as long as they are doing well in their positions.

- Communication

  -Work in progress- more "visibility" (email, flier, bulletin). Announcements in Banner are helpful, but perhaps more detail.

- Senate Office Operations

  -Display of committee membership, how to communicate with them.

  -Senate needs a parliamentarian.

  -More release time for senators.

Table 14 below presents data on satisfaction with the Faculty Senate experience. In response to the statement, *I am satisfied with my Faculty Senate experience thus far,* 63.4% of respondents agreed with the statement followed by strongly agree (14.6%), and disagree (9.8%). The remaining 12.2% of respondents did not answer this survey item.

Table 14. Satisfaction With Faculty Senate Experience (n=41)

I am satisfied with my Faculty Senate experience thus far.	Frequency	Percent
Strongly Agree	6	14.6
Agree	26	63.4
Disagree	4	9.8
Strongly Disagree	0	0.0
Blank	5	12.2

The above results are tied to the responses to the questions: (a) *Based on your Faculty Senate experience thus far, what seems to be working with the Senate?* and (b) *What would you say to be the one or two successes for the Senate?* Common themes that emerged from responses to these questions are: (a) greater involvement of faculty in college functions, (b) greater awareness of college affairs, and (c) more interaction among faculty and between faculty and administration. Dissatisfaction with the Faculty Senate experience is related in part to responses to the question: *What seems not to be working with the Senate?* A common theme that emerged from responses to this question is a lack of awareness of what the different committees are doing.

Leadership Perspective:

Of the 14 respondents who reported their role in the committee/governance structure, 100% were faculty. The same issues with the response rate of the *general membership survey* also contributed to the response rate of the *leadership survey.*

Figure 1 below reveals that 79% of the 14 survey respondents find the statement- *My committee is helping shape institutional dialog by identifying critical issues that directly or indirectly impact on student learning*- to be true followed by more false than true (14%) and no basis for opinion (7%).

Figure 1. My Committee Is Helping Shape Institutional Dialog By Identifying Critical Issues That Directly Or Indirectly Impact On Student Learning (n=14)
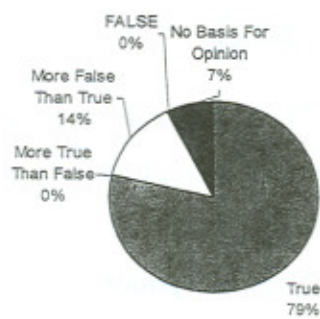
	Frequency
True	11
More True Than False	0
More False Than True	2
False	0
No Basis For Opinion	1

As shown in Figure 2 below, 58% of survey respondents indicated that the statement- *My Committee is Engaged in Dialog With Other Senate Committees* is true followed by 21% of respondents who feel the statement is more false than true (21%). There was an equal number of respondents who felt the statement was more true than false (n=1, 7%) and false (n=1, 7%). The remaining 7% of respondents reported that they had no basis for opinion.

Figure 2. My Committee Is Engaged In Dialog With Other Senate Committees (n=14)
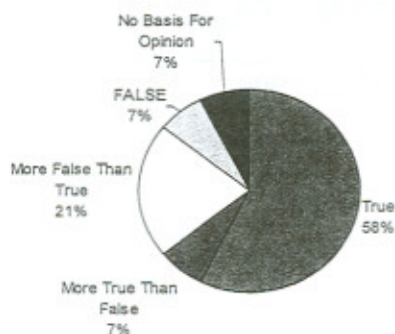
	Frequency
True	8
More True Than False	1
More False Than True	3
False	1
No Basis For Opinion	1

According to Figure 3 below, 57% of respondents believe that the statement- *My committee is in compliance with required guidelines on submitting reports and documents to the Faculty Senate* is true followed by more true than false (36%). The remaining 7% of respondents indicated that they had no basis for opinion.

There appears to be an issue with committee reporting compliance. The Faculty Senate minutes of October 9, 2007 reveals that only three committees complied with the September reporting deadline for the committee evaluation matrix. Also, as mentioned earlier, only eight committees submitted their yearly closing reports.[5]

Figure 3. My Committee Is In Compliance With Required Guidelines On Submitting Reports and Documents To The Faculty Senate (n=14)
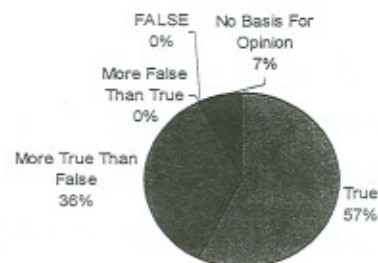
	Frequency
True	8
More True Than False	5
More False Than True	0
False	0
No Basis For Opinion	1

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[5] Telephone conversation with the Faculty Senate Word Processing Secretary II on May 28, 2008.

Figure 4 below reveals that 65% of respondents reported that the statement- *My committee is actively engaged in dialogue with the general faculty in order to solicit their views on critical issues that affect the college-* is true followed by more false than true (21%) and more true than false (7%). One respondent (7%) reported having no basis for opinion.

Figure 4. My Committee Is Actively Engaged In Dialogue With The General Faculty In Order to Solicit Their Views On Critical Issues That Affect The College (n=14)
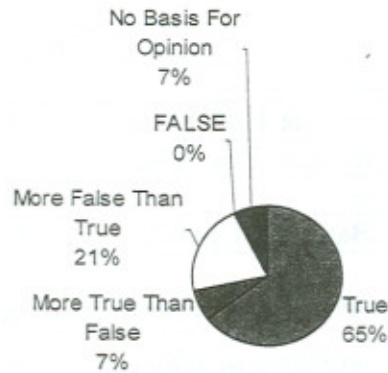
	Frequency
True	9
More True Than False	1
More False Than True	3
False	0
No Basis For Opinion	1

As seen in Figure 5 below, 79% of survey respondents reported that the statement- *My committee believes strongly that it can provide a significant contribution to the improvement of the campus through the thoughtful participation of faculty in shared governance-* is true followed by more true than false (14%), and more false than true (7%).

Figure 5. My Committee Believes Strongly That It Can Provide A Significant Contribution To The Improvement Of The Campus Through The Thoughtful Participation Of Faculty In Shared Governance (n=14)
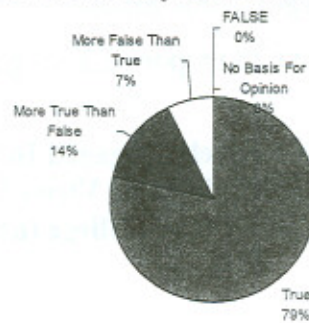
	Frequency
True	11
More True Than False	2
More False Than True	1
False	0
No Basis For Opinion	0

According to Figure 6 below, 64% of survey respondents reported that the statement- *I feel satisfied with the progress of my committee in achieving its stated goals-* is true and 36% indicated that the statement is more true than false.

Figure 6. I Feel Satisfied With The Progress Of My Committee In Achieving Its Stated Goals (n=14)
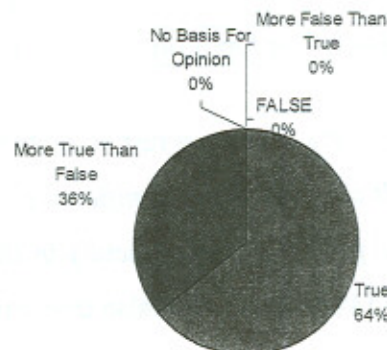
	Frequency
True	9
More True Than False	5
More False Than True	0
False	0
No Basis For Opinion	0

Table 15 below reveals that half of the respondents reported that their committees had between 7 to 8 members at the beginning of Fall 2007.

Table 15. How Many Members Did Your Committee Have At The Beginning Of Fall 2007? (n=14)

Number Of Committee Members	Frequency
4 or Less	1
5-6	2
7-8	7
9-10	1
Over 10	2
Multiple Responses	1

According to Table 16 below, 13 of the 14 respondents indicated that all committee members remained. One respondent indicated that they lost two committee members since the beginning of the Fall semester.

Table 16. How Many Committee Members Have Remained At This Point? (n=14)

Number Of Committee Members	Frequency
All	13
Less 1	0
Less 2	1
Less 3	0
Less 4 or More	0

As shown in Figure 7 below, when asked to estimate the level of involvement in committee work in terms of percentage, 44% of respondents reported that they are involved in more than 90% of committee work followed by almost 50% (21%). An equal number respondents reported that they estimate their level of involvement in committee work to be almost 75% (n=1, 7%) and almost 90% (n=1, 7%). The remaining 21% of respondents did not report the percentage of their involvement in committee work.

Figure 7. I Estimate My Involvement (e.g. Participating in Discussions, Setting Up The Agenda, Writing The Minutes, etc.) in ___ Percent of the Committee's Work (n=14)
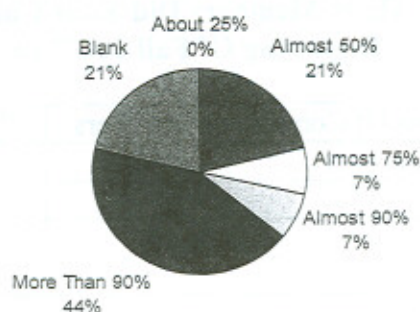
Percentage of Involvement	Frequency
About 25%	0
Almost 50%	3
Almost 75%	1
Almost 90%	1
More Than 90%	6
Blank	3

Table 17 below contains information from the spreadsheet provided by the Faculty Senate Office. According to this spreadsheet, there are 21 secondary faculty members serving in nine committees. Over half of the secondary faculty members serve on two committees, the Curriculum Committee (n=5) and the Institutional Marketing Committee (n=6) and two secondary faculty serve on two committees.

Table 17. Secondary Faculty Membership in Committees (as reported by the Faculty Senate)

Committee	Number of Faculty
Self-Study Committee	1
Calendar Committee	2
College Committee on Assessment	1
Curriculum Committee	5
Evaluation/Job Specifications Committee	1
Institutional Marketing Committee	6
Professional Ethics Committee	2
Standard 1 – Institutional Mission and Effectiveness	2
Standard II – Student Learning Programs	1

and Services	
Technology Advisory Committee	1

Source: Faculty Senate spreadsheet provided to AIE on March 3, 2008

As shown in Table 18 below, when asked *how many secondary faculty belong to your committee,* the 14 survey respondents reported a total of 30 secondary faculty serving on committees. One of the 14 respondents indicated that there were 17 secondary faculty in a committee. It appears that this respondent may have misunderstood the question.

Table 18. Secondary Faculty Membership in Committees

Number of Secondary Faculty in a Committee	Frequency
0	6
1	4
2	2
5	1
17	1

Table 19 below reveals that most secondary faculty remained in their committees and four dropped out.

Table 19. How Many Secondary Faculty Have Dropped Out From Your Committee Or Group Or Are Unable To Effectively Participate? (n=14)

Number of Secondary Faculty	Frequency
None	9
1	4
2	0
3	0
4 or More	0
Blank	1

Figure 8 below reports responses to the statement- *My committee practices interest bargaining in achieving consensus.* Of the 14 respondents, 36% reported that they agree with the statement followed by 21% who strongly agree and 14% who disagree. The remaining 29% of respondents did not provide feedback.

Figure 8. My Committee Practices Interest Bargaining in Achieving Consensus (n=14)
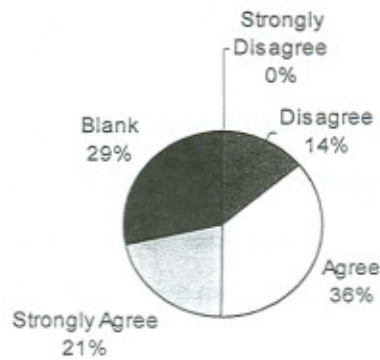
	Frequency
Strongly Disagree	0
Disagree	2
Agree	5
Strongly Agree	3
Blank	4

Faculty Perspective:

The third survey that was administered was the *faculty survey*. The survey contained three items related to decision-making at GCC and committee assignments.

Figure 9 below reveals that 63% of respondents are satisfied with the way decisions are currently made at GCC followed by 26% who disagree, 7% who strongly disagree, and 4% who strongly agree.

Figure 9. I Am Satisfied With The Way Decisions Are Currently Made At GCC (n=46)
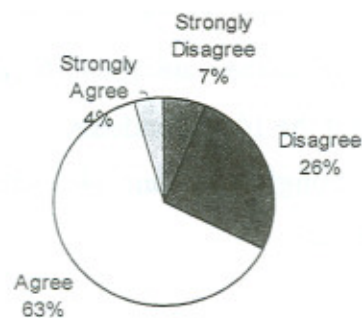
	Frequency
Strongly Disagree	3
Disagree	12
Agree	29
Strongly Agree	2

As shown in Figure 10 below, 52% of respondents agree that they are able to participate in the decision making process at GCC followed by those who disagree (26%). There were an equal number of respondents who strongly agree (n=5, 11%) and strongly disagree (n=5, 11%).

Figure 10. I Am Able To Participate In The Decision Making Process At GCC (n=46)
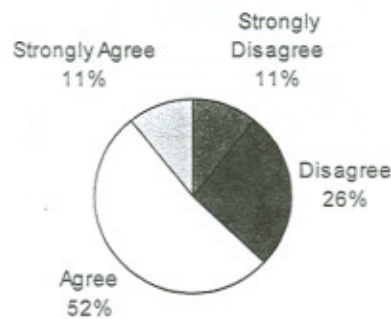
	Frequency
Strongly Disagree	5
Disagree	12
Agree	24
Strongly Agree	5

With respect to committee assignments and faculty workload, Figure 11 below reveals that 59% of respondents agree that committee assignments are a significant part of their workload followed by 30% of respondents who strongly agree, 7% of respondents who disagree, and 4% of respondents who strongly disagree.

Figure 11. Committee Assignments Are A Significant Part Of My Workload (n=46)
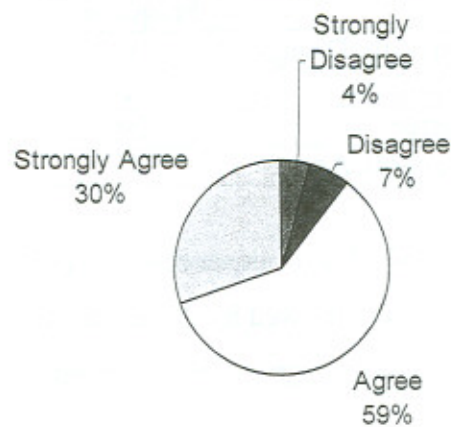
	Frequency
Strongly Disagree	2
Disagree	3
Agree	27
Strongly Agree	14

V. Summary and Conclusions

The following conclusions are derived from survey results and from content analysis of the Faculty Senate website, meeting minutes, and bylaws as well as individual committee bylaws, meeting minutes, and reports:

- The Faculty Senate experience has resulted in greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty. Furthermore, it has resulted in improved dialogue between faculty and administrators.

- Concerns were raised regarding disparity in faculty participation in committee work. These concerns relate to equity of work, accountability and evidence of performance. The Faculty Senate has been communicating with the Evaluation and Job Specification Committee to address these concerns.

- Feedback from the *general membership survey* reveals a concern with the length of membership in committees. Several respondents suggested that the minimum term on a committee should be two years in order to ensure continuity of work. Although there

isn't a standard committee membership term, the following committees address membership terms in their bylaws:

(a) Calendar Committee:

"To maintain continuity, the Chair elect and at least one additional faculty committee member shall remain on the Calendar Committee for 2 consecutive years."

(b) Curriculum Committee:

"To maintain continuity, active members of the Committee are to serve for two consecutive terms and are made on a staggered basis with at least three of the positions filled each year."

(c) General Education Committee:

"To ensure Committee continuity from year-to-year, faculty members will serve 'staggered' two-year terms."

(d) Promotions Committee:

"Staggered terms shall continue based on current years of service. Members may not serve more than two consecutive terms."

(e) Professional Ethics Committee:

"For this election only, two (2) of the four elected (4) members shall serve for a term of one (1) year. The remaining two (2) elected members shall serve for a term of two (2) years. Every election thereafter, an elected member's term shall be for a period of two (2) years."

- Qualitative responses from the *general membership survey* suggest that not all faculty understand the college's existing governance structure. When asked what seems not to be working with the Faculty Senate, respondents cited the following: (a) inadequate communication throughout the institution relative to shared governance and its importance, (b) understanding about the Senate, and (c) input not fully valued by all constituents. When asked to provide concrete suggestions on how the Senate's organization or structure can be improved, one suggestion that was made was *continual development of the importance of shared governance and the role everyone on campus can and should try to play*. The minutes of the Faculty Senate meeting held on March 10, 2008 reports concern about the "ineffectiveness of Shared Governance communications."

- The Senate did act on the recommendation made in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate to publish a newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner. The first GCC Faculty Senate newsletter was published in Fall 2007 and the second is expected to be published and disseminated on or before Fall 2008.

- There appears to be a compliance issue with the Faculty Senate reporting requirements outlined in Article III of the Faculty Senate Bylaws. According to information contained in the Faculty Senate website, "committee minutes are to be properly archived in a timely manner. Oversight Chairs and the At-Large Member will support this process."[6] A review of the Faculty Senate website reveals that not all committee agendas, minutes, and reports have been posted on the website. Also, the information contained in the Faculty Senate website is not current. This finding is supported by qualitative responses to the *general membership survey* which reveals a concern with the lack of information posted on the Faculty Senate website and on the individual committee pages.

- There appears to be a concern with how decisions are being made at the College. Qualitative comments from the *general membership survey* suggest that decisions are being made without input or participation from all stakeholders and are being made by a few individuals. Responses to the *faculty survey* reveal that 33% of faculty either disagreed or strongly disagreed with the statement "I am satisfied with the way decisions are currently made at GCC." Additionally, 37% of faculty either disagreed or strongly disagreed with the statement "I am able to participate in the decision-making process at GCC." Could it be that the concern with the college's current decision-making processes is a result of a disjointed understanding of what "shared governance" means? Do faculty and administration view "shared governance" as sharing in the decision-making process or is it collaborative or participatory governance? In an advisory from Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges to GCC's Academic Vice President on May 2, 2008 (Appendix E) she indicated that "the Commission does not require *shared governance* but instead, participation in governance." In her advisory, she referenced Standard IV.A.2 which states: "The

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[6] Guam Community College Faculty Senate Committee Evaluation Fall 2007. See Reports & Documents, Faculty Senate Templates

institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision making processes." Moreover, she noted that "Shared governance has a specific legal meaning in the California public colleges that it established by state law/regulation, and pertains only to public community colleges in the CA system of colleges." Furthermore, she explains that "The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate as *appropriate* in decision making processes." She goes on to say that "standards do not suggest that all participants be weighed equally, or included equally, in all decisions."[7]

- Although the Senate did act on the recommendation made in the first survey report to strive for "representativeness" rather than just "representation" of various constituent voices in this year's survey of Senate effectiveness by administering the survey during the Professional Development day held this past Spring, more coordination with the Professional Development Review Committee may have resulted in higher return rates. Also, the Faculty Senate should have identified an alternate means of administering the survey to secondary faculty, administrators, staff, and students serving on committees who were not able to attend Professional Development Day.

- A recommendation that was made in the March 2007 Faculty Senate Effectiveness Report was "to 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." Article V of the bylaws of the Faculty Senate calls for a mandatory review of the constitution and bylaws of the College Faculty Senate and Shared Governance Council at the end of every year of operation. This review is part of the Senate's assessment process. In response to the recommendation made last Spring, the Faculty Senate created a committee evaluation process. As part of this process, the Faculty Senate along with committee members will evaluate the effectiveness of the Senate committees. Committee goals will be reviewed and approved by the Senate to ensure they support institutional goals. The Faculty Senate created a *Committee Goal*

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[7] Advisory from ACCJC President Dr. Barbara Beno on May 2, 2008. See Appendix E.

Reporting Matrix which includes committee goals, related college goals, committee activities or plan to address the goal, current status, and recommendations. The matrix was designed to assist the Senate in evaluating the effectiveness of faculty committees as a whole, and not individual committee members. As part of this evaluation process, committees must submit a copy of their goals to the Senate by the end of September. They must also submit a midterm report the first week of September which involves identifying their committee goals, related college goals, committee activities or plan to address the goal, and current status. They must also submit their annual closing report by the first week of April. In addition to the information provided in the mid-term report, the closing report should also include written recommendations for next year. As mentioned earlier, only eight committees submitted their annual closing report. Consequently, committee evaluations could not be completed before the end of Spring Semester. This is a compliance issue that the Senate needs to address.

VI. Recommendations

The following recommendations are given in relation to the conclusions above:

- The Faculty Senate should ensure that all required information is submitted to their office and posted on the Faculty Senate website in a timely manner. Additionally, the Faculty Senate as well as committees should ensure that the information contained in the website is current. The Faculty Senate should establish a compliance strategy including reminder notices sent to the committees of upcoming deadlines for submission of information to the Faculty Senate. Additionally, the Faculty Senate Past-President who serves as the College Faculty Senate Secretary should ensure that meeting agendas and minutes are posted regularly on the Faculty Senate website. Perhaps establish a standard operating procedure for submitting and posting meeting agendas and minutes on the Faculty Senate website. Also, as mentioned in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate, the Faculty Senate should "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."

- The Faculty Senate should identify a standard membership term for all committees. This standard should take into consideration the continuity of work being done in the committees. Possibly adopt the suggested two-year minimum.

- Although the Faculty Senate has conducted several presentations on the College's current Faculty Senate structure and the current governance concept, the Senate should continue its efforts in educating all faculty about the college's governance process in order to ensure a good understanding of the concept. This would also address the concern mentioned above regarding how decisions are made at the College. Perhaps conduct presentations during department meetings. These presentations should also include information about committee reporting requirements and deadlines.

- If survey instruments are going to be used in future assessments of the Faculty Senate, they should be e-mailed to the target groups to ensure that all voices are heard. Also, since there are individuals who have multiple roles in the Faculty Senate or serve in several committees, instructions should be provided so that these individuals know which survey to complete.

- In terms of the concerns brought up in relation to equity of work, accountability, and evidence of performance, as suggested in the first survey report of the GCC Faculty Senate, a creative and balanced system of incentives and sanctions need to be developed in order to promote commitment, rather than mere compliance to Senate processes.

VII. Synthesis

The GCC Faculty Senate has been in existence for almost two years and many strides have been made since its implementation in Fall 2006. Nevertheless, there is still work to be done in the areas of compliance, equity of work, accountability, education, communication, and decision-making. Since the Faculty Senate structure is still new at the college and is a "work in-progress", experimentation and change is expected for the overall good of the institution. Therefore, the above results must be viewed from a formative perspective.

Continuous dialogue and collaboration between those who participate in the Senate activities are critical to the success of the college's governance structure. Also, broad

participation by all stakeholders will help to ensure that the collaborative environment at GCC is effective and sustained.

APPENDIX H

GCC Faculty Senate Committee Goal Reporting Matrix

Committee Goal	Related College goal/s	Committee Activities Or Plan To Address The Goal/ Attach Any Evidence Here	Current Status	Recommendations

APPENDIX I

Name of Program Certificate																
I = Introduced	**IR**	**IRE**														
R = Reinforced	**IE**	**Blank = Not Addressed**														
E = Emphasized	**RE**															
Student Learning Outcomes – Program Level Upon completion of this program, students will be able to:																
1.																
2.																
3.																
4.																
5.																
6.																

Name of Program Certificate															
I = Introduced	**IR**	**IRE**													
R = Reinforced	**IE**	**Blank = Not Addressed**													
E = Emphasized	**RE**														

GenEd Student Learning Outcomes
Upon completion of this course, students will be able to:

1. Use writing to discover, organize and communicate ideas														
2. Identify and analyze the audience and purpose for any intended communication.														
3. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.														
4. Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately.														
5. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.														
6. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.														
7. Properly identify the audience and purpose of any intended communication.														
8. Use appropriate language, techniques, and strategies.														
9. Speak clearly and confidently, using voice, volume, tone, and articulation.														
10. Use effective communication strategies to initiate and sustain discussion.														

Name of Program Certificate																

I = Introduced	IR	IRE
R = Reinforced	IE	Blank = Not Addressed
E = Emphasized	RE	

Student Learning Outcomes - GenEd Upon completion of this course, students will be able to:																
11. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed																
12. Properly identify and state issues, problems, or questions contained in a body of information																
13. Identify and analyze assumptions and underlying points of view relating to an issue or problem																
14. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases.																
15. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.																
16. Synthesize information from various sources, drawing reasoned conclusions.																
17. Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.																
18. Locate, evaluate, and use information effectively.																
19. Properly use and cite a variety of sources.																
20. Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of software applications.																

Name of Program Certificate																		

I = Introduced	IR	IRE
R = Reinforced	IE	Blank = Not Addressed
E = Emphasized	RE	

Student Learning Outcomes - GenEd
Upon completion of this course, students will be able to:

21. Use and access information ethically and legally, with an understanding of what constitutes plagiarism.																	
22. Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.																	
23. Examine critically and appreciate the values and beliefs of their own culture and those of other cultures.																	
24. Acknowledge opposing viewpoints.																	
25. Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.																	
26. Participate fully in a civic engagement experience where a service is provided to the community that relates to the academic curriculum.																	
27. Evidence an understanding of the relevance of the completed civic engagement work to the subject matter of the course where the civic engagement experience was assigned.																	
28. Demonstrate an awareness of the need for and value of lifelong civic engagement in addressing local community needs.																	

APPENDIX J

APPENDIX E:
CHECKLIST FOR REVIEWING THE COURSE FORM

Use the checklist to review the currently approved course guide to determine whether the existing Course Guide is current or requires revision.

- Course forms prepared in previous curriculum formats need not be revised simply to comply with *The Curriculum Manual* (2008) format. Use this Checklist for Reviewing the Course Form to determine whether the existing approved course form contains current and appropriate information.
- As a result of a course checklist review, you may find that course and/or program revisions are necessary. Instructions and forms for course revisions are found in the "Course Approval Process" section of this manual. Instructions and forms for program revisions are found in the "Program Approval Process" of this manual.
- If no changes are recommended based on thorough course review by department faculty and advisory committee, submit current course guide with a new cover sheet and checklist.

Course Guide Reviewed:

Check: Adoption: Substantive Revision: Date of Review:

Name of Reviewer(s):

Check if information is present/sufficient/current on existing Course Guide. Make comments for necessary changes.

_____ I.   TYPE OF ACTION

   Is the current approved Course Guide appropriate for the current stage of course development?

   Comments:

_____ II.   INTRODUCTION

   Course connection to program(s):

   Does the Course Guide indicate to which program(s) the course is connected? Is the program list accurate and current?

   Comments:

_____ III.   STUDENT LEARNING OUTCOMES – COURSE LEVEL

   Are SLOs stated, "Upon completion of this course, students will be able to..."
   Are there at least two or three Student Learning Outcomes?
   Are they clearly stated?

   Comments:

_____ IV.   RATIONALE FOR PROPOSAL

   If the course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D. Is the course a Technical Requirement or a Related Technical or General Education Requirement for a program? If it is required by a program, the course is considered to be connected to that program.

If the course is connected to a program, the College has information about required resources and personnel.

A. Reason for proposal:

Is the course rationale based upon GCC mission and goals and occupational requirements? Is the course rationale stated in the Course Guide?

Comments:

B. Employment outlook:
Does the Course Guide describe the employment outlook for this occupational area? What job titles will students be qualified for upon completion of this course? What is their anticipated salary level? Are these jobs in demand on Guam? What is the future for these jobs on Guam? How many and what requirements will the students need to complete before minimal job qualification is reached?

Comments:

C. Conformity of course to requirements:
Does the Course Guide describe the conformity of the course to legal, occupational, or educational requirements? Does it describe how the course conforms to articulation agreements, State Board regulations, accrediting standards, licensing requirements, or professional certification requirements?

Comments:

D. Results of course assessment:
Does the Course Guide include assessment data supporting the requested action? Does the evaluation describe the student population enrolled, retention, and course completion; course content; resources used; etc.?

Comments:

E. Program requirements:
Does the Course Guide identify GCC instructional programs that list this course as a Technical Requirement or Related Technical or General Education Requirement? Does the Course Guide state whether this course is to be listed as a general education course in the Catalog?

Comments:

_____ V. RESOURCE REQUIREMENTS AND COSTS
A. Identify resources:
Does the Course Guide list needed materials, media, and equipment and their costs? Equipment should be specific to that found in the occupations for which training is provided.

Comments:

B. Estimate personnel requirements:

Does the Course Guide list instructional and support personnel required to deliver this program? Are personnel qualifications described and costs listed?

Comments:

C. Identify facility requirements:
Does the Course Guide describe classroom and/or laboratory stations/space required to offer this program? What are the costs?

Comments:

D. Identify funding:
Does the Course Guide list the funding source(s) that will be utilized in order to deliver this program? Is funding for personnel, facility, supplies, equipment, etc. listed and adequate?

Comments:

E. Impact on School and College:
Does the Course Guide document describe the potential impact of the course on School and College resources?

Comments:

_____ VI. IMPLEMENTATION SCHEDULE
A. Implementation date:
Does the Course Guide project the date that this course will be offered for the first time?

Comments:

B. Course Offering
Does the Course Guide state the semester and years that the course will be regularly scheduled?

Comments:

_____ VII. COURSE DESCRIPTION
A. Course:
Does the Course Guide include the correct course alpha and number?

Comments:

B. Course title(s):
Is the course title clear and appropriate? If the course title is longer than 20 characters, does the Course Guide also include a title that is a maximum of 20 characters?

Comments:

C. Contact hours and Number of Students:
Does the Course Guide state the appropriate number of student contact hours required for this course? These hours refer only to the hours that the student is expected to be in class (outside study time is not included). Does the course guide state the maximum number of students to be enrolled per class?

Comments:

D. Number/type of credits:
Does the Course Guide include the number and type of credits that the student will receive upon successful completion of the course?

Comments:

E. Catalog description:

Does the catalog description include SLOs – Course Level (as stated in Section III.) in addition to the course description?

Is the course description the same as the one printed in the current Catalog? Is it clearly written, informative, and inviting?

Comments:

F. Prerequisite(s):

Does the Course Guide list and describe any prerequisites required for this course? Are prerequisite(s) appropriate, clearly stated?

Comments:

G. Co-requisite(s):

Does the Course Guide list and describe any co-requisites required for this course? Are co-requisites appropriate and clearly stated?

Comments:

H. Articulation:

Does the Course Guide describe any articulation agreements relating to this course that have been made or are anticipated? What articulation benefits can a student expect after completing this course? Is the course currently on the articulation list for transfer to UOG? Does the course articulate with GPSS or GCC satellite courses? Does it articulate with other GCC programs or courses?

Comments:

I. Target population:

Does the Course Guide describe the target population for course enrollment?

Comments:

J. Cost to students:

Does the Course Guide include an estimate of course costs to the student? Does the list of charges include those which are directly related to the course: course tuition, GCC administrative fees, lab and/or clinical fees, textbook costs, instructional supplies to be purchased by the student, costs of standardized exams, etc.? Is any required lab fee adequate? Are textbook costs appropriate to the course?

Comments:

_____ VIII. COURSE DESIGN

Does the Course Guide include a detailed description of the course design? Is information provided that the instructor will need in order to organize and teach the course? Are recommended instructional methods described? Are required instructional supplies and equipment listed (with an explanation of how the instructor will obtain them)? Are departmental policies the faculty member must know about in order to teach the course described? Does the design include

information about how this course relates to other courses in a program? Does the design reflect instructional methods that are gender free?

Comments:

_____ IX. COURSE OUTLINE

Does the Course Guide include a course outline? Is the outline clearly written and detailed enough to provide the instructor with course information? Is the numbering system used consistent with course competencies?

Comments:

_____ X. STUDENT LEARNING OUTCOMES – DETAILED

Does the Course Guide list student learning outcomes? Every outcome should have a corresponding entry in the course outline. Are outcomes clearly written and include the following elements a description of instruction or experience to meet the competency?

Are outcomes:

- developed from course goals, advisory committee recommendations, curriculum guides, courses of study, and other professional resources?
- Reflective of SCANS initiatives (see Appendix D)?
- gender free?
- student-focused rather than instructor-focused?
- focused on the learning resulting from an activity rather than on the activity itself?
- reflective of the institution's mission and the values it represents.
- aligned at the course, program and institutional levels.
- based on professional standards of excellence.
- general enough to capture important learning but clear and specific enough to be measurable.
- focused on aspects of learning that will develop and endure but that can be assessed in some form now.
- based on industry standards.
- adequate to prepare students for employment or for continuing educational experiences.
- reflective of the students' abilities in the safe and proper use of tools, equipment, machines, and processes.
- state-of-the-art for the occupational area and include technology-based components.
- reflective of vocational activities that are appropriate to the maturity and educational level of students in the class.

Comments:

_____ XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Does the Course Guide describe the evaluation method to be used for this course? Are there departmental evaluation standards that the instructor must follow? Does the evaluation system comply with outcome-based learning? Will instructors develop their own course evaluation criteria, weighing system, and procedures, or will the department prescribe guidance?

Comments:

_____ XII. TEXTBOOK REFERENCE, EQUIPMENT, AND SUPPLIES

    A. Required Textbook(s):

    Does the Course Guide list the required textbook for the course? Does the textbook reference include the complete citation in correct bibliographical form? The ISBN number must be added. Is the phrase "or latest edition" included; it may allow your department to order newer editions of the textbook without submitting a nonsubstantive revision form? Are supplemental student references also listed?

    Comments:

    B. Reference(s) and Bibliography:

    Does the Course Guide list instructional references to be used by the instructor and provide a bibliography for future study by students?

    Comments:

    C. Equipment/Facilities:

    Does the Course Guide list necessary equipment or specialized facilities needed for the course?

    Comments:

    D. Instructional Supplies:

    Does the Course Guide list required teaching supplies? It is not necessary to list regular teaching supplies, e.g., chalk, pens, paper, etc. Does the Course Guide specify whether the student provides the items?

    Comments:

    E. Did the author indicate whether or not an Advisory Committee reviewed and concurred with the materials used for this course? If not, has another faculty other than author reviewed course textbook and materials?

    Comments:

APPENDIX F:
CHECKLIST FOR REVIEWING THE PROGRAM FORM

Use the Checklist to review the currently approved program forms to determine whether the existing program form is current or requires revision.

- Program forms prepared in previous formats need not be revised simply to comply with *The Curriculum Manual* (2008). Use this Checklist for Reviewing the Program Form to determine whether the existing approved program form contains current and appropriate information.
- As a result of a program checklist review, you may find that program revisions are necessary. Instructions and forms for program revisions are found in this manual. Keep in mind that program revisions may necessitate course revisions. Instructions and forms for course guide revisions are also found in this manual.
- If no changes are recommended based on thorough program review by department faculty and advisory committee, submit current program document with a new cover sheet and checklist.

Program Form Reviewed:

Date Reviewed:

Check: Adoption or Substantive Revision

Name of Reviewer(s):

Check if information is present/sufficient on existing Program Form. Make comments for necessary changes.

_____ I.   TYPE OF ACTION

Is the current approved Program appropriate for the stage of program development?

Comments:

_____ II.   INTRODUCTION

Does the narrative include a history of program need and development? Are references and resources cited which strengthen the Program Form? Does this information provide Program reviewers with a framework of sufficient scope and detail in order to adequately review the program?

Comments:

_____ III.   STUDENT LEARNING OUTCOMES - PROGRAM LEVELS

Does the Program state at least three student learning outcomes for the overall program? What are the expected student outcomes of the program? Are the outcomes appropriate for the stage of development in which the program is now? Were outcomes developed with input from faculty, administrators, students, and representatives from business and industry? Are outcomes consistent with emerging developments in the occupational field? Are they related to local, regional, and/or national standards?

Comments:

_____IV. RATIONALE FOR PROPOSAL

    A. Reason for proposal:
    Is the program rationale based upon GCC mission and goals and occupational requirements? Is the program rationale stated in the Program form? Does the reason for the proposal describe why the request should be approved?

    Comments:

    B. Employment outlook:
    Does the Program describe the employment outlook for this occupational area? What job titles will students be qualified for upon completion of this program? What is their anticipated salary level? Are these jobs in demand on Guam? What is the future for these jobs on Guam? How many and what requirements will the students need to complete before minimal job qualification is reached?

    Comments:

    C. Conformity of program to requirements:
    Does the Program describe the conformity of the program to legal, occupational, or educational requirements? Does it describe how the program conforms to articulation agreements, State Board regulations, licensing requirements, or professional certification requirements?

    Comments:

    D. Results of program assessment:
    What program assessment data can be presented that supports this curricular request? Is there sufficient information gathered from program assessment to analyze the potential success of the program and to determine whether this request for curriculum action should be approved?

    Comments:

_____ V. RESOURCE REQUIREMENTS AND COSTS

    A. Identify resources:
    Does the Program list needed materials, media, and equipment and their costs? Equipment should be specific to the occupations for which training is provided.

    Comments:

    B. Estimate personnel requirements:
    Does the Program list instructional and support personnel required to deliver this program? Are personnel qualifications described and costs listed?

    Comments:

    C. Identify facility requirements and costs:
    Does the Program describe classroom and/or laboratory stations/space required to offer this program? What are the costs?

    Comments:

D. Identify funding source(s):

Does the Program list the funding source(s) that will be utilized in order to deliver this program? Is funding for personnel, facility, supplies, equipment, etc. listed?

Comments:

E. Impact on School and College:
Does the Program describe the impact that program resource requirements will have on the School and College?

Comments:

_____ VI. IMPLEMENTATION SCHEDULE

A. Implementation date:
Does the Program state when this program is to be first offered?

Comments:

_____ VII. CATALOG

A. Catalog description:
Does the Program match the current catalog program description and list of program courses? Does the course description include SLOs as listed in section III? Is the catalog description current, informative, and useful for prospective students? Does the catalog description include general characteristics and/or special features of the program? Is the list of courses correctly separated by category: general education, technical requirements, related technical and general education course, electives? Are program options adequately described?

Comments:

_____ VIII. PROGRAM DESCRIPTION

A. Program Title(s):
Does the Program state the correct program title? Is the program title appropriate? Is there also a maximum 20 character program title listed?

Comments:

B. Credit Hours:
Does the Program list the credit hours necessary for program completion? Is the number of total credit hours appropriate? Is the distribution of credits appropriate; i.e. general education, technical, related technical and general education, electives? Are the requirements for lecture, lab, and clinical/work experience credits realistic?

Comments:

C. Course Sequence:
Does the Program include a semester by semester sequenced list of courses to be taken by students in order to complete the program? Is the sequence appropriate? Are full time and part time students able to complete the program in a reasonable time frame?

Comments:

D. Target Population:

Does the Program describe the target population for program enrollment? Is the target population appropriate?

Comments:

E. Cost to Student:

Does the Program list expected student costs--tuition, administrative fees, lab and/or clinical fees, textbook or workbook costs, instructional supplies, costs of standardized exams, etc.? Are student costs realistic?

Comments:

_____ IX. PREREQUISITE(S)

Does the Program describe any prerequisites necessary to enter this program? Are the program prerequisites listed appropriate?

Comments:

_____ X. CO-REQUISITE(S)

Does the Program describe any co-requisites that a student must take or perform while enrolled in this program? Are the program co-requisites appropriate?

Comments:

_____ XI. CONTENT

Does the Program include courses guides? Are course descriptions correct and appropriate? Are the latest approved course descriptions listed in the catalog?

Comments:

_____ XII. PROGRAM EVALUATION

GCC instructional programs are to undergo a formal assessment at least once every two years. In addition, departments periodically conduct formal, or sometimes informal, program reviews. Does the Program describe the process, methods, and procedures that will be used to determine program effectiveness? Does it describe how the effectiveness of this program will be assessed? Is the program assessment process adequate? What data is to be gathered by the department to determine whether the program is meeting its goals? Who performs the program evaluation? How often? How is the evaluation conducted?

Is the current program assessment process is adequate? Should changes be made to the department program review process and activities?

Comments:

_____ XIII.   ARTICULATION

Does the Program describe any articulation agreements made with GCC or local educational institutions or even with other institutions? Does the program need to be articulated with any other programs? If you are conducting a review of a GCC satellite program, does it articulate with the GCC postsecondary level program? Does it articulate with DOE program(s)?

Comments:

_____   Is there an SLO Map (Appendix G.) attached to the Program that state program and course level SLOs? Does the map show which General Education SLOs are covered in the program?

APPENDIX K

Guam Community College

SLO Writing Workbook

* The WASC accreditation report indicates that GCC needs to develop student learning outcomes (SLOs) for all existing courses and programs. SLOs will eventually be published in the program/course documents, syllabus, and catalogue so that students are aware of the most important things they will be able to do by the completion of their courses or program. Members of the Curriculum Committee used Cabrillo College's Student Learning Outcomes and Instructional Planning Guide as an example to help design this workbook.

Definition of an SLO

SLOs or student learning outcomes describe the 2 to 6 main things that a student will have attained by the end of a course or program. Think about how you would summarize what is on your syllabus on the very first day of class. An SLO describes the:

- ❖ Knowledge
- ❖ Skills
- ❖ Abilities
- ❖ Attitudes

that students will attain by the end of the semester or program. The focus is on what students can DO with what they have learned and this outcome should be able to be evaluated in some way.

SLOs verses Intended learning Outcomes (previously Course Competencies)

SLOs are different from intended learning outcomes or course competencies in that they describe the 2-6 most important knowledge, skills, abilities or attitudes that a student can demonstrate by the end of the course or program. The intended learning outcomes are more specifically written and might serve as the building blocks for attainment of the SLOs.

Think of the big picture. SLOs:
- ❖ Describe the broadest goals for the course of program (ones that require higher-level thinking).
- ❖ Require students to synthesize many discreet skills or areas of content.
- ❖ Ask students to produce something (papers, projects, portfolios, demonstrations, exams).
- ❖ Are able to be evaluated/assessed in some way.

Sample SLOs – Program & Course Level

SLOs for AS in Automotive Technology
Upon completion of this program, students will be able to:
  - identify component parts and their individual relationships to the functioning of the engine, and to the entire automobile.
  - diagnose, adjust, repair and replace automotive components.
  - seek ways to improve customer service and to have integrity in customer relations.

SLOs for AS in Accounting
Upon completion of this program, students will be able to:
  - apply accounting theory and principles to accounting procedures and practices for either financial and/or hospitality accounting systems..
  - develop dispositions and values suitable to the practice of accounting in the real world.
  - demonstrate computer-based knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of business.

SLOs for AA in Culinary Arts
Upon completion of this program, students will be able to:
  - perform skills and tasks associated with the culinary arts.
  - demonstrate knowledge in culinary terms, methods and applications.
  - perform skills under the pressures associated with the culinary field.

SLOs for Certificate in Practical Nursing Program
Upon completion of this program, students will be able to:
  - be eligible for and prepared to take the NCLEX-PN exam in order to become LPNs or to enter more advanced degree nursing programs.
  - apply the clinical problem-solving process (Nursing Process) and critical thinking skills within the scope of an LPN.

SLO for Certificate in Sign Language Interpreting
Upon completion of this program, students will be able to:
  - demonstrate fluency in American Sign Language, interpreting, and transliterating.

SLO for NU230 Maternal/Newborn Concepts & Skills
Upon completion of this course, students will be able to:
  - utilize the nursing process in the assessment, planning, implementation and evaluation of maternal and newborn care.

SLO for NU101c Nursing Assisting Clinical

Upon completion of this course, students will be able to:

➢ apply nursing assistant skills and concepts when providing basic patient care in clinical settings by executing proper procedural steps to insure safe patient care.

SLO for CD292 ECE Practicum

Upon completion of this course, students will be able to:

➢ develop and implement an integrative unit that includes the developmental domains of language, social/emotional, physical, and cognitive.

SLO for SI130 and VESI050 Applied Anatomy & Physiology

Upon completion of this course, students will be able to:

➢ integrate the knowledge learned about the human body, its structure and functions in the comprehension of various diseases.

SLOs for WE105 Oxy-Acetylene Welding

Upon completion of this course, students will be able to:

➢ set correct pressures on all the gases in relation to the type of function to be performed.

➢ demonstrate the safety procedures for handling and mixing of the gases

Writing SLOs

1. In one sentence describe one major piece of knowledge, skill, ability or attitude a student will have ideally gained by the end of your course or program.

2. Use action verbs such as apply, synthesize, demonstrate, construct, evaluate, differentiate, discuss, etc. (see Bloom's Taxonomy for more).

3. Write it in a language students will understand.

4. Make sure it can be assessed or tested.

5. For most courses and programs there should be no more than six SLOs. Remember they are the major skills, knowledge, or attitudes a student will be able to demonstrate. Save the more detailed ones for the intended learning outcomes.

* Note that it is sometimes easier to think first about the major products or assignments you require in a course/program and work backwards from there describing in one sentence what the students are being asked to do in that assignment.

* Also, remember that attitudes are difficult to assess. Ask if attitude is crucial to the success in a course. Maybe it is important by the end of the program.

Course or Program Name _____

Outcome	Assessment
In one sentence describe a major piece of knowledge, skill, ability, or attitude that students can demonstrate by the end of the course or program.	List the major assignment, project, or test used to demonstrate or apply the outcome.

Checklist for Writing SLOs

Now that you've written some SLOs show them to other instructors in your department and outside of it to see if what you've written is understandable.

- ✓ Action verbs are used in describing the SLO.

- ✓ It is written in a way that describes the big picture rather than a small detail.

- ✓ It describes what students will be able to do.

- ✓ The SLO represents a major outcome of the course or program.

* For further assistance please contact a member of the Curriculum Committee. We hope this workbook has made writing SLOs a little easier.

Verbs that you might think of using to specify different sorts of SLOs

For Knowledge				
arrange	order	define	recognize	duplicate
label	recall	list	repeat	memorize
name	state	relate	reproduce	**

For Comprehension				
classify	locate	describe	recognize	discuss
report	explain	restate	express	review
identify	select	indicate	translate	**

For Application				
apply	operate	choose	practice	demonstrate
schedule	dramatize	sketch	employ	solve
illustrate	use	interpret	write	**

For Analysis				
analyze	differentiate	appraise	discriminate	calculate
distinguish	categorize	examine	compare	experiment
contrast	question	criticize	test	**

For Synthesis				
arrange	formulate	assemble	manage	collect
organize	compose	plan	construct	prepare
create	propose	design	write	**

For Evaluation				
appraise	judge	argue	predict	assess
rate	attach	score	choose	select
compare	support	estimate	evaluate	**

Writing Student Learning Outcomes

What are student learning outcomes?
Student learning outcomes are statements that specify what learners will know, think or be able to DO as a result of a learning activity. The key word is DO and the need in drafting learning outcomes is to use active verbs. Learning outcomes describe a desired condition such as knowledge, skills, or attitudes that need to be fulfilled.

What are the characteristics of good learning outcomes?
Three characteristics of learning outcomes
1. The specified action by the learners must be observable.
2. The specified action by the learners must be measurable.
3. The specified action must be done by the learners.

An ultimate test when writing a learning outcome is whether or not the action taken by the participants can be assessed. If not, the outcome probably does not meet all three characteristics.
1. who is to perform;
2. what action they are to take;
3. some result that must come from their action.

How do you fix an unclear outcome?

You may notice many program brochures include unclear learning outcomes which represent elements of curriculum rather than action the participants will generate.

If you can ask the simple question ("Can it be measured?"), you will discover that learning outcomes have shortcomings. Some outcomes may not be measurable.

Example #1
- Unclear learning outcome:
  Students will *understand* three main reasons for participating in volunteerism

- Clear learning outcome:
  Students will *list* three reasons for participating in volunteer opportunities.

Example #2
- Unclear learning outcome:
  Students will *develop* an appreciation of cultural diversity on Guam.

- Clear learning outcome:
  Students will *summarize* in writing their feelings about cultural diversity on Guam.

What is the importance of action verbs?
Since the learner's performance should be observable and measurable, the verb chosen for each outcome statement should be an action verb which results on overt behavior that can be observed and measured.

Outcomes can be modified by changing the action verbs. Some action verbs include:

For *Knowledge*:
- arrange
- order
- define
- recall
- relate

For *Analysis*:
- appraise
- compare
- experiment
- criticize
- contrast

For *Comprehension*:
- classify
- locate
- report
- indicate
- review

For *Synthesis*:
- arrange
- formulate
- assemble
- compose
- design

For *Application*:
- apply
- schedule
- illustrate
- interpret
- employ

For *Evaluation*:
- predict
- assess
- select
- evaluate
- estimate

Certain verbs are unclear and are subject to different interpretations in terms of what action they are specifying. Such verbs call for covert behavior which cannot be observed or measured.

The use of these types of verbs should be minimized, or avoided, if at all possible: *know, become aware of, appreciate, learn, and become familiar with.*

Clarifying Course Expectations

■ Content-Centered

This course covers key introductory concepts and principles of cognitive psychology related to perception, attention, and memory. Course activities include readings, videotapes, discussions, and simple experiments.

■ Student-Centered

Students will be expected to describe, explain, and analyze psychological phenomena encountered in everyday settings, particularly those that relate to concepts and principles of perception, attention and memory. Based on readings, audio-visual materials and exchange of ideas, students will also formulate hypotheses regarding simple experiments that are particularly revealing of the human condition.

SLOs Focus on Student Behavior

Definition: Student learning outcomes describe what students are able to demonstrate in terms of <u>knowledge</u>, <u>skills</u>, and <u>attitudes</u> upon completion of a program.

Note: When writing learning outcomes, focus on student behavior and use simple, specific action verbs to describe what students are expected to demonstrate upon completion of a program. The wording should be something as follows:

Students will be able to <action verbs to describe knowledge, skills, or attitude> . . . .

ACTION VERBS

Concrete verbs such as "define," "apply," or "analyze" are more helpful for assessment than verbs such as "be exposed to," "understand," "know," "be familiar with."

Cognitive Learning	Examples of Action Verbs:
Knowledge - to recall or remember facts without necessarily understanding them	articulate, define, indicate, name, order, recognize, relate, recall, reproduce, list, tell, describe, identify, show, label, tabulate, quote
Comprehension – to understand and interpret learned information	classify, describe, discuss, explain, express, interpret, contrast, associate, differentiate, extend, translate, review, suggest, restate
Application – to put ideas and concepts to work in solving problems	apply, compute, give examples, investigate, experiment, solve, choose, predict, translate, employ, operate, practice, schedule
Analysis – to break information into its components to see interrelationships	analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, distinguish, examine, investigate, interpret
Synthesis – to use creativity to compose and design something original	arrange, assemble, collect, compose, construct, create, design, formulate, manage, organize, plan, prepare, propose, set up,
Evaluation – to judge the value of information based on established criteria	appraise, assess, defend, judge, predict, rate, support, evaluate, recommend, convince, conclude, compare, summarize
Affective Learning	appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support

Examples of student learning outcomes at the program level:

Students will be able to <u>articulate</u> the cultural and socioeconomic differences of various community development theories that apply to the local situation.

Students will be able to <u>collect</u> and <u>organize</u> appropriate clinical data, <u>apply</u> principles of evidence-based medicine to determine clinical diagnoses, and <u>formulate</u> and <u>implement</u> acceptable treatment modalities.

Students will be able to critically <u>analyze</u> and <u>evaluate</u> current research on community-based organizations from a sociological perspective.

Students will be able to <u>explain</u> the value of outcomes assessments in assuring quality across the field of educational evaluation and measurement.

APPENDIX L

SYLLABUS CHECKLIST

Semester:

A syllabus is due to a satellite student by the end of the first full week of instruction and to post-secondary students within the first three class sessions. Syllabi are due to the DC and Dean by the end of the second week of class.

Postsecondary Adjunct			Required by BOT/ Faculty Agreement			GCC Peer Mentoring Committee Recommendations							
Course Number/ Section	Instructor	Date Rcd	Catalog Course Description	Course Requirements	Evaluation Criteria	Instructor's Name/ Contact Information	Course Number/Name Location/ time	3-5 Course SLOs "Upon successful completion of this course, students will be able to…"	Calendar of activities	Required Text and Supplies	Late Work/ Make Up Policy	Emergency Policies	Accommodations Statement

APPENDIX M

APPENDIX G: SLO Map – Program, Gen Ed, & Course Levels

Associate of Science in Early Childhood Education

Student Learning Outcomes I = Introduced R = Reinforced E = Emphasized Blank = Not addressed	Technical Required Courses (Alpha & No.)									
	CD110	CD140	CD180	CD221	CD240	CD260	CD280	ED231	ED281	CD292
Upon successful completion of this program, students will be able to:										
1. Demonstrate the knowledge and skills needed to design an environment that is conducive to learning for infants, toddlers, and young children.	I	R	I	I	R	R	R	R	R	E
2. Demonstrate develop mentally and age-appropriate teaching strategies needed to effectively work with young children (ages birth through eight years).	I	I	I		R		R	R	R	E
3. Demonstrate appropriate disposition and skills needed to effectively work with young children and families who come from different nationalities, cultures and ethnic groups and/or have special needs including those who speak languages other than English.			I	I	I	R	R	E	E	E

Student Learning Outcomes General Education Upon successful completion of this course, students will be able to:	CD110	CD140	CD180	CD221	CD240	CD260	CD280	ED231	ED281	CD292
1. Use writing to discover, organize and communicate ideas	I	I	R	I	R	R	R E	R	R	E
2. Identify and analyze the audience and purpose for any intended communication.	I				R	R				E
3. Demonstrate competence in using the conventions of writing, to include grammar, spelling, and mechanics. (Written Communication)	I	I	R	I	R	R	R	R	R	E
4. Apply numeric, symbolic, and graphic skills of quantitative reasoning accurately and appropriately.					I R					R
5. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.					I R					R
6. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.										
7. Properly identify the audience and purpose of any intended communication.	I	I	I		R	R	R			E
8. Use appropriate language, techniques, and strategies.	I	I	R							E
9. Speak clearly and confidently, using voice, volume, tone, and articulation.	I	I	R		R	R			R	E
10. Use effective communication strategies to initiate and sustain discussion.				I	I			R	R E	E

Student Learning Outcomes I = Introduced R = Reinforced E = Emphasized Blank = Not addressed	Technical Required Courses (Alpha & No.)									
	CD110	CD140	CD180	CD221	CD240	CD260	CD280	ED231	ED281	CD292
11. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed	I	I	R	I						R
12. Properly identify and state issues, problems, or questions contained in a body of information							R			E
13. Identify and analyze assumptions and underlying points of view relating to an issue or problem										E
14. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases.										
15. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	I	I	I		I	I	R	R	R	E
16. Synthesize information from various sources, drawing appropriate conclusions.								I	R	E
17. Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.								I R	R	RE
18. Locate, evaluate, and use information effectively.	I	I	I	I	I R	I R	R	R	R E	E
19. Properly use and cite a variety of sources.							I R	R	R	
20. Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of software applications.										
21. Use and access information ethically and legally, with an understanding of what constitutes plagiarism.	I		I	I			R	R		
22. Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.										
23. Examine critically and appreciate the values and beliefs of their own culture and those of other cultures.								I	R E	E
24. Acknowledge opposing viewpoints.									I R E	
25. Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.				I					I	E
26. Participate fully in a civic engagement experience where a service is provided to the community that relates to the academic curriculum.						I R E			R E	E
27. Evidence an understanding of the relevance of the completed civic engagement work to the subject matter of the course where the civic engagement experience was assigned.						I R E			R E	E
28. Demonstrate an awareness of the need for and value of lifelong civic engagement in addressing local community needs.										

CD110

Upon successful completion of this course, students will be able to:
1. Demonstrate basic knowledge of all developmental domains related to childhood. 2
2. List entry-level requirements and employment skills for various careers within the early childhood education field. 2
3. Demonstrate basic knowledge and skills needed to create a developmentally appropriate learning environment for young children. 1

CD140

Upon successful completion of this course, students will be able to:
1. Demonstrate skills needed to successfully design a safe and healthy environment for infants through age eight. 1
2. Demonstrate strategies for the promotion of good health practices in early childhood. 2

CD180

Upon successful completion of this course, students will be able to:
1. Demonstrate understanding of language development and skills at the early childhood level. 2
2. Plan, develop and implement language activities, including literacy activities, in an early childhood setting. 1

CD221

Upon successful completion of this course, students will be able to:
1. Demonstrate an understanding of historical and current educational practices as it relates to child growth and development. 1
2. Demonstrate an understanding of how society, culture, and family impact a child at each stage of their development and growth. 2
3. Demonstrate observation skills to gain insight on developmentally appropriate activities in the areas of physical/motor, social, cognitive, and language development. 1

CD240

Upon successful completion of this course, students will be able to:
1. Plan, write, and implement lessons/activities for young children that incorporate the areas of math, language arts, science, art, writing, and creative expression. 2
2. Demonstrate the ability to incorporate creativity in all content areas of a developmentally appropriate early childhood learning environment. 2
3. Demonstrate the ability to plan and execute activities while providing an environment that will stimulate cognitive development in the ECE setting. 1

CD260

Upon successful completion of this course, students will be able to:
1. Demonstrate knowledge in the domains of social and emotional development in young children. 2
2. Demonstrate skills in child management techniques that foster self-concept, positive self-esteem, and social behaviors. 2

3. Apply skills in using positive guidance in an early childhood setting. 2

CD280
Upon successful completion of this course, students will be able to:
1. Discuss and develop appropriate curricula that meet the needs of infants, young children, and their families. 3
2. Demonstrate appropriate attitude and skills in effective parent communication. 3
3. Demonstrate knowledge of early childhood programs ranging from early intervention, Head Start, Reggio Emilia, Waldorf, Montessori, before and after school-age programs, High Scope, and bilingual education. 2

ED231
Upon successful completion of this course, students will be able to:
1. Explain ways to modify curriculum and provide accommodations for students with disabilities. 1
2. Demonstrate an understanding and respect for the special needs family as well as develop strategies to empower families. 3
3. Demonstrate an understanding of the process of referral, screening, assessment, Individual Family Service Plan and Individual Education Plan development including the major team members. 2
4. Demonstrate an understanding of the legal and human rights of children with disabilities and their families.

ED281
Upon successful completion of this course, students will be able to:
1. Develop an appreciation for human diversity and differences and ways of creating bias-free environment. 1
2. Demonstrate an understanding of working with parents and families to incorporate multicultural attitudes in the classroom. 3
3. Demonstrate the ability to use multicultural learning materials and techniques with young children. 3

ED292
Upon successful completion of this course, students will be able to:
1. Demonstrate professionalism and ethical conduct within the educational field. 1
2. Demonstrate appropriate disposition and skills needed to effectively work with students who come from different nationalities, cultures and ethnic groups and/or have special needs including those who speak languages other than English. 2
3. Demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting. 2

Associate of Science in Marketing

Student Learning Outcomes I = Introduced R = Reinforced E = Emphasized Blank = Not addressed		Technical Required Courses (Alpha & No.)						
		MK123	MK124	MK205	MK206	MK207	MK208	MK224
Upon successful completion of this program, students will be able to:								
1.	Obtain career-sustaining employment in a marketing profession.	I	R	E	R	R	R	E
2.	Be successful in a marketing career that is increasingly reliant upon the use of technology in the performance of marketing functions.	I	R	R	R	R	R	R
3.	Broaden their academic background and improve their opportunities for advancement in the workplace through up-to-date technical instruction in marketing.	I	R	R	R	E	R	R

Student Learning Outcomes General Education Upon successful completion of this course, students will be able to:		MK123	MK124	MK205	MK206	MK207	MK208	MK224
1.	Use writing to discover, organize and communicate ideas	I	E	E	R	E	R	E
2.	Identify and analyze the audience and purpose for any intended communication.	I	E	E	E	E	R	E
3.	Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.	R				R	R	E
4.	Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately.							
5.	Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.			R				
6.	Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	I	R	R	R	R	R	E
7.	Properly identify the audience and purpose of any intended communication.	I	R	R	R	R	R	E
8.	Use appropriate language, techniques, and strategies.	I	E	E	E	R	R	E
9.	Speak clearly and confidently, using voice, volume, tone, and articulation.	I	E	E	E	R	R	E
10.	Use effective communication strategies to initiate and sustain discussion.	I	E	R	E	R	R	R
11.	Summarize, analyze, and evaluate oral communications and ask coherent questions as needed	I	E	R	E	R	R	E
12.	Properly identify and state issues, problems, or questions contained in a body of information							
13.	Identify and analyze assumptions and underlying points of view relating to an issue or problem	I	E		R			R

Student Learning Outcomes I = Introduced R = Reinforced E = Emphasized Blank = Not addressed		Technical Required Courses (Alpha & No.)						
		MK123	MK124	MK205	MK206	MK207	MK208	MK224
14.	Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases.	I	R		R	R	R	R
15.	Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	I	E	E	R	R	R	E
16.	Synthesize information from various sources, drawing reasoned conclusions.	I		E		R	R	E
17.	Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.					R	E	R
18.	Locate, evaluate, and use information effectively.	I	R	R	R	R	R	R
19.	Properly use and cite a variety of sources.							
20.	Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of software applications.				R	R		R
21.	Use and access information ethically and legally, with an understanding of what constitutes plagiarism.	I	R	R	R	R	R	R
22.	Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.							
23.	Examine critically and appreciate the values and beliefs of their own culture and those of other cultures.	I	R	R	R	E	E	E
24.	Acknowledge opposing viewpoints.		I					
25.	Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.				I			R
26.	Participate fully in a civic engagement experience where a service is provided to the community that relates to the academic curriculum.							
27.	Evidence an understanding of the relevance of the completed civic engagement work to the subject matter of the course where the civic engagement experience was assigned.							
28.	Demonstrate an awareness of the need for and value of lifelong civic engagement in addressing local community needs.	I	R	R	R	R	R	R

Related to
Program Level
SLO#

MK124 Selling

Upon successful completion of this course, students will be able to:

1. Prepare and execute both a consumer oriented and a business-to-business oriented sales presentation.. 1,2
2. Understand the importance and techniques of relationship marketing. 1
3. Exhibit ethical behavior in selling... 1
4. Describe sales management structures. 1

MK205 Entrepreneurship

Upon successful completion of this course, students will be able to:
1. Understand the characteristics and skills of a successful entrepreneur. 1
2. Calculate the risks and rewards of an entrepreneurial venture. 1,2,3
3. Understand the advantages and disadvantages of a startup, a buyout, and a franchise arrangement.. 1
4. Determine the factors necessary to gain a competitive advantage...................... 1
5. Develop a Business Plan.. 1,3
6. Understand the legal organization of a small business. 1

MK206 Retailing

Upon successful completion of this course, students will be able to:
1. List the major aspects of a retail career and the prerequisites for success in retailing.. 1
2. Explain the importance of retail customers to the retail manager. 1
3. Discuss how the legal and ethical environment affects the retailer in making decisions. 1
4. Explain how retailers select and reach their target market through the location decision. 1,2,3
5. Explain a retailer's merchandise buying and handling. 1,2,3
6. Discuss the role of advertising and promotion in the operation of a retail business. 1

MK207 E-Marketing

Upon successful completion of this course, students will be able to:
1. Explain the basic models for engaging in commerce on the Internet. 1,2,3
2. Explain how information technology can create a competitive advantage............. 1,2,3
3. Develop product strategies for global competition. 1
4. Learn techniques for relationship marketing and customer services on the Internet.. 1,2
5. Understand why interactivity is a fundamental and vital aspect of an Internet retail strategy.. 1,2,3
6. Explain how international channels of distribution have become key factors in determining competitive advantage. 1

MK224 Advertising

Upon successful completion of this course, students will be able to:
1. Develop a comprehensive and effective Advertising Plan. 1,2,3
2. Think and plan strategically; gather and analyze research data; compute and evaluate the potential of alternate courses of action; cooperate with a team in developing creative solutions to a problem; analyze competitive proposals; understand why people behave the way they do; express themselves and their ideas with clarity; persuade others to their point of view; speak with knowledge, confidence and conviction... 1,2,3
3. Appreciate the effect of marketing and advertising on business, industry, and national economics... 1,3
4. Comprehend the strategic function of advertising within the broader context of business and marketing.. 1,3
5. Discover what people in advertising do, how they do it, and the career opportunities these fields offer.. 1,3

MK208 International Marketing

Upon successful completion of this course, students will be able to:

1. Gain a truly global perspective rather than just from the U.S. point of view by addressing, confronting, and analyzing the existence of different environments, expectations, and market conditions. 1,2,3
2. Describe export and import operations. 1
3. Explain how businesses work with governments and what role governmental considerations can play for the international marketer. 1
4. Develop marketing and management strategies for international companies. 1,3
5. Understand there are different political and legal environments in which international companies must operate. 1
6. Develop channel and distribution strategies for multinational companies 1,2,3

MK123 Principles of Marketing

Upon successful completion of this course, students will be able to:

1. Research a marketing environment in order to identify a marketing opportunity and formulate strategies to deliver promotional messages to the target markets. 1,2,3
2. Apply elements of the Promotional Mix in a marketing campaign. 1
3. Describe how cost, profitability, pricing strategies, and promotional strategies change over the entire Product Life Cycle of a product. 1,2,3
4. Justify their selection of the most efficient means of distribution for a product. 1

APPENDIX N

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES'
THIRD ASSESSMENT REPORT

I.   Introduction

The purpose of this study is to gauge the effectiveness of board functioning from the perspective of board members as well as board meeting participants (i.e. Deans, Assistant Directors, and General Administrators). This assessment provides an opportunity for the board to evaluate its own work, as well as to provide a mechanism for monitoring any potential problems that may require attention.

II.   Objectives and Methodology

Data collection for this study occurred between January and February 2008. There are two objectives for this study:

1) Board members will be able to identify areas of strength and weaknesses in board functioning; and

2) Board members will gain a better understanding of expectations from themselves and others about what it takes to be an effective and efficient board.

Unlike the prior two studies, this study did not include focus group discussions or one-on-one meetings with board members. Data for this study was collected from two survey instruments and content analysis of board documents, and it is important that the findings be viewed with this limitation in mind.

Instrumentation

A self-assessment survey, Board Self-Evaluation Questionnaire (BSEQ), was completed by board members (Appendix A). Another survey instrument, called the Governing Board Assessment Questionnaire (GBAQ), was completed by board meeting participants (non-board members) who regularly attend board meetings and functions (Appendix B). These non-board members include Deans, Assistant Directors, and general administrators of the college. This group represents the *outside voices* necessary to provide a better understanding of the board's effectiveness as the college's governing body. The GBAQ consists of 40 multiple choice questions and three open-ended questions. It was

utilized to gather perceptions on board functioning and effectiveness among participants who regularly attend board meetings. Of the 11 questionnaires distributed, nine of them were completed for a return rate of 81.82%.

The board members themselves represented the *inside voices* critical to this study. Their voices were captured in their responses to the 34-item BSEQ survey instrument which was completed by the seven members of the Board of Trustees. Of the seven questionnaires given to board members, 7 were returned for a 100% return rate. In addition to the BSEQ and GBAQ, records of board assessment activities and submissions on file at the Office of Assessment and Institutional Effectiveness (AIE) were utilized to validate the data gathered from the two surveys.

Survey data was analyzed using Excel spreadsheets and content analysis was conducted to gather qualitative information. The qualitative component of the GBAQ survey (responses to open-ended questions) was used to validate quantitative data gathered from the two surveys. This was further validated by content analysis of board assessment activities.

The following section combines the quantitative and qualitative components of the study for a practical understanding of the results. The discussion of results is divided into two sections: Outside Voices and Inside Voices.

III.   Results and Discussion

All seven members of the Board of Trustees completed the BSEQ while nine non-board members completed the GBAQ. Table 1 and 2 below provide an overview of the socio-demographic profile of the BSEQ and GBAQ respondents:

Table 1

Socio-demographic characteristics of BSEQ respondents (N=7)

	Frequency	Percent
Sex		
Female	2	28.6
Male	4	57.1
No Response	1	14.3
Respondent Type		

Voting Member	4	57.1
Non-Voting Member	2	28.6
No Response	1	14.3
Years of service with current Board of Trustees		
Less than one yr.	3	42.9
1-3 yrs.	3	42.9
4-6 yrs.	1	14.3
7-9 yrs.	--	--
10 or more yrs.	--	--
Number of terms served in the Board of Trustees		
Less than one term	4	57.1
One term	--	--
Two terms	2	28.6
Three or more	1	14.3

Table 2

Profile of GBAQ Respondents by Sex, Respondent Type, and Length of Participation

(N=9)

	Frequency	Percent
Sex		
Female	6	66.7
Male	3	33.3
Respondent Type		
Board of Trustees Member (including voting/non-voting)	--	--
Administrator	9	100.0
Guest/Observer	--	--

Length of participation in board meetings/activities		
Less than one yr.	1	11.1
1-3 yrs.	2	22.2
4-6 yrs.	2	22.2
7-9 yrs.	3	33.3
10 or more yrs.	1	11.1

The above tables reflect the socio-demographic characteristics of the 16 respondents to the BSEQ and GBAQ surveys. One of the seven BOT members who responded to the BSEQ did not identify his or her gender and respondent type. This notwithstanding, survey results reveal that over 50% of the respondents are male and are voting members. In terms of length of service, responses reveal that a majority of board members are relatively new to their positions. Three respondents indicated that they served on the board for less than one year and another 3 respondents indicated that they served on the board for 1-3 years. The other respondent indicated a length of service of 4-6 years. As for number of terms served, 4 respondents indicated that they served on the board for less than one term; two respondents indicated that they served on the board for two terms; and one respondent indicated serving on the board for three or more terms. As for the GBAQ, of the nine administrators who completed the survey, six were female and three were male. The length of participation in board meetings ranged from less than a year to ten or more years.

OUTSIDE VOICES

In addition to the perspective of board members, it is also important to see how non-board members perceive the effectiveness and efficiency of the board. Responses to the GBAQ are important because non-board members who regularly participate in board meetings and activities develop perceptions of board functioning, including strengths and weaknesses. The following table represents the *outside voices* of non-board members within the context of five distinct themes:

Table 3

Governing Board Assessment Questionnaire (GBAQ) Respondents' MODAL RESPONSES, MEAN and STANDARD DEVIATION on 40 Variables (N=9)

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Slightly agree, 5=Agree, 6=Strongly Agree	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Slightly agree, 5=Agree, 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
BOARD-CEO RELATIONS			
The board delegates the authority the chief executive needs to administer the institution successfully.	6.00	5.33	0.71
The board is clear and consistent in its expectations of the performance of the CEO.	5.00	5.11	0.78
The board expresses approval, publicly and privately, for the successes of the CEO and the institution.	5.00	5.22	0.67
The chief executive keeps the board informed regarding issues that confront the college.	5.00	5.22	0.67
There is a climate of mutual trust and support between board and president.	5.00	5.44	0.53

BOARD MEETINGS: INTERACTION AND DYNAMICS			
At our board meetings, there is at least as much dialogue among members as there is between members and administrators.	4.00	4.44	0.88
The board has an adequate process for the study of issues that will receive board action.	5.00	4.89	0.60
The leadership of this board typically goes out of its way to make sure that all members have the same information on important issues.	5.00	5.00	0.71
The number and frequency of board meetings allow enough time for responsible discussion and resolution of key issues.	5.00	5.11	0.33
Board meetings are conducted in a fair, efficient, and business-like manner.	5.00	5.11	0.78
The board has a satisfactory means of communicating its membership needs to the governor or other authority responsible for trustee selection.*	5.00	4.75	0.46
Our board meetings tend to focus more on current concerns than on preparing for the future.	5.00	3.89	1.17
I am able to speak my mind on key issues without fear that I will be ostracized by some members of this board.	5.00	4.67	0.87
Orientation programs for new board members specifically include a segment about the organization's history and traditions.*	4.00	4.25	1.16
When a new member joins this board, we make sure that someone serves as mentor to help this person learn the ropes.*	3.00	4.12	1.13

Note: Only 7 of the nine non-board members responded to the items with an asterisk (*).

In discussing key issues, it is not unusual for someone on the board to talk about what this organization stands for and how that is related to the matter at hand.	4.00	4.44	0.88
I have been present in board meetings where discussions of the history and mission of the college were key factors in reaching a conclusion on a problem.	4.00	4.11	1.05
BOARD RESPONSIBILITIES			
The board rotates leadership in key board offices.	5.00	4.56	0.88
The board has an established procedure to orient new members to the institution and to their duties and responsibilities. **	5.00	5.00	0.58
The members of the board have sufficient knowledge of the institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions. *	5.00	4.75	0.46
The board has an agreed upon philosophy as to the distinction between policy and administration. *	5.00	4.50	0.93
The board allocates organizational funds for the purpose of board education and development.	6.00	5.22	0.83
The board keeps well informed about educational and manpower training needs of the community.	5.00	5.00	0.71

Note: Only 7 of the nine non-board members responded to the items with an asterisk (*).
       Only 8 of the nine non-board members responded to the items with two asterisks (**).

The board ensures that the college keeps the community well informed of the college's activities, educational perspectives and plans.	5.00	4.67	1.12
The board has established channels for access and exchange between campus and community so each can deal adequately with the needs, interests and viewpoints of the other.	5.00	4.56	1.13
The board takes regular steps to keep informed about important trends in the larger environment that might affect the college.	5.00	4.78	0.97
The board periodically sets aside time to learn more about important issues facing the college.	4.00	4.89	0.93
The GCC Foundation Board is an effective vehicle for the contributions of funds to the college's support activities, goals, plans, projects, and programs.	5.00	4.44	1.01
The board works actively to improve and support our college foundation.	5.00	5.00	0.71
PERSONAL CONDUCT			
The members of the board are sensitive to the need to avoid even the appearance of conflicts of interest.*	5.00	4.62	0.74
Board members honor divergent opinions without being intimidated by them.*	5.00	4.87	0.35
Board members remember that their identity is with the community, not the staff.	5.00	4.78	0.97
Board members are prepared to participate responsibly in board meetings.	5.00	5.11	0.60
There is a climate of mutual trust and support between board members.	5.00	4.89	0.78

Note: Only 7 of the nine non-board members responded to the items with an asterisk (*).

EVALUATION			
The board participates in a self-evaluation process on a bi-annual basis.	5.00	4.56	1.13
This board engages in strategic planning and strategic issues management discussions.	5.00	4.67	1.00
This board reviews the college's mission annually.	5.00	5.22	0.67
The board sets clear organizational priorities for the year ahead.	4.00	4.56	1.01
This board makes explicit use of the long-range priorities of this organization in dealing with current issues.	5.00	4.67	0.87
The board's key decisions are consistent with the mission of this organization.	5.00	5.11	0.60

The following analysis of the GBAQ is limited to those variables with responses from all nine non-board members. Although nine non-board members responded to the GBAQ, not all respondents answered every question in the survey.

In terms of Board-CEO Relations, there appears to be a good relationship between the Board and the CEO. All respondents agreed with the following five variables: delegation of authority to the chief executive (mean 5.33, s.d. 0.71), clear and consistent expectations of the CEO (mean 5.11, s.d. 0.78), expression of approval for the successes of the CEO and the institution (mean 5.22; s.d. 0.67), awareness of issues that confront the college (mean 5.22, s.d. 0.67), and climate of mutual trust and support (5.44, s.d. 0.53). The mean scores for these variables are all above 5.00 (on a scale of 1 to 6). The low standard deviations reveal consensus among respondents.

As for Board Meetings (Interaction and Dynamics), non-board members agreed with the following variables: frequency of board meetings (mean 5.11, s.d. 0.33), conduct of board meetings (mean 5.11, s.d. 0.78) and equal access to information (mean 5.00, s.d. 0.71). They slightly agreed with the process for issues receiving board action (mean 4.89, s.d. 0.60), ability to speak freely in meetings (mean 4.67, s.d. 0.87), dialogue between board members and non-board members (mean 4.44, s.d. 0.88), and discussion of key issues (mean 4.44, s.d. 0.88). The two variables with the least consensus are focus

of board meetings (mean 3.89, s.d. 1.17) and discussion of history and mission of the college (mean 4.11, s.d. 1.05). The high standard deviations reveal a divergence of opinion among respondents.

With respect to Board Responsibilities, respondents agreed that the board allocates organizational funds for the purpose of board education and development (mean 5.22, s.d. 0.83), that the board keeps well informed about educational and manpower training needs of the community (mean 5.00, s.d. 0.71), and that the board works actively to improve and support the college foundation (mean 5.0, s.d. 0.71). They slightly agreed with the following variables: time to learn about issues facing the college (mean 4.89, s.d. 0.93); steps to keep informed about trends affecting the college (mean 4.78, s.d. 0.97); community awareness of the college's activities, educational perspectives, and plans (mean 4.67, s.d. 1.12); rotation of leadership in key board offices (mean 4.56, s.d. 0.88); channels for access and exchange between campus and community (mean 4.56, s.d. 1.13); and the effectiveness of the Foundation Board in fulfilling its role and responsibility of income generation for the college's various activities (mean 4.44, s.d. 1.01). There was some divergence in opinion, however, with respect to community awareness, channels for access and exchange between campus and community, and the effectiveness of the Foundation Board as seen from the high standard deviations.

When it came to Personal Conduct, respondents agreed that board members are prepared to participate responsibly in board meetings (mean 5.11, s.d. 0.60). They slightly agreed that board members remember that their identity is with the community, not the staff (mean 4.78, s.d. 0.97) and that there is a climate of mutual trust and support between board members (mean 4.89, s.d. 0.78).

In the area of Evaluation, the variables with the greatest consensus are consistency of key decisions and the college mission (mean 5.11, s.d. 0.60) and annual review of college mission (mean 5.22, s.d. 0.67). Although respondents slightly agreed with the following variables, the high standard deviations reveal a divergence in opinion: clear organizational priorities (mean 4.56, s.d. 1.01), bi-annual board self-evaluation (mean 4.56, s.d. 1.13), and strategic planning and strategic issues management discussions (mean 4.67, s.d. 1.00).

The open-ended survey questions provide some insights about respondents' perceptions of board efficiency and effectiveness. Respondents identified the following successes within the past year: (a) selection of president and ability to work together; (b) board members are professionals and carry themselves in a professional manner, unlike past board members; (c) the change in membership has led to board meetings that are much more congenial. There is now almost a complete lack of animosity and antagonism; this was not true of the previous board. The atmosphere of board meetings is now much more conducive to professional discussions; (d) they are more cohesive and work as a team; (e) forensic lab groundbreaking, all the new campus building improvements, maintenance of accreditation; and (f) selection of President Okada. The following shortcomings in board organization and performance were identified: (a) difficulty in obtaining a full complement of board members and (b) personality conflicts. One respondent questioned the board's composition and its consistency with P.L. 14-77. Suggestions for improvement included setting up a formal process for board recommendations for members and more interaction with Foundation Board members. Two respondents suggested improvements in the behavior of board member/s during meetings. One suggestion that was made was for members of the board to behave more professionally during meetings and to focus more on what are the most important issues facing current and future students. Another respondent noted that certain board member/s need to be cognizant of their behavior and decorum during meetings.

How do the perceptions of non-board members (*outside voices*) compare and contrast with perceptions of board members *(inside voices)*?

INSIDE VOICES

The following table represents the inside voices of board members within the context of six distinct themes:

Table 4

Board Self-Evaluation Questionnaire (BSEQ) Respondent's MODAL RESPONSES, MEAN
and STANDARD DEVIATION on 34 Variables (N=7)

	Mode, or most frequently occurring value on a scale of 1 to 5 where 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always	*Mean*, or the average of the value in all responses on a scale of 1 to 5 where 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always	*Standard Deviation*, or the measure of how widely values are dispersed from the mean or the average value
PERSONAL CONDUCT			
Board members treat each other with courtesy.	5.00	4.71	0.49
Board members respect the power of the chair to speak for the board as a whole.	5.00	5.00	0.00
Members of the board are always conscious that their demeanor is part of the college's public image.	5.00	4.71	0.49
BOARD MEETINGS: INTERACTION AND DYNAMICS			
Board meetings begin on time.	4.00	4.43	0.53
All board members attend board meetings.	4.00	3.86	0.69
The collective demeanor of the board is poised and professional. *	5.00	4.67	0.52
Board members are able to disagree without being disagreeable. *	4.00	4.33	0.52
Board members ask questions relevant to the item(s) under discussion. *	4.00	4.50	0.55
The board welcomes participation by members of the community at appropriate times designated on the agenda. *	5.00	4.83	0.41

Note: Only 6 BOT members responded to the items with an asterisk (*).

BOARD/CEO RELATIONS			
There is a high level of trust and respect between the board and the president. *	5.00	4.67	0.52
The president keeps the members of the board well informed on the goals and objectives set forth by the board in the evaluation component of the president's employment contract. *	5.00	5.00	0.00
The president follows the rule of "no-surprises" by informing board members as soon as possible about important matters concerning the college, its students and its employees. *	5.00	4.83	0.41
The board delegates operational/administrative matters to the president and refrains from micromanaging the college. *	5.00	5.00	0.00
The board recognizes that the president has full charge and control of the operations of the college not in conflict with the board's policy authority. *	5.00	5.00	0.00
EVALUATION			
The board establishes annual goals for the president and uses them as a basis for systematic evaluation.	5.00	5.00	0.00
The board specifies its expectations for presidential performance in writing.	5.00	5.00	0.00
The board formally evaluates the president's performance at least once every year.	5.00	4.57	0.79

Note: Only 6 BOT members responded to the items with an asterisk (*).
One respondent did not answer any of the questions pertaining to Board/CEO Relations.

The board evaluates its own performance at least once every two years, in compliance with BOT Policy 306 (*Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees, 2002*).	5.00	4.57	0.53
BOARD RESPONSIBILITIES			
The board conducts periodic reviews of its own policies as necessary and appropriate.	4.00	4.14	1.07
A formal board orientation is conducted for new board members as soon as new members have been sworn in as trustees.	5.00	4.29	0.95
The board consistently follows its own code of ethics policy.	5.00	4.57	0.53
The board focuses on making policy and leaves the implementation to the president.	5.00	4.86	0.38
The board is actively involved in the long-term planning process of the college.	5.00	4.71	0.49
The board plans with the president how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the college.	5.00	4.57	0.53
BOARD DUTIES (PER PUBLIC LAW 14-77)			
The board evaluates existing and potential job skills in the territory of Guam, including business, industry, territorial and federal governments.	4.00	3.86	0.69
The board coordinates and recommends improvements in vocational educational programs in order to match vocational educational programs with current and existing job needs.	4.00	4.14	0.69

The board encourages work-study programs in industry and more scholarships funded by private employers, labor unions, territorial and federal governments.	4.00	4.29	0.76
The board encourages retraining programs for the unemployed and under-employed in order to provide a guaranteed work force.	4.00	4.43	0.53
The board evaluates and makes recommendations for executive and legislative action to improve programs regarding job innovation and development.	5.00	3.86	1.21
The board acts as the Board of Control for Vocational Education.	5.00	4.14	0.90
The board formulates plans and objectives in measurable terms and to continuously evaluate, in terms of those plans and objectives, the various programs operated by the College to determine if the College is complying with its statutory mandate and to that end, to provide for five (5) year follow-up studies of the various graduates of the various programs operated by the College.	4.00	3.86	1.07

Analysis is limited to those variables with responses from all seven board members. Although seven board members responded to the BSEQ, not all board members answered each question.

The table above reveals that in terms of Personal Conduct, board members agree that they frequently treat each other with courtesy (mean 4.71, s.d. 0.49) and are conscious that their demeanor is part of the college's public image (mean 4.71, s.d. 0.49). All board members agree that they always respect the power of the chair to speak for the board as a whole (mean 5.00, s.d. 0.00).

As for Board Meetings (Interaction and Dynamics), one board member did not respond to four of the six variables under this theme. All board members responded to the variable attendance at board meetings. Their response to this variable reveals a need for improvement in this area (mean 3.86, s.d. 0.69). Also, there appears to be a slight issue with board meetings beginning on time (mean 4.43, s.d. 0.53).

In terms of Board/CEO Relations, one board member did not respond to any item under this category; therefore, responses to this theme were not analyzed for the *inside voices*.
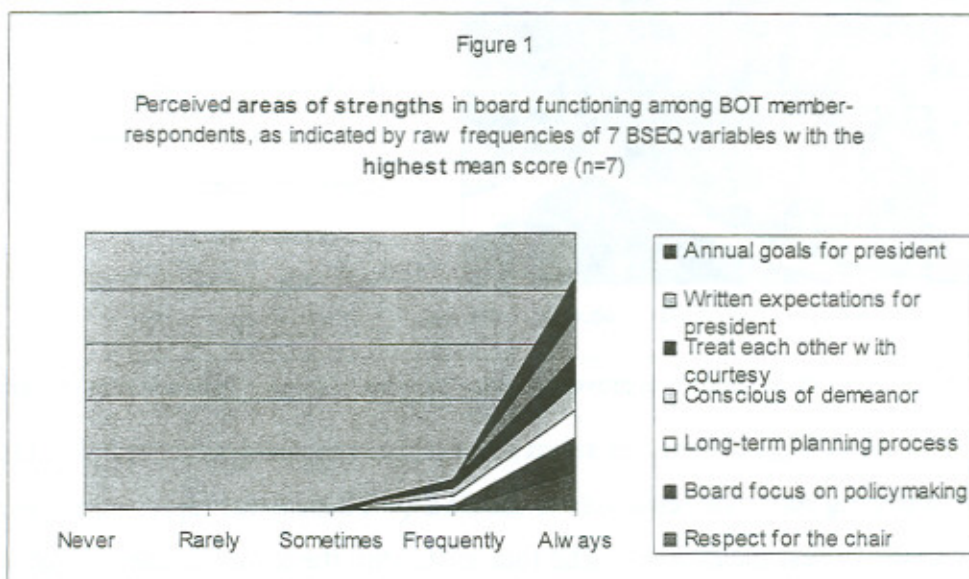
With respect to Evaluation, there was a hundred percent agreement among respondents that the board establishes annual goals for the president and uses them as a basis for systematic evaluation (mean 5.0, s.d. 0.00) and that the board specifies its expectations for presidential performance in writing (mean 5.0, s.d. 0.00). Board members also responded positively to the following two variables: annual performance evaluation of the president (mean 4.57, s.d. 0.79) and bi-annual evaluation of the board (mean 4.57, s.d. 0.53).

In the area of Board Responsibilities, although the response was positive for the variable periodic review of board policies (mean 4.14, s.d. 1.07), the rather high standard deviation reveals some differences in agreement. There was greater consensus when it came to long-term planning (mean 4.71, s.d. 0.49), compliance with code of ethics policy (mean 4.57, s.d. 0.53), and development and maintenance of relationships with legislators (mean 4.57, s.d. 0.53).

In terms of Board Duties, the two areas with the most divergence are the board's responsibility to evaluate and make recommendations for executive and legislative action (mean 3.86, s.d. 1.21) and to formulate plans and objectives in measurable terms (mean 3.86, s.d. 1.07). Although responses were positive when it came to the board's duty to act as the Board of Control for vocational education (mean 4.14), the standard deviation of 0.90 for this variable reveals a slight divergence of opinion. The areas with the greatest consensus is retraining programs for the unemployed and under-employed (mean 4.43, s.d. 0.53), evaluation of existing and potential job skills (mean 3.86, s.d. 0.69), improvements in vocational educational programs (mean 4.14, s.d. 0.69), and work study
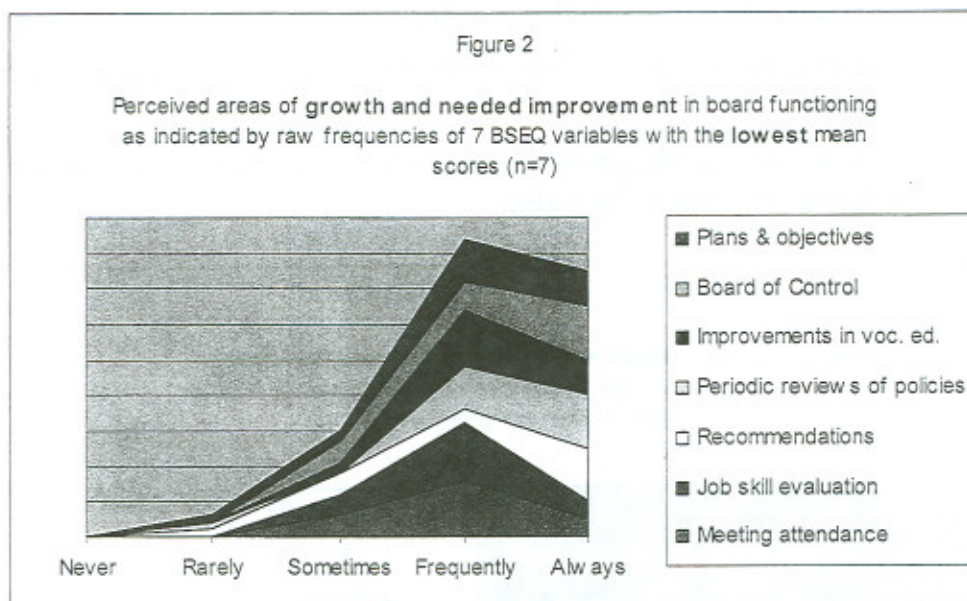
programs and scholarships (mean 4.29, s.d. 0.76). The mean score of 3.86 for evaluation of existing and potential job skills, however, shows a need for improvement in this area.

Figure 1 below identifies areas of strength in board functioning based on responses by board members to the BSEQ.

Figure 1

Perceived **areas of strengths** in board functioning among BOT member-respondents, as indicated by raw frequencies of 7 BSEQ variables with the highest mean score (n=7)

Legend:
- Annual goals for president
- Written expectations for president
- Treat each other with courtesy
- Conscious of demeanor
- Long-term planning process
- Board focus on policymaking
- Respect for the chair

X-axis: Never, Rarely, Sometimes, Frequently, Always

Note: Areas of strengths were based on responses from seven BOT members.

The seven variables identified as strengths are: (a) the board establishes annual goals for the president and uses them as a basis for systematic evaluation, (b) the board specifies its expectations for presidential performance in writing, (c) board members treat each other with courtesy, (d) members of the board are always conscious that their demeanor is part of the college's public image, (e) the board is actively involved in the long-term planning process of the college, (f) the board focuses on making policy and leaves the implementation to the president, and (g) board members respect the power of the chair to speak for the board as a whole. These areas represent the survey items with the highest mean score.

Figure 2

Perceived areas of **growth and needed improvement** in board functioning as indicated by raw frequencies of 7 BSEQ variables with the **lowest** mean scores (n=7)

- ■ Plans & objectives
- ▣ Board of Control
- ■ Improvements in voc. ed.
- □ Periodic reviews of policies
- □ Recommendations
- ■ Job skill evaluation
- ▨ Meeting attendance

Never   Rarely   Sometimes   Frequently   Always

Note: Areas of growth and needed improvement were based on responses from seven BOT members.

The above figure identifies seven areas of growth and needed improvement in board functioning based on responses to the BSEQ. These areas represent the survey items with the lowest mean score. The four areas with the lowest means are attendance at board meetings (mean 3.86), evaluation of existing and potential job skills in Guam (3.86), evaluation and recommendation of legislative action to improve programs regarding job innovation and development (mean 3.86) and the formulation of plans and objectives (3.86). Of these four areas, two had relatively high standard deviations, evaluation and recommendation for executive and legislative action to improve programs regarding job innovation and development (s.d. 1.21) and the formulation of plans and objectives in measurable terms to continuously evaluate, in terms of those plans and objectives, the various programs operated by the college (s.d. 1.07). The relatively high standard deviations reveal some differences in opinions among board members on these two areas. There was a greater consensus with respect to attendance at board meetings, evaluation of existing and potential job skills in the territory of Guam, and evaluation and recommendation for executive and legislative action to improve programs (s.d. 0.69).

IV. Conclusion

Through the identification of areas of strengths and weaknesses, this assessment study aims to improve board functioning and to promote accountability. The following is a summary of the strengths and weaknesses identified by this study organized under themes.

Board-CEO Relations

Unlike the prior two board assessment studies, the current study reveals a more positive relationship between the board and the CEO. The college has a new president and a relatively new board. The working relationship between the CEO and the board is rather new. The CEO and the board are still "learning the ropes" and appear supportive of one another. As indicated in Table 1, 3 board members have less than a year of board experience, another three board members have one to three years of board experience, and one board member has four to six years of board experience. As for the president, she has seven months of experience in her current role.

Although quantitative feedback from board members is limited because of the non-response of one board member to the variables under this theme, qualitative feedback from non-board members reveals a healthy relationship between the board and the CEO. When asked what the one or two successes were during the past year for which the board takes some satisfaction, a GBAQ respondent identified the selection of the president and the ability of the president and the board to work together as a success. Quantitative responses to the GBAQ reveal certain variables that contribute to the positive relationship between the CEO and the board. All respondents agreed that the board delegates the authority the president needs to administer the institution successfully; the board expresses approval, publicly and privately, for the successes of the CEO and the institution; there is a climate of mutual trust and support between board and president; the board is clear and consistent in its expectations of the performance of the CEO; and the president keeps the board informed regarding issues that confront the college. Contributing to this positive relationship is the fact that board members establish annual goals for the president and use them as a basis for systematic evaluation, they specify the expectations for presidential performance in writing, and they focus on

policymaking and leave the implementation to the president. The open communication between the president and the board, as well as the clear expectations for presidential performance contributes greatly to the positive Board-CEO relations.

Board Member Relations

There appears to be an improvement in board member relations since the last board assessment study. Non-board members agree that the leadership of the board typically goes out of its way to make sure that all members have the same information on important issues. They also tend to agree that there is a climate of mutual trust and support between board members. Additionally, in response to the open-ended question regarding successes during the past year, one GBAQ respondent noted that current board members are more cohesive and work as a team. Board members also agree that they treat each other with courtesy. Furthermore, all agree that they respect the power of the chair to speak for the board as a whole.

Board Meetings

There is a difference in opinion among non-board members regarding the conduct of board members during meetings. Quantitative data indicates that non-board members agree that the number and frequency of board meetings allow enough time for responsible discussion and resolution of key issues and that board meetings are conducted in a fair, efficient, and business-like manner. They also agree that board members are prepared to participate responsibly in board meetings. The following qualitative response supports this: "The change in membership has led to board meetings that are much more congenial. There is now almost a complete lack of animosity and antagonism. This was not true of the previous board. The atmosphere at board meetings now is much more conducive to professional discussion." Another respondent indicated that "Board members are professionals and carry themselves in a professional manner, unlike past board members". Other qualitative feedback from non-board members, however, appears to contradict these sentiments. For instance, when asked to identify areas of improvement, two non-board members offered the following suggestions: (a) for members of the board to behave more professionally during meetings and to focus more

on what are the most important issues facing our current and future students and (b) certain members need to be cognizant of their behavior and decorum during meetings. It appears that although the conduct of board meetings may have improved compared to the previous board assessment studies, there is still room for improvement. Additionally, non-board members and board members indicated that attendance at board meetings is an issue.

Communication between the Foundation Board and the Board of Trustees

With respect to the Foundation Board, non-board members agree that the board works actively to improve and support the college foundation. They only slightly agreed that the Foundation Board is an effective vehicle for the contributions of funds to support the college's activities, goals, plans, projects, and programs. This may be due to a limited awareness of Foundation Board activities. This is supported by a suggestion that was made to increase interactions with the Foundation Board members. According to Board Policy 111 (Adoption of Board of Trustees Membership Handbook, Board of Trustees Standing Committees, Parliamentary Procedures at a Glance), the Board of Trustee Chairperson must work closely with the Foundation Board members to strengthen relationships between the Trustees and Foundation Board members (Appendix C).

Board Assessment

Quantitative data and content analysis of board documents on file at the Office of Assessment and Institutional Effectiveness (AIE) confirms board participation in assessment activities. The agenda from the Board of Trustees Retreat of November 17, 2007 (Appendix D) and the minutes from the board retreat of September 15, 2007 (Appendix E) reveal that board members were engaged in dialogue about potential revisions to the BSEQ and GBAQ. The proposed revisions were incorporated into the survey instruments used in this study. According to the Board of Trustees Assessment Activities & Timeline for Academic Year 2007-2008 (Appendix F), Goal #2 is to establish and implement systematic assessment processes.

Review of Board Policies

The GCC Board of Trustees' Membership Handbook (Appendix G) states: "As a board member, it is your responsibility to be knowledgeable about board policies and changes. It is important that you understand the fundamental meaning and characteristics of policy (p. 5)." Moreover, page six of the Handbook indicates that the Board of Trustees will conduct a periodic review of policies and regulations to maintain currency and relevancy on a two-year basis. Quantitative data and content analysis of board documents reveal that the board is involved in reviewing its own policies. Minutes of the Board of Trustees Retreat of September 15, 2007 (Appendix E) notes that board policies are to be reviewed this academic year. The board has also included the review of its policies as Goal #3 of the Board of Trustees Assessment Activities & Timeline for Academic Year 2007-2008 (Appendix F). According to Goal #3, general board policies as well as those related to finance, curriculum, faculty/employees, students, foundation, and apprenticeship must be updated through a systematic review process that reflect changing institutional and community needs and demands. Appendix F outlines the objectives of this goal as well as identifies a timeline for the review.

Board Orientation & Education

As mentioned earlier, both board members and non-board members agree that there is an established procedure to orient new members to the institution and to their duties and responsibilities and to allocate organizational funds for the purpose of board education and development. This is in line with Goal #1 of the Board of Trustees Assessment Activities & Timeline for Academic Year 2007-2008. According to Goal #1, a comprehensive professional development plan must be developed and provide for continuous education for board members. An objective related to this goal is to ensure that members receive the Membership Handbook which will provide them with a better understanding of the board's duties and responsibilities. Another objective is to formalize board training for new members via a boardmanship retreat.

According to the GCC Board of Trustees' Membership Handbook (p. 5): "The purpose of this Membership Handbook is to define the precise authority, responsibilities, and roles of the governing board of Guam Community College, and provides a mechanism for maintaining an effective working relationship between the Board of Trustees and the President of the Guam Community College" (Appendix G). By becoming more familiar with their duties and responsibilities, this will help the board to address their weakness in evaluating existing and potential job skills on Guam, evaluating and recommending legislative action to improve programs, and formulating plans and objectives necessary to determine if the College is complying with its statutory mandate.

IV. Recommendations

Based on the above conclusions, the following suggestions are made to improve overall board functioning:

- More frequent communication between Foundation Board members and the Board of Trustees. Article VI of the By-Laws of the GCC Board states that the Chairperson of the Board of Trustees (or his designee) and another member of the Board of Trustees, selected by that body, shall be members of the Board of Governors. These representatives should provide board meeting participants with updates from the Foundation Board meetings so that they are aware of Foundation Board activities.
- Implement a regular schedule for board assessment retreats
- Members of the Board of Trustees and the Foundation Board should attend college activities to promote interaction between them as well as with other members of the college community.
- Implement a regular schedule for the review of board policies in compliance with the Board of Trustees Membership Handbook
- Ensure that new members of the board are provided with training as soon as they take office so that they can become familiar with their duties and responsibilities

- Discuss the various domains of responsibility in the GCC Board of Trustees' Membership Handbook during board orientations and retreats to promote a better understanding of board duties, role and functions.

APPENDIX O

POLICY REVIEW TOOL
Criteria for BOT Policy Review
Academic Year 2007-2008

Policy No._____
Title of Policy_____
Category_____
Date of Policy_____
Age of policy (in years)_____

REVIEW CRITERIA

1. **Currency or Timeliness**
    a. Does the existing policy use references to current practice in
        the field?   ___yes
                                                                        ___no

    b. Does the existing policy as written reflect verbiage that is
        consistent with current usage?   ___yes
                                                                        ___no

2. **Institutional Need and Direction**
    a. Does the existing policy reflect the needs and direction of the
        institution as it now enters its 30th year of existence?   ___yes
                                                                        ___no

    b. Does the existing policy take the current structure of the college's
        programs and services into account?   ___yes
                                                                        ___no

3. **Changing Institutional and Societal Context**
    a. Does the existing policy reflect the changing context of industry
        needs on the island?   ___yes
                                                                        ___no

    b. Does the existing policy reflect the way GCC has changed to
        accommodate the demands of the community through the years?   ___yes
                                                                        ___no

                                                    Total YES   _____
                                                    Total NO   _____

RECOMMENDATION: (   ) Revise/update   (   ) Delete   (   ) Remain

REASON:_____
_____
_____

Reviewed by

_____   _____
(Print name)   (Signature)

_____
(Dept/School)

APPENDIX P

COURSE APPROVAL FORM

I. TYPE OF ACTION

Check the type of action which applies. If previous Course Guide exists, please attach.

A. _____ Adoption

B. _____ Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require response, they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

_____ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
_____ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
_____ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
_____ Identify specific changes not listed above:

II. INTRODUCTION

A. The course is connected to the following program(s):

III. STUDENT LEARNING OUTCOMES – COURSE LEVEL

Upon completion of this course, students will be able to:

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals
B. An assessment of Industry or Community need
C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable
D. Results of course and course guide evaluation.(See Appendix E for Checklist)
E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS

A. Resources (materials, media, and equipment) and costs
B. Personnel requirements (administrative, instructional and support staff) and costs
C. Facility requirements and costs
D. Funding source(s)
E. Impact, financial or otherwise, this course may have on the School/College

VI. IMPLEMENTATION SCHEDULE

A. Implementation date
B. Course Offering

VII. COURSE DESCRIPTION

    A. Course
       Alpha:
       Number:
    B. Course Title(s)
       Long Title:
       Abbreviated Title (20 characters maximum):
    C. Contact Hours and Number of Students
       Maximum Number of Students:
       Lecture Hours:
       Lab Hours (state category 1 or 2):
       Clinical:
       Other:
       Total Hours:
    D. Number/Type of Credits
       Carnegie Units: _____ per semester
       Semester Hours:_____ per semester
    E. Catalog Description or Revision to Include SLOs – Course Level (Section III.)
       Catalog Description:
       Catalog Revision:
       If the description above is a revision, attach a copy of the current catalog page(s) to be revised.
       Catalog Year: _____ Page Numbers: _____
    F. Prerequisite(s)
    G. Co-requisites(s)
    H. Articulation
       Secondary Programs/Courses
       University of Guam
       Others
    I. Target Population
    J. Cost to Students (specify any lab fees)

VIII. COURSE DESIGN

IX. COURSE OUTLINE

X. STUDENT LEARNING OUTCOMES – DETAILED (based on Course Outline)

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

    A. Required Textbook(s)
    B. Reference(s) and Bibliography
    C. Equipment/Facilities
    D. Instructional Supplies
    E. Has the Advisory Committee reviewed and concurred with the materials used for this course?
       ☐ Yes
       ☐ No
       Comments:

PROGRAM APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action which applies. If previous Program Approval Form exists, please attach.

A. _____ Adoption program

B. _____ Substantive Revision (attach Program Form).
The numbers listed next to the changes below may or may not require response, they have been identified as those questions most likely needing to be addressed. The entire program form should be reviewed for applicability.

_____ Change in number of credit hours: II, IVA, IVD, VI, VII, VIII, XI
_____ Change in Technical/Core Requirements: II, IVA, IVD, VI, VII, VIII, XI
_____ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements: II, IVA, IVD, VI, VII, VIII, XI
_____ Identify specific changes not listed above:

II. INTRODUCTION

III. STUDENT LEARNING OUTCOMES – PROGRAM LEVEL

Upon completion of this program, students will be able to:

IV. RATIONALE FOR PROPOSAL

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals.
B. Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level.
C. Conformity of this program to legal and other external requirements. Include State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable.
D. Results of program evaluation (see Appendix F for Checklist).

V. RESOURCE REQUIREMENTS AND COSTS

A. Resources (materials, media, and equipment) and costs.
B. Personnel requirements (administrative, instructional, and support staff) and costs.
C. Facility requirements.
D. Funding source(s).
E. Impact, financial or otherwise, this program may have on the School/College.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date

VII. CATALOG

A. Description or Revision. Include SLOs – Program Level (Section III), general characteristics, and/or special features of this program. Write the program description as it should appear in the catalog.
B. Catalog Revision. If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: _____ Page Number(s): _____

VIII. **PROGRAM DESCRIPTION**
    A. Program Title(s)
       Long Title:
       Abbreviated Title (20 characters maximum):
    B. Credit Hours
       General Education:
       Technical/Core:
       Related Tech/Gen Ed:
       Electives:
       Options:
       Total Number of Credits:
    C. Course Sequence
    D. Target Population
    E. Cost to Student

IX. **PREREQUISITE(S)**

X. **CO-REQUISITE(S)**

XI. **CONTENT**
    A. List of courses, with course descriptions, required to complete this program. Courses grouped according to: General Education, Technical Requirements, etc. If new courses are part of the program, Course Guides must be included with this request for approval.

XII. **PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS**

XIII. **ARTICULATION**
    A. Secondary programs
    B. University of Guam
    C. Others

    * Attach SLO Map – Program & Course Levels.

APPENDIX Q

NON-SUBSTANTIVE CURRICULUM
REVISION MEMORANDUM

DATE:

TO: VPAA   Approved: _____ Date: _____

VIA: Dean   Approved: _____ Date: _____

        Registrar   Approved: _____ Date: _____

        Dept. Chair   Approved: _____ Date: _____

FROM:

SUBJECT: Request Non-substantive Curriculum Revision

The checked changes in the curriculum are planned. Please see attached old and new forms.

COURSE REVISION IN ALPHA _____ NUMBER _____ TITLE_____

_____ 1.   Change in course alpha, number, or title.

        NEW: ALPHA _____ NUMBER _____ TITLE _____

_____ 2.   Wording change in the catalog course description that does not significantly change the course content (attach old and new wording).

_____ 3.   Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content (attach old and new SLOs).

_____ 4.   Change in the course outline that does not significantly change the course content (attach old and new course outlines).

_____ 5.   Change in course prerequisites where both course and prerequisite are offered within your Department (attach old and new prerequisites).

_____ 6.   Change in maximum number of students allowed in class setting.

_____ 7.   Change in lab fees.

_____ 8.   Change in textbook.

_____ 9.   Other.

PROGRAM REVISION IN PROGRAM _____

_____ 1.   Change in program title.

        NEW TITLE:

_____ 2.   Wording change in the catalog program description that does not significantly change the program content (attach old and new wording).

_____ 3.   Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content (attach old and new SLOs).

_____ 4.   Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements (attach old and new program requirements).

_____ 5.   Change in program General Education Requirements that does not change the distribution of requirements (attach old and new requirements).

APPENDIX R

GUAM COMMUNITY COLLEGE
RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS
Created January 4, 2008

Description:

In compliance with the expectations of the Western Association of Schools and Colleges (WASC), the following survey instrument is designed to gather quantitative and qualitative data on the institutional effectiveness of our college.

Instructions:

Dear GCC Constituents,

Your institution is interested in systematically listening to its constituencies. Your honest and thoughtful response to this survey, constitute an important component of the various voices we want to hear from regarding our institutional effectiveness. To preserve confidentiality, your name is not reported.

For each question or statement below, **CIRCLE** the most appropriate choice for you.

Category: Demographic Information

1. Are you male or female?

Female	Male
1	2

2. What type of respondent are you?

Administrator	Faculty	Support Staff	BOT
1	2	3	4

3. What is your length of service at GCC?

Less than a year	1-3 years	4-6 years	7-9 years	10+ years
1	2	3	4	5

PART I: RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS IN *PROGRAM REVIEW/ASSESSMENT*

ACCJC-Defined Characteristics	Beginning Implementation			Making Progress in Implementing			Maturing Stage of Continuous Improvement			Advanced Stage of Continuous Improvement			Evidence/Rationale/Observations/Impressions *(What makes you think so?)*
AWARENESS 1. There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. 2. There is recognition of existing practices and models in program review that make use of institutional research. 3. There is exploration of program review models by various departments or individuals. 4. The college is implementing pilot program review models in a few programs/operational units.	1	2	3										
DEVELOPMENT 1. Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. 2. Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. 3. Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin, etc.) 4. Appropriate resources are allocated to conducting program review of meaningful quality. 5. Development of a framework for linking results of program review to planning for improvement. 6. Development of a framework to align results of program review to resource allocation.	1	2	3	4	5	6							
PROFICIENCY 1. Program review processes are in place and implemented regularly. 2. Results of all program review are integrated into institution-wide planning for improvement and informed decision-making. 3. The program review framework is established and implemented. 4. Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. 5. Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. 6. The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.	1	2	3	4	5	6	7	8	9				
SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT 1. Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. 2. The institution reviews and refines its program review processes to improve institutional effectiveness. 3. The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.	1	2	3	4	5	6	7	8	9	10	11	12	

PART II: RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS IN *PLANNING*

ACCJC-Defined Characteristics	Beginning Implementation			Making Progress in Implementing			Maturing Stage of Continuous Improvement			Advanced Stage of Continuous Improvement			Evidence/Rationale/Observations/Impressions *(What makes you think so?)*
AWARENESS 1. The college has preliminary investigative dialogue about planning processes. 2. There is recognition of case need for quantitative and qualitative data and analysis in planning. 3. The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). 4. Planning found in only some areas of college operations. 5. There is exploration of models and definitions and issues related to planning. 6. There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" 7. The college may have a consultant-supported plan for facilities, or a strategic plan.	1	2	3										
DEVELOPMENT 1. The institution has defined a planning process and assigned responsibility for implementing it. 2. The institution has identified quantitative and qualitative data and is using it. 3. Planning efforts are specifically linked to institutional mission and goals. 4. The institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. 5. Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. 6. Planning processes reflect the participation of a broad constituent base.	1	2	3	4	5	6							
PROFICIENCY 1. The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. 2. The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes, and improve institutional effectiveness. 3. The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes. 4. The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). 5. The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). 6. The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. 7. Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.	1	2	3	4	5	6	7	8	9				
SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT 1. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning 2. There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. 3. There is ongoing review and adaptation of evaluation and planning processes. 4. There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning and structures and processes.	1	2	3	4	5	6	7	8	9	10	11	12	

4. What is your current status?

. Full-time employee   Part-time employee
     1   2

DIRECTIONS:

Using the following guide to rate the three rubrics for Evaluating Institutional Effectiveness (Program Review/Assessment, Planning, Student Learning), circle your response for each characteristic. You **are required** to provide your reasons for each rating. If you are repeating your evidence/rationale/observations/impressions, please write them out again. Do not use ditto marks or write "same as above" or "same as below".

Please indicate the focus of your evaluation (**please check one**): ___institution ___division ___department ___academic unit

GUIDE TO RATING RUBRICS: *ONLY SELECT A RATING IDENTIFIED IN THIS GUIDE FOR EACH CHARACTERISTIC.*

	PART I: Program Review/Assessment	**PART II:** Planning	**PART III:** Student Learning Outcomes
	Rating	Rating	Rating
AWARENESS	1- One characteristic is present. 2- Two characteristics are present. 3- Three or four characteristics are present.	1- One or two characteristics are present. 2- Three or four characteristics are present. 3- Five or more characteristics are present.	1- One or two characteristics are present. 2- Three or four characteristics are present. 3- Five characteristics are present.
DEVELOPMENT	1- One characteristic is present. 2- Two characteristics are present. 3- Three characteristics are present. 4- Four characteristics are present. 5- Five characteristics are present. 6- Six characteristics are present.	1- One characteristic is present. 2- Two characteristics are present. 3- Three characteristics are present. 4- Four characteristics are present. 5- Five characteristics are present. 6- Six characteristics are present.	1- One characteristic is present. 2- Two characteristics are present. 3- Three characteristics are present. 4- Four characteristics are present. 5- Five characteristics are present. 6- Six characteristics are present.
PROFICIENCY	3- One or two characteristics are present. 6- Three or four characteristics are present. 9- Five or more characteristics are present	3- One or two characteristics are present. 6- Three or four characteristics are present. 9- Five or more characteristics are present.	3- One or two characteristics are present. 6- Three or four characteristics are present. 9- Five or more characteristics are present.
SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT	4- One characteristic is present. 8- Two characteristics are present. 12- Three characteristics are present.	3- One characteristic is present. 6- Two characteristics are present. 9- Three characteristics are present. 12- Four characteristics are present.	3- One characteristic is present 6- Two characteristics are present. 9- Three characteristics are present. 12- Four or more characteristics are present.

PART III: RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS IN *STUDENT LEARNING OUTCOMES*

ACCJC-Defined Characteristics	Beginning Implementation			Making Progress in Implementing			Maturing Stage of Continuous Improvement			Advanced Stage of Continuous Improvement			Evidence/Rationale/Observations/Impressions (*What makes you think so?*)
AWARENESS 1. There is preliminary, investigative dialogue about student learning outcomes. 2. There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. 3. There is exploration of models, definitions, and issues taking place by a few people. 4. Pilot projects and efforts may be in progress. 5. The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.	1	2	3										
DEVELOPMENT 1. College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. 2. College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. 3. Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. 4. Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. 5. Appropriate resources are being allocated to support student learning outcomes and assessment. 6. Faculty and staff are fully engaged in student learning outcomes development.	1	2	3	4	5	6							
PROFICIENCY 1. Student learning outcomes and authentic assessment are in place for courses, programs, and degrees. 2. Results of assessment are being used for improvement and further alignment of institution-wide practices. 3. There is widespread institutional dialogue about the results. 4. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. 5. Appropriate resources continue to be allocated and fine-tuned. 6. Comprehensive assessment reports exist and are completed on a regular basis. 7. Course student learning outcomes are aligned with degree student learning outcomes. 8. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.	1	2	3	4	5	6	7	8	9				
SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT 1. Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. 2. Dialogue about student learning is ongoing, pervasive and robust. 3. Evaluation and fine-tuning of organizational structures to support student learning is ongoing. 4. Student learning improvement is a visible priority in all practices and structures across the college. 5. Learning outcomes are specifically linked to program reviews.	1	2	3	4	5	6	7	8	9	10	11	12	

APPENDIX S

Question Number	Question	Allow Multiple	Response 1	Response 2	Response 3	Response 4	Response 5	Allow Comments	Comment Text
1	The Instructor clearly explains course procedures within the syllabus.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
2	The Instructor clearly explains the goals, objectives, and overall purpose of the course.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
3	The Instructor returns or provides feedback on exams and assignments in a timely manner.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
4	The Instructor speaks clearly and is easy to understand.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
5	The Instructor answers questions clearly.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
6	The Instructor uses good examples in class.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
7	The Instructor makes the material interesting.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
8	The Instructor asks questions to see if the students understand.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
9	The Instructor seems to like teaching.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
10	The Instructor treats students with respect.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
11	The Instructor is willing to help with individual problems.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
12	The Instructor is consistent, approachable, and fair in his/her relationships with students.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	
13	The Instructor keeps students informed of their progress.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N	

14	The Instructor provides class activities which match the course objectives.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N
15	The Instructor uses other resources in addition to the textbook.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N
16	The Instructor relates the subject to the real world"."	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N
17	The Instructor effectively uses the blackboard, films, pictures, computers, slides, or other aids.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N
18	The Instructor allows time for questions and encourages them.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N
19	The Instructor allows time for questions and encourages them.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N
20	The Instructor uses class time well.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N
21	The Instructor is well-prepared and organized for class.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N
22	The Instructor is available for help outside of class during office hours and other arranged times.	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand	N
23	What did you like the MOST about this class? Your response will assist us in future planning.	N						Y
24	What did you like the LEAST about this class? Your response will assist us in future planning.	N						Y
25	Did the classroom provide the appropriate atmosphere for learning?If your answer is no, please comment on how the classroom may be improved to provide the appropriate atmosphere for learning. Comments may include improving room lighting, air condition temperature, or other needed repairs.	N	Yes	No				Y
26	Was this class offered at an appropriate time and date? If your answer is no, please comment when this class could be offered at a more appropriate time and day.	N	Yes	No				Y

APPENDIX T

AVP SAGA GUIDELINES AND APPLICATION FORM

For Innovative Approaches that Improve Practice in Course Assessment and/or Research

What is the AVP SAGA? AVP SAGA stands for *Academic Vice President's Small Assessment Grant Award.* It is a newly created incentive program developed by the Academic Vice President to provide monetary rewards to departments or faculty members who come up with innovative approaches that improve practice in course assessment to enhance student-learning outcomes. It also serves as an incentive for individual faculty members who are willing to engage in small assessment research projects, not covered under course assessment.

General Information

This Request for Proposal (RFP) will provide funding for department(s)/individual(s) that promise innovative approaches or improved practice in course assessment. Assessment is a process of describing and documenting progress toward identified educational goals or outcomes for the purposes of improving student learning experiences and academic performance and determining program effectiveness. The RFP invites departments or individuals to submit proposals that support:

- The continued development of course assessment initiatives that focus on enhancing student learning using authentic assessment methodologies;
- Engagement in research that addresses knowledge gaps as identified in the WASC 2006 Evaluation Report such as:

    1. Expanding assessment approaches to include studying and researching concerns related to identifying and meeting educational needs of students and the possible disproportionate impact of policies and practices on specific students.
    2. Adopting a systematic process of updating and revising curriculum to maintain currency even when curriculum is not being scheduled.
    3. Developing a system for the inclusion of an assessment based analysis of competency levels appropriate for various programs.
    4. Developing college-wide programs or efforts to promote greater student understanding between groups and to promote a general appreciation of the value of diversity of students.
    5. Developing assessment efforts that focus on the educational needs of the broad range of age and life experiences of students of both day and evening students, and younger as well as older students.
    6. Integrating meaningful participation of adjunct faculty into the assessment process.
    7. Utilizing data from the COMPASS instrument to inform the college about the academic needs of students or to help in planning course offerings and scheduling of courses.

Amount of Awards: $500.00 to $1,000.00, ranging in duration from one to two years. No budget is required.

Proposals will be reviewed twice during the academic year with the deadline for submission indicated in the proposal submission section of this RFP.

Guidelines:

Proposal format: All proposals must be submitted by electronic copy in the following format:

- Name of department or individual requesting funds to develop project
- Provide a brief abstract of the proposed project (at least 100 words)
- Describe the project including the following:

- Purpose of project/Timeline
- Intended outcomes of the project
- Assessment method(s) that will be used in the project. (For course assessment, methods might only include reflective direct measures of learning such as student essays, videotaped presentations, paper or electronic portfolios etc.).
- Data analysis to be employed
- Evaluation and dissemination of the results. Please note that a final written report must be submitted within 30 days of completion of project.

Deadline for Submitting Proposals

For the Spring semester 2008, all proposals must be submitted to the Academic Vice President's Office via Joseph Benavente (joseph.benavente@guamcc.edu) no later than March 15, 2008. Electronic submissions are encouraged.

Proposal Review

Proposals will be reviewed twice during the academic year with specific deadlines. A proposal review panel will critique all proposal submissions and make recommendations for funding award.

Award Announcement

Proposal award announcement will be made immediately. Upon approval of proposal, 50% of grant amount will be awarded immediately. The other 50% will be paid upon submission of the closeout report.

Questions and Inquiries

All questions and inquiries regarding the proposal process must be directed to Joe Benavente @ joseph.benavente@guamcc.edu or telephone 735-5641.

APPENDIX U

AVP SAGA APPLICATION FORM
Innovative Approaches in Course Assessment and/or Research

Applicant Information

Name: Sally Sablan

Department/Unit: Assessment and Counseling

Telephone Contact: 735-5582

Email Address: sally.sablan@guamcc.edu

Project Information

Title of Project: Utilizing COMPASS Data to Identify the Academic Needs of GCC's Postsecondary Students and for Planning GCC Developmental and College-level English and Math Course Offerings and Scheduling of Courses

Target Class/Research Area: Academic Needs of Postsecondary Students and Developmental and College-level English and Math Course Offerings and Scheduling of Courses

Project Start Date: 04/01/08

Project End Date: 04/01/09

**Total Funding
Requested:** $1,000.00

Applicant's Signature: _____   Date: 03/27/08

- Provide a brief abstract of the proposed project (at least 100 words)
- Purpose of project/Timeline
- Intended outcomes of the project
- Assessment method(s) that will be used in the project. (For course assessment, methods only include direct measures of learning such as student reflection essays, videotaped presentations, paper or electronic portfolios etc. TracDat training is also necessary.)
- Data analysis to be employed
- Evaluation and dissemination of the results.

ABSTRACT

ACT's COMPASS™ is the computer-adaptive assessment program that helps Guam Community College quickly evaluate incoming postsecondary students' skill levels in Reading, Writing, and Math. Currently, the Assessment and Counseling department utilizes the COMPASS Placement test to properly place students in appropriate English and Math courses. After completion of the COMPASS Placement test, students will be asked to complete a needs assessment survey to determine days and times of day they prefer to attend classes. This data, along with data from 2005-2009 COMPASS placement test results per semester, will be analyzed to assess the academic needs of our students and to assist with planning course offerings and scheduling of courses. Students will also be asked if they are interested in taking English and Math courses either face-to-face or online to determine if we need to increase the number of online courses being offered.

PURPOSE

The purpose of this project is identify and inform the College of the academic needs of postsecondary students and to assist the College in planning Developmental and College-level English and Math course offerings and scheduling of courses by:
1) Analyzing the COMPASS placement test results of students from 2005-2009 by semesters;
2) Conducting a needs assessment to determine days and times of day postsecondary students prefer to attend classes; and,
3) Conducting a needs assessment to determine if the college needs to increase the number of online English and Math courses being offered

TIMELINE

April 2008 – August 2008
    Conduct Needs Assessment Survey
September 2008
    Gather, Analyze and Evaluate COMPASS placement test results for Fall 2005-2009
    Compile, Analyze and Evaluate results of Needs Assessment Survey
    Disseminate results of survey and results of the COMPASS Placement test to the college to identify the academic needs of the students and to assist with planning course offerings and scheduling of courses for Fall 2009
October 2008 – January 2009
    Conduct Needs Assessment Survey
February 2009
    Gather, Analyze and Evaluate COMPASS placement test results for Spring 2005-2009
    Compile, Analyze and Evaluate results of Needs Assessment Survey
    Disseminate results of survey and results of the COMPASS Placement test to the college to identify the academic needs of the students and to assist with planning course offerings and scheduling of courses for Spring 2010
March 2009

After the completion of the project, two presentations will be conducted on the project to for the following target audiences:
  1) Academic Affairs Division team
  2) Attendees (Students, Faculty, and Staff) of a COPSA general membership meeting

INTENDED OUTCOMES OF THE PROJECT

As per the ACCJC/WASC June 2006 report, "The data from the COMPASS instrument is not comprehensively used to inform the College of the academic needs of the students or to help in planning course offerings or scheduling of courses." To assist with filling this knowledge gap, the intended outcomes of the project are the following:

1) The College will have a compilation of the COMPASS English and Math Placement test results of students from 2005-2009 to identify the academic needs of GCC's postsecondary students.
2) The COMPASS results from 2005-2009 will be utilized to plan developmental and college-level English and Math course offerings for Fall 2009 and Spring 2010
3) The results of needs assessment survey will be utilized to assist with the scheduling of courses for Fall 2009 and Spring 2010.
4) The results of a needs assessment survey will be utilized to determine if more English and Math courses should be offered online

Currently, the English department does not offer any courses online. The Math department currently only offers one (1) college course online (MA110a – Finite Math). After compiling, analyzing and evaluating the results of needs assessment survey in regards to the need for online courses, the results will be disseminated to the College to determine if the course delivery systems in place are meeting the needs of our students.

ASSESSMENT METHOD

1) April 2008- August 2008 – At least 100 needs assessment surveys will be administered to postsecondary students who complete the COMPASS placement test. Results of their respective placement test will be recorded on their survey. In addition to demographic information, the following questions will be asked:

What days do you prefer to attend classes?
  a) Weekdays
  b) Weekends
What time do you prefer to attend classes?
  b) Morning
  c) Afternoon
  d) Evening
Given a choice, what is your preference in taking an English course?
  a) Face-to-Face

b) Online

Given a choice, what is your preference in taking a Math course?
    c) Face-to-Face
    d) Online

2) October 2008 – January 2009 – At least another 100 needs assessment surveys will be administered to postsecondary students who complete the COMPASS placement test. Results of their respective placement test will be recorded on their survey.

3) Data on the COMPASS Placement test results from 2005-2009 by semesters will be gathered to assess the Academic needs of GCC's postsecondary students.

DATA ANALYSIS and EVALUATION

Data on the COMPASS Placement test results from 2005-2009 will be analyzed/evaluated to:
    1) Assess the academic needs of GCC's postsecondary and incoming postsecondary students
    2) To project the number of developmental and college-level courses needed for Fall 2009 and Spring 2010.

Data from the needs assessment surveys from April 2008 – August 2008 and October 2008 – January 2009 will be distributed in relation to the preference for days and time of day to attend classes, and interest in face-to-face or online English and Math courses to assist with:
    1) Scheduling of developmental and college-level English and Math courses for Fall 2009 and Spring 2010
    2) Determining if the college needs to offer more online English and Math courses

Deliverable: Research Report

DISSEMINATION

Results of the needs assessment survey and COMPASS Placement test results from 2005-2009 by semesters will be disseminated to the College to:
    1) Provide information on the academic needs of GCC's postsecondary students
    2) To assist with planning English and Math course offerings
    3) To assist with the scheduling of courses for Fall 2009 and Spring 2010
    4) Assist with determining if the college needs to offer more online English and Math courses

After the completion of the project, two presentations will be conducted on the project to for the following target audiences:
    1) Academic Affairs Division team
    2) Attendees (Students, Faculty, and Staff) of a COPSA general membership meeting

AVP SAGA APPLICATION FORM
Innovative Approaches in Course Assessment and/or Research

Applicant Information

Name: Clare A. Camacho

Department: Education

Telephone Contact: x656; 472-9335 (h); 482-9335 (c)

Email Address: clare.camacho@guamcc.edu; ccamacho@guam.net

Project Information

Title of Project: Equipping Faculty with a Multicultural Perspective

Target Class/Research Area: Education

Project Start Date: May 15, 2008

Project End Date: December 31, 2008

Total Funding Requested: $1000.00

Applicant's Signature: *Camacho*

Brief abstract:

This project seeks to develop a 3-credit education graduate course in addressing diversity in the classroom specific to Guam Community College. The course will target GCC faculty interested in developing strategies to implement in the classroom. Motivation to take the course is inherent in the job specifications and promotion guidelines as outline in the GCC Board-Union Contract. Full-time faculty can use the course for advancement-in-rank. In addition, if the cost for running the course is funded by PDRC, then adjunct faculty will be motivated to enroll in the course as well.

Purpose of Project/Timeline

This project addresses the knowledge gap identified in the WASC 2006 Evaluation report - specifically "developing college-wide programs or efforts to promote greater student understanding between groups and to promote a general appreciation of the value of diversity of students." Course will be developed in the Summer 2008 and offered during the Fall 2008 semester. The course will be run as a graduate-level course which may fulfill requirements for advancement at the College. In addition, the applicant will apply for PDRC funds to cover the cost of running the first (pilot) course. If PDRC funds are approved, then faculty, both full-time and adjunct, may not be charged. This will encourage participation and enrollment into the course. The course will run through the Office of Continuing Education. Therefore, a course guide is not needed. Instead, a detailed course syllabus will be developed.

Intended Outcomes

The intended outcome of this proposal is to develop a graduate course that addresses diversity in the classroom. The diversity of students is growing at all levels of education, from preschool to the postsecondary level. Students at GCC come from ethnically diverse backgrounds as well. Data from Spring 2006 (P. Clymer, personal communications, July 31, 2006) indicates that almost half (48%) of the enrolled students at GCC were Chamorro. Filipinos comprised the second largest ethnic group (29%), followed by Micronesians (13%). The Micronesian group includes students from Chuuk, Pohnpei, Marshall Islands, Kosrae, Palau, and Yap. Similar statistics were found in the applicant's classroom for Spring 2006, with 84% of students being Pacific Islanders (Chamorro, Filipino, and Micronesian). This composition is typical for most semesters and is clearly multicultural. In addition, an informal survey administered mid-November 2006 indicated that 35% (19 out of 54) of the students listed English as a second language. Results may be higher because the survey was administered toward the end of the semester. Students who have struggled with linguistic or cultural issues may have dropped or withdrawn from the courses by that time. Therefore, the effects of culture on learning at the college level are important to recognize to create an inclusive learning environment and improve student learning.

Full-time and adjunct instructors in the education programs will participate in professional development activities specifically targeting cultural and linguistic issues. College teachers need to be prepared to provide the best educational environment for postsecondary students. Moreover, college teachers in teacher preparatory programs need to be especially mindful of their strategies as they serve as models for future teachers. By providing quality professional development activities, faculty will be better able to serve the needs of their

students. These activities include the development of a course targeted at postsecondary faculty members.

Assessment Methods

- Assemble a focus group of students from different cultural groups to discuss specific difficulties that students face in the GCC classroom.
- Assemble a focus group of faculty members to discuss difficulties that faculty face in dealing with students from different cultural backgrounds.
- Collect data from GCC Registrar on the diversity of students.
- Research best practices in addressing diversity in the classroom.

Data Analysis to be Employed

- Transcribe, summarize, and categorize information from student focus group.
- Transcribe, summarize, and categorize information from faculty focus group.
- Conduct simple statistical analysis (percentages) on data from GCC registrar.
- Summarize and describe best practices from available research.
- Write a research report that integrates ideas and insights gleaned from the focus group discussions and explain the possible implications in the classroom and on the campus for faculty and students. The course syllabus developed from this project will be included as part of the final report.

Evaluation and Dissemination of the Results

- Evaluation will include a detailed course syllabus to be submitted for approval to the University of San Diego. The syllabus will reflect the results of the research that was conducted.
- The course will be offered through continuing education. Course evaluation by students will be obtained at the end of the course offering.
- Results will be disseminated via email to the GCC campus community.

APPLICANT INFORMATION

Name: Barbara Jacala

Department/Unit: **Adult Education Office (AEO)**

Telephone Contact: x 625

Email Address: Barbara.jacala@guamcc.edu

PROJECT INFORMATION

Title of Project: **Integrating the meaningful participation of adjunct faculty into the assessment process**

Target Class/Research Area: Adult Basic Education/ instructional methods

Project Start Date: May 15, 2008

Project End Date: December 31 2008

Total Funding Requested: $ 1,000.00

Applicant's Signature: _____ Date: 5/7/08

❑ *Provide a brief abstract of the proposed project (at least 100 words)*

An all day Adult Education retreat of AEO staff, faculty and advisory members will be held on March 20, 2008 at a function room to be determined. The date was selected to coincide with Easter break because it is when the adjunct faculty is not teaching their regular classes. Often, adjunct faculty is unable to participate in College events because they are teaching day classes elsewhere. As noted by NCTE & IRA 1996, it is the individuals who work directly with students who are best equipped to make judgment and commitments needed to bring standards to life; therefore a purposeful meeting of adjunct faculty to interact and provide commentaries on the course guides is necessary to bring relevance to its revisions.

❑ *Purpose of project/Timeline*

Toward integrating the meaningful participation of adjunct faculty into the assessment process/ Start Date, Spring 2008 – End Date, Fall 2008

❑ *Intended outcomes of the project*

- The ABE course guides, SP040, SP042 and SP045 will be revised by the Adult Education Office with the involvement of adjunct faculty.
- Eight adjunct faculty will be involved into AEO's assessment process.
- Adjunct faculty will introduce innovative contextual activities into the classes and selected student work will be published in the AEO magazine and in https://gccadulted.wikispaces.com/.

❑ *Assessment method(s) that will be used in the project. (For course assessment, methods only include direct measures of learning such as student reflection essays, videotaped presentations, paper or electronic portfolios etc. TracDat training is also necessary.)*

Adjunct faculty and regular GCC faculty teaching ABE and ESL will share strategies and lessons employed in their instruction through participation in demonstration and opinion survey. Faculty anecdotal reports about the activities will be collected.

❑ *Data analysis to be employed*

12 classes offering the ABE courses will be assessed using the CASAS post tests. The post tests administered to the students in the classes will be evaluated for learning gains and correlated to the teaching strategies of the faculty.

❑ *Evaluation and dissemination of the results.*

A narrative report describing the CASAS test, the retreat activity, the strategies, and the student learning gains will be submitted. Copies of the strategy handouts as well as student work will also be submitted via TracDat following a one-year timeline beginning Spring 2008: (1) plan and (2) collect data, and Fall 2008, (3) report and (4) implement use of assessment results.

For Official Use Only

Project Recommended for Funding: Yes_____ No_____

Signature: _____ Date: _____

Project Review Panel Chairperson

Total Amount of Funding Approved: $_____

APPENDIX V

AIE

Memorandum

TO: Assessment Authors

VIA: Dr. Ray Somera, Vice President, Academic Affairs Division

**FROM:**   Dr. Gina Tudela, Assistant Director, AIE

SUBJECT: Implementation and Data Collection Memo

DATE: March 3, 2008

Effective Spring 2008, the Committee on College Assessment (CCA) has agreed to discontinue submission of the Implementation and Data Collection memos beginning March 10, 2008.

Instead, input the status of implementing your plans and input the status of your data collection into TracDat. Notify AIE by submitting a TracDat Data Input memo indicating that you have updated data.

In place of the Implementation Memo, in TracDat, select "Plan" then select the sub-tab "Tasks", select the specific SLO or AUO/SSUO. Refer to the print shots below.
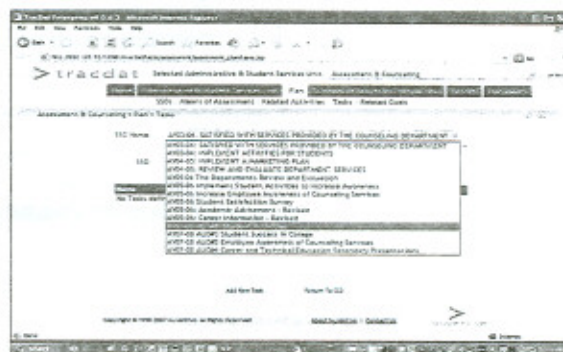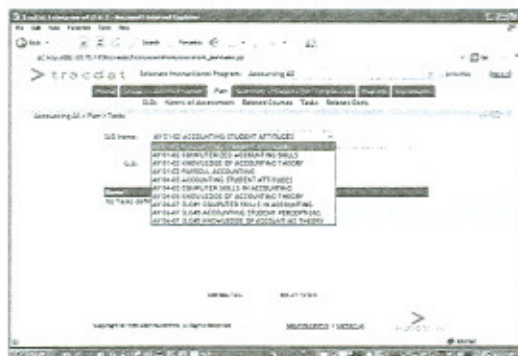
After selecting the specific SLO or AUO/SSUO, click "Add New Task" at the bottom of the screen and a new window as shown below will appear. Complete the data required for each box (task name and description). This is where you input the status of implementing each specific SLO or AUO/SSUO. From this same window, you can assign someone to collect data for each specific SLO or AUO/SSUO. If you aren't sure about this screen, click on the top right screen i.e. ? (question HELP) for more information.
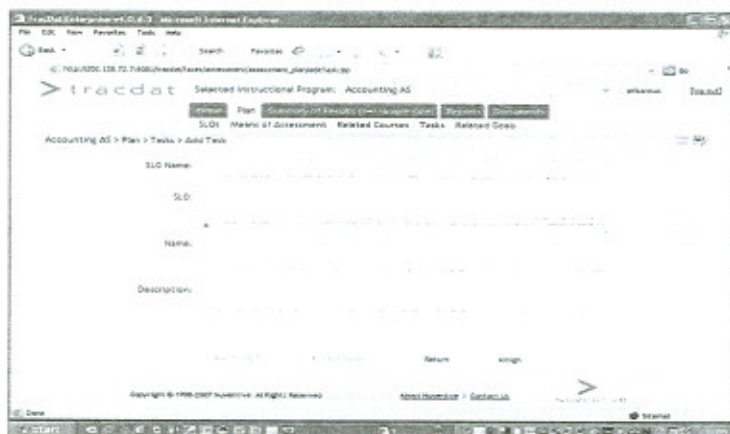
In place of the Data Collection Memo, in TracDat, select "Summary of Results" tab then select the specific SLO or AUO/SSUO from the drop down list as shown in the screen shot sample below.

After selecting the specific SLO or AUO/SSUO, click on "Show Summary of Results". To input the status of your data collection, select "Edit" as shown on the screen shot below. The next two screen shots is where data can be updated. Note, in order to save your changes, you will be prompted to input "Budget" impact. You can not proceed without selecting the budget data from the drop down list.
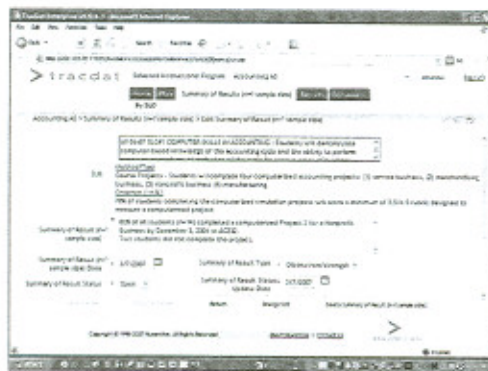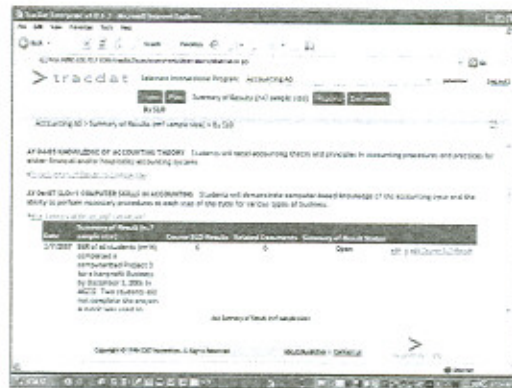
If you are not sure click on the ? (question mark which explains the requirement) then select the budgeted amount from the drop down list. Be sure to make all the necessary changes to the Summary of Results (n=? sample size box), Summary of Results Type (drop down), Summary of Results Update Date (the date of your data collection input), Notes if any, and Use of Summary Results Related Documents. Futhermore, on the top right side of your screen, click on the ? (question mark HELP) for more information about the screen/window.

APPENDIX W

I. GENERAL INFORMATION

The purpose of this Request for Proposal (RFP) is to solicit proposals from qualified firms to perform an audit of adult and career and technical education programs then facilitate and develop the Institutional Strategic Master Plan for the State Agency (i.e., Guam Community College).

Request for Proposal or RFP No. GCC-RFP-M8-001

Issued by: MAILING ADDRESS:
             Guam Community College
             Kulehon Kuminidat Guahan
             Post Office Box 23069
             GMF, Guam 96921

             EXPRESS DELIVERY ADDRESS:
             Guam Community College
             Kulehon Kuminidat Guahan
             Sesame Street
             Mangilao, Guam 96923

Date Issued: Wednesday, December 5, 2007

Deadline: 5:00 p.m., Wednesday, December 19, 2007

Submit to: GCC Student Services and Administration Building
             Materials Management Office Room #2105

To be considered, all proposals must be submitted with one original and five (5) copies of the proposal by Wednesday, December 19, 2007 to the Materials Management Office, Guam Community College, Mangilao, Guam 96923.

The envelope containing the respondent's proposal shall be sealed and marked with the Respondent's name, RFP number, date and time of proposal submission.

Questions concerning this RFP are to be directed by:
Ms. Joleen Evangelista
Supply Management Administrator
Phone no: (671) 735-5541
joleen.evangelista@guamcc.edu

Questions may also be referred to:
Ms. Doris Perez
Assistant Director, Planning and Development Office
Phone no: (671) 735-5517
doris.perez@guamcc.edu

Mr. John C. Camacho
Vice President, Administrative Services Division
Phone no.: (671) 735-5509
john.camacho@guamcc.edu

Proposals shall be prepared simply and economically, providing a straightforward, concise description of the respondent's ability to fulfill the requirements of the proposal as well as a description of the specific services that will be provided to accomplish the adult and career and technical education program audit. By submitting a proposal in response to this RFP, each respondent agrees to be bound to all terms and conditions specified therein. The College may negotiate with the successful respondent other terms and conditions for a final written contract.

II. OVERVIEW

By virtue of Guam Public Law 14-77, Guam Community College (GCC) is the State Agency for career and technical and adult education programs on Guam – the regional hub for transportation and communication services and a tourist destination for visitors from many countries in Asia. Additionally, Guam will receive over 8,000 U.S. Marines and their dependants from Okinawa, Japan beginning in 2008 at a cost of over $10 billion dollars (Pacific Daily News, June 15, 2006) thus increasing the demand for educational services and training.

In 2005 GCC amended its mission statement to meet Guam's educational needs and to reflect its role in workforce development. The statement reads:

> *"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, technological, academic, and continuing education reflective of our community and industry needs."*

Preparing a productive workforce pool is primarily GCC's mission – a multifaceted career and technical educational institution created by Guam Public Law 14-77 in 1977 to strengthen and consolidate "vocational education" on Guam. GCC operates and delivers secondary and postsecondary career and technical programs, adult and continuing education, community education, and short-term, specialized training programs both on and off campus, in satellite locations, and on site at businesses. GCC serves as the State Board of Control for career and technical education under the U.S. Carl D. Perkins Career and Technical Education Act of 2006 and the State Agency for adult education under the Workforce Investment Act, Title II, the Adult Education and Family Literacy Act. GCC offers over 30 areas of study which are career and technical related and also prepares students for transfer to four-year colleges and universities.

GCC is a two-year institution, accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC-WASC). It operates under a Board of Trustees, whose members are appointed by the Governor of Guam and confirmed by the Legislature. GCC receives an annual appropriation from the government of Guam, which covers the majority of its operating budget. In Fall 2005, there were 95 full time and 46 adjunct faculty with more than half of full time faculty having master degrees or higher (Guam Community College, Fact Book Volume I, Fall 2007). Its Fall 2006 student body profile lists 2,427 unduplicated undergraduate postsecondary students and 1,979 secondary students. The majority of postsecondary students work and attend college.

For the past few years, GCC has deliberately implemented key activities in anticipation of workforce development in the region and recognition of Guam as a fast-response hub for the U.S. military. These activities include the completion of the specific plans/studies (i.e., Technology Audit Report, Self Study, Institutional Strategic Master Plan with Fiscal Master Plan, and Technology Plan), and exploration of financial funds to support various capital improvement projects.

In 2004, GCC's president instituted a "technology users group" comprised of staff, faculty, and administrators to assess GCC's technology needs and problems. The group identified significant findings: unavailability of on-line registration, incompatible data software systems, i.e., the student information system, National Institute for Administrative Systems, Inc. (NIAS), does not interact with GCC's financial accounting system, (Dynalogic), or its library system (Dynix). As a result, the Technology Advisory Committee (TAC) was created to review the technology users group findings and to "recommend action plans to support student learning outcomes and the overall technology needs of the College." Armed with the technology audit report, TAC and the Integrated Database Planning Committee (IDBP) – a group formed to address the need to implement a centralized web accessible management system – validated the ongoing problems and limitations with GCC's information systems. This was the basis of GCC's federal grant award of a five-year grant (Title III, Strengthening Institutions) for $2,000,000 to increase efficiency of institutional decision-making and delivery of education services through the integration of a web accessible information system, October 2007.

The 2006 Self Study Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges resulted in the reaffirmation of GCC's accreditation through 2012. To develop this report, several key institutional reports/studies were used and referenced, such as the Institutional Strategic Master Plan with Fiscal Master Plan and Technology Plan December 2005, GCC Technology Audit Study, September 2006, and the Fifth Annual Institutional Assessment Report, August 2005.

Institutional Strategic Master Plan with Fiscal Master Plan and Technology Plan December 2005. This plan is recognized as GCC's "central planning document." The Institutional Strategic Master Plan was developed utilizing "existing committees and processes to incorporate assessment findings, dialog and continuous improvement into a strategic plan."

GCC Technology Audit Study, September 2006. This study was conducted by GCC's faculty and staff with assistance from a consultant from the Graduate School, United States Department of Agriculture (USDA). The study identified twelve technological challenges and GCC's capability to address these challenges, among which is the need for an integrated database.

The Fifth Annual Institutional Assessment Report, August 2005. This report was based on four guidelines and demonstrated accreditation readiness and recognized that the overall goal of assessment "is the improvement of student learning, and that the real measure of an effective institution is the extent to which it uses data-driven decisions that greatly impact on the quality of teaching and learning processes." The report also identified the need for better data gathering capabilities.

As State Agency, GCC must use these documents to ensure that State Plans, developed under the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Investment Act of 1998, incorporate career and technical education programs of studies and adult education and family literacy, respectively, into one cohesive document – an Institutional Strategic Master Plan.

III. SCOPE OF WORK

Conducting business on Guam will abruptly change as it prepares for the influx of 8000 Marines, 600 Army, and their dependents. Accordingly, it is imperative to develop a strategic plan in response to the anticipated economic growth and need of our island and surrounding outlying region. As the State Agency, GCC is required to develop State Plans under the Carl D. Perkins Career and Technical Education (CTE) Act of 2007 and Workforce Investment Act (WIA), Title II of 1998. These Plans, along with other institutional documents (GCC mission and goals, Technology Audit, Assessment Reports, etc.) and data (qualitative and quantitative) will be the foundation of the *Institutional Strategic Master Plan (ISMP)*. The Consultant will facilitate and develop **three** Plans (i.e., deliverables) with the existing Adult and Career and Technical Education Task Force (Task Force) and focus groups. An internal focus group will be formed (at least six members) representative of staff, faculty, administrators, and students; an external group will also be formed (at least six members) reflective of stakeholders. The groups will meet to discuss issues pertinent to career and technical education and adult education. Recommendations from the Task Force and focus groups will be incorporated into the three Plans. Ultimately, faculty, staff, administrators, stakeholders (i.e., Department of Labor, Guam Public School System, University of Guam, etc.), and the State Agency staff will utilize these Plans to align educational programs under WIA and Perkins in order *"...to provide quality learning opportunities in occupational, technological, academic, and continuing education reflective of our community and industry needs"*.

- **Deliverables** – The Consultant will transmit three (3) plans: the State Plan for Career and Technical Education, the State Plan for Adult Education, and the Institutional Strategic Master Plan, to the Task Force by the following dates.
    - First Draft to Task Force ~
        - State Plan for Career and Technical Education and the State Plan for Adult Education – **February 15, 2008**
        - Institutional Strategic Master Plan – **May 2, 2008.**
    - Final Draft to Task Force ~
        - State Plan for Career and Technical Education and the State Plan for Adult Education – **February 22, 2008**
        - Institutional Strategic Master Plan – **May 30, 2008.**

- **Project Scope** – The Consultant will facilitate and provide an audit report on adult and career and technical education programs.
    - The audit report will be used as the basis for both the Consultant and the Task Force, to develop the Institutional Strategic Master Plan by embedding the goals and objectives of the two State Plans (e.g., Programs of Study aligned to Career Clusters). Members of the Task Force include:
    - Administrative representatives (President, Academic Vice President, Deans (School of Trades & Professional Services and School of Technology and Student Services), Associate Deans, Assistant Director (Planning and Development), Accommodative Services Coordinator, Coordinator, Admissions & Registration, and Program Specialists (Career Placement Center, Planning and Development Office, Adult Education Office,),
    - Faculty representatives (English Language Institute, Assessment and Counseling, Math Department),
    - Staff representatives (Planner IV, Administrative Assistant, and Program Coordinator), and
    - Stakeholder representative (Department of Labor, and student)

These deliverables will be discussed and reviewed by the Task Force to ensure the needs and requirements, described in part IV below are accomplished. The Task Force will then recommend these Plans to the State Director/President for review and approval.

- **Resources** – Time, effort, and financial resources have been allocated to ensure completion of this project. The Planning and Development Office will coordinate activities and monitor the project's timeline to ensure the final State plans and Institutional Strategic Master Plans are completed by:
    - State Plan for Career and Technical Education and the State Plan for Adult Education – **February 22, 2008**
    - Institutional Strategic Master Plan – **May 30, 2008.**

IV. CONSULTANT'S TASKS TO ACCOMPLISH

1. Provide the President with a bi-monthly activity report.

2. Develop the State Plan for Career and Technical Education as outlined in the federal guidelines (Carl D. Perkins Act of 2006).
    - Develop the purpose, vision, and mission of career technical education on Guam. The State Plan shall include operational plans (immediate action to correct minor deficiencies) and tactical plans (longer deliberate action to correct a situation).
    - Conduct an inventory of current career and technical programs. In 1999 OVAE released 16 Career Clusters:
        1. Agriculture and Natural Resources
        2. Architecture and Construction
        3. Arts/Audio Video Technology and Communications
        4. Business and Administration
        5. Education and Training
        6. Finance
        7. Government and Public Administration
        8. Health Sciences
        9. Hospitality and Tourism
        10. Human Services
        11. Information Technology
        12. Law and Public Safety
        13. Manufacturing
        14. Retail/Wholesales and Services
        15. Scientific Research and Engineering
        16. Transportation/Distribution and Logistics

        These 16 clusters were designed to have three levels of knowledge and skills:
        a. Foundation Level – knowledge and skills cut across all pathways in the cluster.
        b. Pathway Level – knowledge and skills cover all of the specific occupations contained within the pathway.
        c. Specialty Level – knowledge and skills in a specific area.
    - The State plan shall include information required under §122 State Plan, Perkins Act of 2006.
    - Provide a framework to develop Programs of Study.
        a. Objectives of these Programs of Study are high learner achievement, successful transitions between secondary and postsecondary education, and employment, better preparation to succeed in careers by developing employability skills, and promotion/support of economic development to increase productivity.

b. Develop a framework from which programs of study will be developed reflective of Guam's workforce needs.

- Categorize and align Programs of Study to GCC's educational programs.
- To achieve the mandate of Perkins IV, provide annual operational and tactical plans to increase career and technical Programs of Study offerings to meet enrollment goals and develop quality mandates to ensure mandates are achieved.
- Submit the first draft of the State Plan for Career and Technical Education to the Task Force by **February 15, 2008**.
- Conduct Public Hearings on State Plan for Career and Technical Education.
- Incorporate recommendations from the Public Hearings into the State Plan for Career and Technical Education.
- Submit the revised final draft State Plan for Career and Technical Education to the Task Force by **February 22, 2008**.
- Task Force must discuss, review, and submit its recommendation to approve the State Plan for Career and Technical Education to the President by **February 29, 2008**.
- The President will review and recommend the Plan to the Board of Trustees for approval and implementation by **March 2008**.

3. <u>Develop State Plan for Adult Education based on WIA guidelines.</u>
- Develop the purpose, vision, and mission of adult education on Guam.
- The State Plan for Adult Education shall include an operational plan (immediate action to correct minor deficiencies) and tactical plan (longer deliberate action to correct a situation).
- To achieve the mandate of WIA, Title II, provide annual operational and tactical plans to increase adult education educational programs to meet enrollment goals and develop quality mandates to ensure mandates are achieved.
- Submit the first draft of the State Plan for Adult Education to the Task Force by **February 15, 2008**.
- Conduct Public Hearings on State Plan for Adult Education.
- Incorporate recommendations from the Public Hearings into the State Plan for Adult Education.
- Submit the revised final draft State Plan, as amended from the Public Hearings, to the Task Force by **February 22, 2008**.
- Task Force must discuss, review, and submit its recommendation to approve the State Plan for Adult Education to the President by **February 29, 2008**.
- The President will review and recommend the Plan to the Board of Trustees for approval and implementation by **March 2008**.

4. <u>Develop the Institutional Strategic Master Plan (ISMP).</u>
- ISMP must accomplish the institution's goal, "*... to provide quality learning opportunities in occupational, technological, academic, and continuing education reflective of our community and industry needs*".
- ISMP must be cognizant of and integrate the State Plan for Adult Education, State Plan for Career and Technical Education, and other appropriate GCC reports, studies, and/or documents.

- Institutional Strategic Master Plan will cover a five-year period. Five years is recommended since the farther into the future a plan the greater the risk and uncertainty.
- ISMP should identify an Institutional Vision Statement by working closely with the Task Force, focus groups, and the Standard I, Institutional Mission and Effectiveness committee.
- ISMP should hold steadfast to GCC's Mission Statement (Policy 100) or develop an appropriate Mission Statement that shows conviction to realizing the Institutional Vision Statement.

o
o The ISMP should ensure departments and divisions align their goals, objectives, and performance measures to GCC's Mission Statement and the Institutional Vision.

o The ISMP shall include an operational plan (immediate action to correct minor deficiencies) and tactical plan (longer deliberate action to correct a situation). These plans shall be aligned to GCC's mission and institutional vision.

o To achieve the institutional goal, the Consultant will provide annual operational and tactical plans to accomplish the following.

    a. Increase program offerings to meet enrollment goals.

    b. Increase resources
- Revenue Resources
- Human Resources
- Facility Resources

    c. Increase technological ability

    d. Develop quality mandates to ensure realization of institutional goal.

o Engage GCC's BOT to 1. Develop State and local level policies and legislation that support the implementation of career and technical and adult education pathways that facilitate education and employment strategies and 2. Develop State and local level policies and legislation that address dual enrollment linking secondary to postsecondary education and adult to postsecondary education.

o Present the first draft of the Institutional Strategic Master Plan (draft) to the Task Force by **May 2, 2008**.

o Task Force must discuss, review, and submit its recommendation to Consultant.

o Submit the revised final draft to the Task force. Task Force will discuss, review and submit its recommendation to approve the Institutional Strategic Master Plan to the President by **May 30, 2008**.

o The President will review and recommend the Plan to the Board of Trustees for approval and implementation by **June 2008**.

V. TRAINING BY CONSULTANT

Provide administrators, faculty, and staff training on the following topics:

    i. How the Institutional Strategic Master Plan embraces GCC's Vision and Mission (Policy 100) Statements and the State plans in order to realize GCC's vision. The training session goal is for each population (administrators, faculty, and staff) to have a good understanding of the Institutional Vision & Mission Statements and its relationship to the State plans objectives (2 hours for each population).

    ii. How to successfully link departmental and divisional activities, objectives, and performance measures to budget, facility, technology, and educational programs. The goal of this session is for each division (Administrative Services Division, Academic Affairs Division, Business and Finance Division, and the President's Office) along with respective departments to understand how to relate and develop budget, facility, technology, and programmatic needs to activities, objectives, and performance measures – local and federal (3 hour session each).

    iii. How to analyze and modify the ISMP annually (training will include 2, 2-hour sessions). Training will emphasize how divisions and departments will modify their divisional and departmental goals as appropriate. Key personnel will also learn how to update ISMP annually as local or federal (State plans) mandates change.

APPENDIX X

GCC developing local workforce with troops coming

by John Davis, KUAM News
Tuesday, January 01, 2008

Along with the Government of Guam, the Guam Community College continues to prep for the upcoming military buildup. With thousands of U.S. Marines and their dependents set to move to Guam in the coming years, GCC is gearing to help apprentices learn specific trades.

Over the last several months, GCC has worked to determine ways to enhance its apprenticeship programs to prepare the local workforce for the upcoming military buildup. President Mary Okada says the college participates in the governor's Civilian/Military Task Force for both its subcommittees on education and labor. Their goal is to help increase the number of apprentices enrolled in their programs. GCC currently has 200 apprentices, but Okada expects that number to increase to 300 shortly.

Their biggest project discussed on a federal and local level is the need to identify a construction boot camp. Explained Okada, "The college is prepared to do a boot camp in the summer of 2008 and more information will be provided as to what those courses are and what constitutes the program. That information will be given to the community so that we can get more participants for the boot camp."

When it comes to improvements, Okada says upgrades have already been made to the school's trades and industry divisions to include changes made on welding shops, electrical, refrigeration and automotive shops. Efforts to improve machinery are also underway, as GCC has applied for additional grants for equipment.

Meanwhile, the college has also been working with the Society for Human Resource Management to provide information to the community showcasing what GCC can do to provide training, more specifically for the buildup on Guam. "The college is willing and ready to engage into building on a partnership between relationships that currently exist and entering into more partnerships in support of the military expansion," Okada continued.

APPENDIX Y

**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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Business Officer
DEANNE WILBURN

ITAS
TOM LANE

Administrative Assistant
CLARE GOLDBERG

May 2, 2008

Dr. Ray Somera
Accreditation Liaison Officer
Guam Community College
P. O. Box 23069 GMF
Barrigada, Guam 96921

Dear Dr. Somera:

Thank you for clarifying the exact wording of the team report that we spoke about when I was at Guam CC last week. The language of the report, specifically the team report's discussion of Guam CC's governance system, uses the term "shared governance." I reiterate here what I said while visiting with you last week: The Commission does not require "shared governance" but instead, participation in governance. Standard IV.A.2 states: "The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision making processes."

Shared governance has a specific legal meaning in the California public colleges that is established by state law/regulation, and pertains only to pubic community colleges in the CA system of colleges. The California-specific definition of shared governance has been the subject of much controversy in California, and is at times interpreted or applied it ways that do not meet ACCJC standards for governance and for quality processes. Therefore, the Commission does not use the words "shared governance" in evaluating its institutions, and does its best to edit the words "shared governance" from team reports and to train team chairs not to use the language. It appears the Commission failed to catch the use of the phrase "shared governance" in the team report you cite, and it should have done so and edited that phrase out of the report.

The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate *as appropriate* in decision making processes. That is to say, for example, that students are not required to be part of decision making processes that would be inappropriate for students. The same principle holds true for other groups. You can see that part a. of Standard IV.A.2 begins to elaborate on the significant roles of faculty and administrators, and then says "students and (support) staff also have established mechanisms ….for providing input."

Dr. Ray Somera
Accreditation Liaison Officer
Guam Community College
May 2, 2008

So, standards do not suggest that all participants be weighed equally, or included equally, in all decisions.

As noted above in Standard IV.A.2., Commission standards state that the policy for who participates in what decisions are written, so that it is clear.

You can also see that Standard IV.A.2.b. states "the institution relies on faculty, its academic senate *or other appropriate faculty structures,* the curriculum committee and academic administrators for *recommendations* about student learning programs and services." The Standards do NOT specify that those groups have the responsibility to make all decisions; indeed, they imply that other bodies or individuals may be making some decisions.

The Commission requires an institution to delineate the governance structures, processes and practices (IV.A.3). But the main thrust of the standards is that decisions be evaluated in terms of their integrity and effectiveness (Standard IV.A.5) in enabling the institution to identify institutional values, set and achieve goals, learn and improve (Standard IV. Preamble). That is, the Commission evaluates decision making processes and structures on the basis of their outcomes, not who is included. The point of broad participation is to make the decision outcomes as effective as possible.

I hope this information is helpful to you and to Guam CC. Please feel free to write or call me if you have any additional questions.

Commissioner Floyd Takeuchi and I enjoyed visiting Guam CC last week and appreciate the time you and other took to meet with us.

Sincerely,

Barbara A. Beno, Ph.D.
President

BAB/cg

Enclosures

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

   a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

i. The governing board is informed about and involved in the accreditation process.

j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

   a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

   b. The president guides institutional improvement of the teaching and learning environment by the following:

      ❑ Establishing a collegial process that sets values, goals, and priorities.

      ❑ Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.

      ❑ Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

      ❑ Establishing procedures to evaluate overall institutional planning and implementation efforts.

   c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

   d. The president effectively controls budget and expenditures.

   e. The president works and communicates effectively with the communities served by the institution.

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.[6]

   a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

   b. The district/system provides effective services that support the colleges in their missions and functions.

   c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

   d. The district/system effectively controls its expenditures.

   e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

   f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

   g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

APPENDIX Z

MEMORANDUM

TO: Gina Ramos
            Chair, GCC Board of Trustees

VIA: Mary A. Y. Okada
            President

FROM: Dr. R. Ray D. Somera
            Vice President, Academic Affairs

            Barry L. Mead
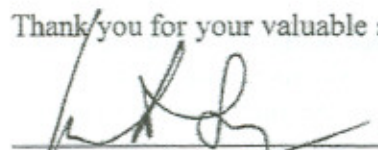   Faculty Union Chair

SUBJECT: Proposed Restructuring of the Faculty Governance Structure

DATE: May 30, 2008

As a product of our collaborative efforts, attached is the proposal that we have prepared in order to address the concerns of the Board on its 8 May 2008 meeting. The document clearly shows that management and faculty have unity in purpose in dealing with issues that pertain to the improvement of the institution's effectiveness.

Most importantly, this serves as a status report of the college's course of action in addressing the ACCJC advisory from Dr. Barbara Beno on 2 May 2008.

Thank you for your valuable support of the college's faculty governance process.

Dr. R. Ray D. Somera
Vice President, Academic Affairs

Barry L. Mead
Faculty Union Chair

PROPOSED RESTRUCTURING of the Faculty Governance Structure

"The intent of the Interest-Based Bargaining," Article XXII of the Board-Union contract states, "is to create a permanent relationship between the College's Faculty and Administration." Furthermore, it adds that "the Board and the Union recognize that the spirit of this Agreement calls for a serious **collaborative effort** (my emphasis) to work out issues that will arise in the implementation of this Agreement." (p. 99). This is also found in the preamble.

1. In the language of the agreement itself, the key term here is **collaborative**. And since the issue of the effectiveness of the existing faculty governance structure has been brought to the fore in light of the ACCJC advisory from Dr. Barbara Beno recently received by the college, collaborative efforts between faculty and management to address these issues are in order. The ultimate goal, of course, is for the common good of the entire institution.

2. It is never the intent of Management to undermine the spirit or substance of Article XII (The Faculty Senate) in the contract.

3. The AVP and the Faculty Union chair have met to work out these issues in a collaborative manner. What has come out of this discussion is a willingness of both parties to tweak the existing structure to address the issues that have emerged in the two years of the Faculty Senate's existence. These issues are well documented in the First Senate Effectiveness Survey Report (2007) and in the soon-to-be-released follow up report (2008). Both studies, utilizing a combination of quantitative and qualitative methods, are produced by the Office of Assessment and Institutional Effectiveness. In addition, a meeting was held between the AVP, the Faculty Union chair and the President of the College to further the idea of a collaborative effort to resolve and understand the purposes of this proposal.

4. As a function of membership, two (2) committee types are being proposed: *critical* and *necessary*. Critical committees will be institutional in nature, with joint membership that includes faculty, staff, students, and administrators, as necessary and appropriate. Necessary committees, however, will be exclusively faculty in membership. Following this typology, Appendix J (Committees Eligible for Faculty Workload) of the contract will be divided into two (J-1 and J-2) to reflect the proposed restructuring:

J-1 Critical Committees (Institutional)
Evaluation/Job Specifications
Committee on College Assessment
Self-Study Committees
Technology Advisory Committee
Resource & Budget Committee
Calendar
Marketing
Ethics

J-2 Necessary Committees (Senate)
Promotions
Professional Dev. Review Comm.
Ethics (for faculty)
Curriculum
Academic Advising/Counseling
General Education

5. As discussions in this proposed restructuring continue, the following issues need to be carefully weighed and considered:

(a) Delineate the reporting structure for both types of committees
(b) Define the role of the College Governing Council as a recommendatory body in this restructured environment
(c) Combine existing committees, as necessary and appropriate
(d) Delete existing committees, as appropriately needed
(e) Provide membership limits and terms for each of the committees

6. In all these discussions, existing data and evidence must be carefully studied and considered. The assessment results generated from the two survey reports of Faculty Senate Effectiveness should be utilized as a useful guide throughout the dialogue process.

7. The issue of terminology has also surfaced because of misperceptions about what the phrase "shared governance" means. This has been highlighted because of the seeming differential perceptions of what "shared" means by faculty and management, as well as the ACCJC advisory from Dr. Beno.

8. These two parties (management and faculty) need to come to a collective understanding of what "shared governance" (in the language of the agreement) actually means.

9. Management proposes the phrase "collaborative governance" in the language of the **next** Board-Union contract. As the existing agreement calls for a **"serious collaborative effort"** to address emergent issues such as this, the following reflects Management's perspective on the issue:

Collaborative Governance Is…
√ A process based on open dialogue and consensus building
√ A structure for broad participation in decision-making
√ A vehicle for campus wide participation in decisions that involve institutional improvement
√ An opportunity to introduce, analyze, and discuss college goals, policies, and procedures
√ A formal, deliberative process and structure
√ A forum for active involvement by college employees and students that will be recognized and supported by the college administration
√ A process involving people with responsibility and accountability to the campus as a whole

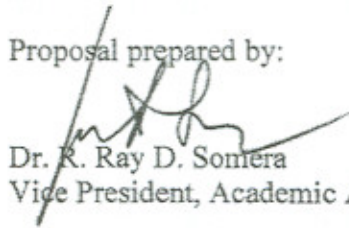**Collaborative Governance Is Not…**
⊗ Sharing in decision-making processes in all aspects of institutional life

⊗ A replacement for administrative functions

⊗ Collective decision-making that precludes accountability of key institutional leaders

⊗ A process to supersede the authority of the President or the Board of Trustees

⊗ A platform to promote the interest of individual constituencies

⊗ An arena to address *all* of the concerns of the campus community

⊗ A personality-driven process

⊗ A forum for personal issues, agenda, or complaints

⊗ A perfect process

10. Management's definition of **Collaborative Governance** is a dynamic and cooperative interaction among the faculty, staff, students, and administration that promotes broad participation in the decision-making process and is sensitive to the internal and external changes that continually impact our college.

11. Faculty's definition of **Collaborative Governance** is in line with what management has defined above, but also with the understanding that faculty are professional, knowledgeable members of the college community. And in that sense faculty ask to be given the opportunity to provide input through the various committees and processes and that such input not just be paid "lip" service but be given serious consideration in line with the opening statement of this draft.

12. Faculty also agree in spirit with what collaborative governance should be and should not be, and promote the concept that all parties work to that end in a serious collaborative manner.

Proposal prepared by:

Dr. R. Ray D. Somera
Vice President, Academic Affairs

Date __6/5/08__

Barry L. Mead
Chair, GCC Faculty Union

Date __JUN 0 5 2008__

APPENDIX A2

GUAM COMMUNITY COLLEGE FOUNDATION BOARD
SECOND ASSESSMENT REPORT

I. Introduction

This study was conducted to assess the effectiveness of board functioning from the perspective of Foundation Board members themselves. It was designed to provide members with an opportunity to evaluate the work of the board through a systematic self-report process, and to provide a means for monitoring any potential problems that may require attention.

II. Objectives and Methodology

The objective of this study is to identify strengths in board functioning as well as areas of growth and needed improvement.

Instrumentation

A survey instrument, Foundation Board Assessment Questionnaire (FBAQ), was completed by board members. This questionnaire is divided into six themes: (a) Board Responsibilities, (b) Board Members' Knowledge and Experience, (c) Personal Conduct, (d) Conduct of Meetings, (e) Foundation Board/Board of Trustees Relations, (f) and Self-Evaluation. The survey consists of 42 multiple choice questions and three open-ended questions. The instrument was utilized to gather perceptions of board functioning and effectiveness. Of the 8 questionnaires distributed, seven of them were completed for a return rate of 87.50%. Data collection occurred from January 2008 to February 2008. The data collected from the FBAQ was the sole source of information for this study, and it is important that the findings be viewed with this limitation in mind.

Data was analyzed using Excel spreadsheets. Responses to the open-ended questions in the FBAQ was used to validate the quantitative data gathered from the survey.

III. Results and Discussion

The following table provides an overview of the socio-demographic profile of the seven FBAQ respondents:

Table 1

Socio-demographic characteristics of FBAQ respondents (N=7)

	Frequency	Percent
Sex		
Female	2	28.6
Male	5	71.4
Background and experience		
Business & Finance	7	100.0
Government Service	--	--
Academic	--	--
Length of participation in Foundation Board meetings and/or activities		
Less than one yr.	2	28.6
1-5 yrs.	4	57.1
6-10 yrs.	--	--
11-15 yrs.	--	--
16 or more yrs.	1	14.3
Respondent Type		
Foundation Board Member	4	57.1
Board of Trustees Member	2	28.6
GCC Administrator	--	--
Government Representative	--	--
Private Sector Representative	1	14.3

Of the seven respondents, 71.4% were male and 28.6% were female. The background and experience of all seven respondents were in the area of business and finance. As for length of participation in Foundation Board meetings and/or activities, two respondents indicated that they had less than one year of experience, four respondents indicated that they had between one to five years of experience, and one respondent indicated having 16 or more years of experience. In terms of respondent type, four individuals identified themselves as Foundation Board Members, two identified themselves as members of the Board of Trustees, and one identified himself/herself as a private sector representative. Since surveys were given only to Foundation Board members by the Board Secretary, all respondents are Foundation Board members.

Table 2 below provides the mode, mean, and standard deviation of each of the variables contained in the survey. As noted in the table, the mode is the most frequently occurring value. The mean is the average of the value in all responses and the standard deviation is the measure of how widely values are dispersed from the mean. Variables with low standard deviations reveal a greater consensus among respondents. Variables with high standard deviations reveal a wider divergence of respondent perceptions.

Table 2
FBAQ Respondents' MODAL RESPONSES, MEAN and STANDARD
DEVIATION ON 37 VARIABLES (N=7)

	Mode, or most frequently occurring value on a scale of 1 to 5 where 1=Strongly disagree, 2=Disagree, 3=No opinion, 4=Agree, and 5= Strongly Agree	Mean, or the average of the value in all responses on a scale of 1 to 5 where 1=Strongly disagree, 2=Disagree, 3=No opinion, 4=Agree, and 5= Strongly Agree	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value

BOARD RESPONSIBILITIES

The Foundation Board ensures that Foundation assets are protected from excess volatility in market value from year to year.	5.00	4.57	0.53
The Foundation achieves long-term growth of invested assets while preserving capital and maintaining sufficient liquidity for planned disbursements to meet the expenditure needs of the Foundation and the College.	5.00	4.57	0.53
The Foundation Board is competent in managing investments (ex. Endowment Funds) for the benefit of the college.	5.00	4.57	0.53
The Foundation Board follows a disciplined and consistent management philosophy and investment practice that is informed of all those events that a prudent person would consider reasonable and probable.	4.00	4.43	0.53
The Foundation Board makes explicit use of the long-range priorities of this organization in dealing with current issues.	4.00	4.43	0.53
The Foundation Board's key decisions are consistent with the mission of this organization.	4.00	4.43	0.53
The Foundation Board takes regular steps to keep informed about important trends in the larger environment that might affect the college.	4.00	4.43	0.53
The investment of Foundation assets (portfolio) are diversified both as a fixed income and equity holdings.	5.00	4.14	0.90
The Foundation Board has an established procedure to orient new members to the institution and to their duties and responsibilities.	4.00	3.86	0.38
The Foundation Board efficiently solicits property to assist the Guam Community College in its activities/programs.	4.00	3.86	0.38
The Foundation Board effectively serves as a repository for capital construction funds.	4.00	3.71	0.95
The Foundation Board is proficient in carrying out fundraising activities to build endowment funds.	3.00	3.29	0.76
The Foundation Board is capable of ensuring that the value of purchasing power of Foundation assets is maintained and increased over the investment horizon.*	--	--	--

* Foundation Board Members did not respond to this variable.

BOARD MEMBERS' KNOWLEDGE & EXPERIENCE			
Foundation Board members represent diverse backgrounds, experience, interests, gender, and ethnicity.	4.00	4.43	0.53
Foundation Board members have sufficient knowledge of the institution and its programs and services to judge the value of new ideas with reasonable confidence in their decisions.	4.00	4.14	0.38
The leadership of the Foundation Board typically goes out of its way to make sure that all members have the same information on important issues.	4.00	4.14	0.38
Foundation Board members have a clear understanding of the investment objectives and policies for the funds entrusted to the Foundation.	4.00	3.86	0.69
PERSONAL CONDUCT			
Foundation Board members honor divergent opinions without being intimidated by them.	5.00	4.57	0.53
Foundation Board members are sensitive to the need to avoid even the appearance of conflicts of interest.	5.00	4.57	0.53
Foundation Board members are always conscious that their demeanor is part of the college's public image.	5.00	4.57	0.53
Foundation Board members respect the power of the chair to speak for the board as a whole.	5.00	4.57	0.53
There is a climate of mutual trust and support between and among board members.	4.00	4.29	0.76
The number and frequency of Foundation Board meetings allow enough time for responsible discussion and resolution of key issues.	4.00	4.14	0.38
CONDUCT OF MEETINGS			
The collective demeanor of the Foundation Board is poised and professional.	5.00	4.57	0.53
I am able to speak my mind on key issues without fear that I will be ostracized by some members of the board.	5.00	4.57	0.53
Board meetings are conducted in a fair, efficient, and business-like manner.	5.00	4.57	0.53
Foundation Board members are able to disagree without being disagreeable.	4.00	4.43	0.53

The Foundation Board welcomes participation by members of the community at appropriate times designated on the agenda.	4.00	4.29	0.49
The number and frequency of Foundation Board meetings allow enough time for responsible discussion and resolution of key issues.	4.00	4.14	0.38
Foundation Board meetings begin on time.	4.00	4.14	0.38
All Foundation Board members attend board meetings.	4.00	3.86	0.69
Foundation Board meetings tend to focus more on current concerns than on preparing for the future.	4.00	3.57	1.27
FOUNDATION BOARD/BOARD OF TRUSTEES RELATIONS			
There is a high level of cooperation between the Foundation Board and the Board of Trustees.	4.00	4.14	0.69
The Chairman of the Foundation Board keeps the Board of Trustees well informed.	4.00	4.14	0.69
SELF-EVALUATION			
The Foundation Board has an adequate process for the review of issues that will receive Board action.	4.00	4.00	0.58
The Foundation has clear standards and guidelines to evaluate the performance of any investment manager.	3.00	3.71	0.76
The Foundation Board conducts periodic review of its own policies.	3.00	3.71	0.76
The board participates in a self-evaluation process on an annual basis.	4.00	3.57	0.98

Board members did not provide a response to question 16 of the survey: *The Foundation Board is capable of ensuring that the value of purchasing power of Foundation assets is maintained and increased over the investment horizon.* The rating scale for this variable was inadvertently omitted from the survey, and hence, Foundation Board members could not respond to this item.

In terms of Board Responsibilities, Foundation Board members reported that they had no opinion with respect to the following variables: established procedure to orient new members (mean 3.86, s.d. 0.38), solicitation of property (mean 3.86, s.d. 0.38), repository for capital construction funds (mean 3.71, s.d. 0.95), and fundraising activities (mean 3.29, s.d. 0.76). Of these four variables,

the highest standard deviation was reported for the board responsibility of serving as a repository for capital construction funds (s.d. 0.95). This standard deviation reveals a slight divergence in opinion among respondents. Respondents agreed with the following variables: the Foundation Board ensures that assets are protected (mean 4.57, s.d. 0.53), the Foundation achieves long-term growth of invested assets while preserving capital and maintaining sufficient liquidity (mean 4.57, s.d. 0.53), the Foundation Board is competent in managing investments (mean 4.57, s.d. 0.53), the Foundation Board follows a disciplined and consistent management philosophy and investment practice (mean 4.43, s.d. 0.53), the Foundation Board makes explicit use of long-range priorities when dealing with current issues (mean 4.43, s.d. 0.53), the Foundation Board's key decisions are consistent with the college mission (mean 4.43, s.d. 0.53), the Foundation Board takes regular steps to keep informed about important trends in the larger environment (mean 4.43, s.d. 0.53), and the investment of Foundation assets are diversified (mean 4.14, s.d. 0.90). It is interesting to note, that of all the eight variables that Foundation Board members agreed with, seven of them had the same standard deviation (0.53). The remaining variable, investment diversity of Foundation assets, had a standard deviation of 0.90. This rather high standard deviation reveals a slight divergence of opinion among respondents with respect to this variable.

As for Board Members' Knowledge and Experience, respondents agree with all but one variable. They had no opinion with respect to board members understanding of the investment objectives and policies for funds entrusted to the Foundation (mean 3.86, s.d. 0.69). They agreed that Foundation Board members represent diverse backgrounds, experience, interests, gender, and ethnicity (mean 4.43, s.d. 0.53); that they have sufficient knowledge of the institution and its programs and services (mean 4.14, s.d. 0.38); and that the leadership of the Foundation typically goes out of its way to ensure that all members have the same information on important issues (mean 4.14, s.d. 0.38).

With regards to Personal Conduct, respondents agreed with all six variables under this theme. They agreed that Foundation Board members honor divergent opinions (mean 4.57, s.d. 0.53), are sensitive to the need to avoid conflicts of interest (mean 4.57, s.d. 0.53), are conscious of their demeanor (mean 4.57, s.d. 0.53), and respect the power of the chair (4.57, s.d. 0.53). They also agreed that there is a climate of mutual trust between members (mean 4.29, s.d. 0.76) and that the number and frequency of Foundation Board meetings allow enough time for responsible discussion and resolution of key issues (mean 4.14, s.d. 0.38).
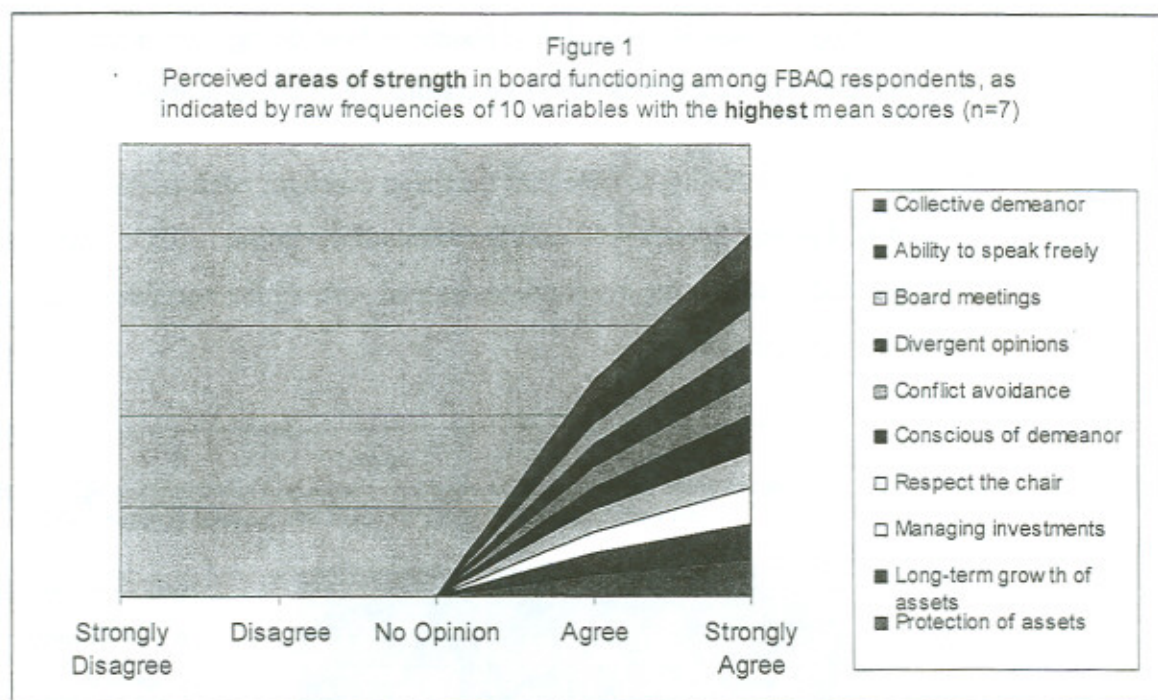
With respect to Conduct of Meetings, the variable with the least consensus is focus of board meetings on current concerns rather than on preparing for the future (mean, 3.57, s.d. 1.27). The high standard deviation reveals a divergence in opinion among board members. Respondents also had no opinion regarding board meeting attendance (mean 3.86, s.d. 0.69). Board members agreed with the following variables: the collective demeanor of the Foundation Board is poised and professional (mean 4.57, s.d. 0.53); board members are able to speak freely during meetings (mean 4.57, s.d. 0.53); board meetings are conducted in a fair, efficient, and business-like manner (mean 4.57, s.d. 0.53); Foundation Board members are able to disagree without being disagreeable (mean 4.43, s.d. 0.53); the Foundation Board welcomes community participation during meetings (mean 4.29, s.d. 0.49); the number and frequency of board meetings allow enough time for responsible discussion and resolution of key issues (mean 4.14, s.d. 0.38); and board meetings begin on time (mean 4.14, s.d. 0.38).

In terms of Foundation Board/Board of Trustees Relations, respondents agreed with the two variables under this theme. They agreed that there is a high level of cooperation between the Foundation Board and the Board of Trustees (mean 4.14, s.d. 0.69) and that the chairman of the Foundation Board keeps the Board of Trustees well informed (mean 4.14, s.d. 0.69).

As for Self-Evaluation, respondents agreed with only one variable under this theme. In particular, they agreed that the Foundation Board has an adequate process for the review of issues that receive board action (mean 4.00, s.d. 0.58).

They reported having no opinion with respect to clear standards and guidelines to evaluate the performance of any investment manager (mean 3.71, s.d. 0.76), periodic review of its own policies (mean 3.71, s.d. 0.76), and an annual self-evaluation process (mean 3.57, s.d. 0.98). The standard deviation of 0.98 for the variable annual self-evaluation process reveals some divergence in opinion among respondents.

As indicated in Figure 1 below, there are ten variables identified as strengths in board functioning.

Figure 1
Perceived **areas of strength** in board functioning among FBAQ respondents, as indicated by raw frequencies of 10 variables with the **highest** mean scores (n=7)

- Collective demeanor
- Ability to speak freely
- Board meetings
- Divergent opinions
- Conflict avoidance
- Conscious of demeanor
- Respect the chair
- Managing investments
- Long-term growth of assets
- Protection of assets

Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree

The ten variables identified above have the highest mean score of 4.57. The variables identified as strengths fall under the following three themes:

Board Responsibilities-
- Ensuring that assets are protected from excess volatility in market value from year to year
- Achieving long-term growth of invested assets while preserving capital and maintaining sufficient liquidity
- Competency in managing investments

Personal Conduct-

- Honor divergent opinions
- Sensitive to the need to avoid conflicts of interest
- Conscious of their demeanor
- Respect the power of the chair

Conduct of Meetings-

- Collective demeanor is poised and professional.
- Ability to speak openly on key issues without being ostracized
- Fair, efficient, and business-like conduct of board meetings

It is interesting to note that the mean score for each of the variables identified as strengths is 4.57 and the standard deviation is 0.53. Out of the three themes identified above, respondents agreed with all the variables under the theme Personal Conduct.

Figure 2
Perceived areas of **growth and needed improvement** in board functioning as indicated by raw frequencies of 10 FBAQ variables with the **lowest** mean (n=7)

Legend:
- Board meeting attendance
- Understanding of investment objectives
- Solicitation of property
- Orientation of new members
- Periodic review of policies
- Clear standards and guidelines
- Repository for capital construction funds
- Annual self-evaluation
- Focus of meetings
- Fundraising activities

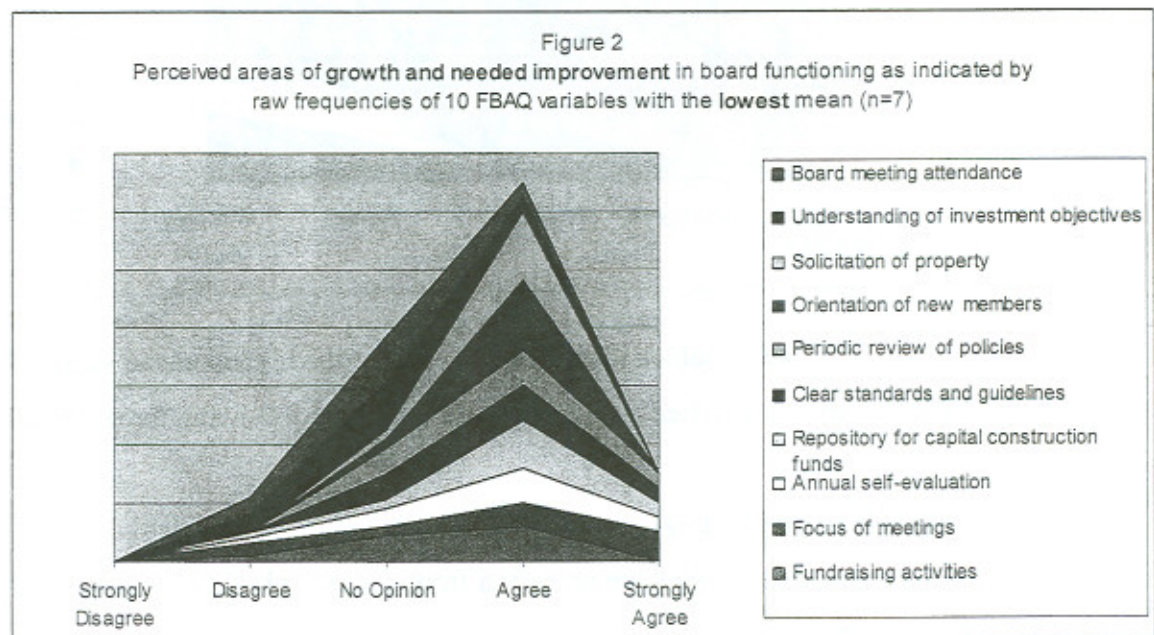X-axis: Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree

Figure 2 above identifies ten variables as perceived areas of growth and needed improvement. These variables have the lowest mean scores. The mean scores range from 3.29 to 3.85 (on a scale of 1 to 5). According to the Likert

scale used in the FBAQ questionnaire, the number three represents no opinion. Therefore, respondents had no opinion with respect to the following variables:

Board Responsibilities-
- Proficiency in carrying out fundraising activities
- Effectiveness in serving as a repository for capital construction funds
- Establishment of procedure to orient new members
- Efficiency in soliciting property

Board Members' Knowledge & Experience-
- Clear understanding of the investment objectives and policies for the funds entrusted to the Foundation.

Conduct of Meetings-
- Attendance at board meetings
- Focus of meetings more on current concerns than on preparing for the future

Self-Evaluation-
- Clear standards and guidelines to evaluate the performance of any investment manager
- Periodic reviews of its own policies
- Participation in an annual self-evaluation process

It is interesting to note that there were no variables identified as areas of growth and needed improvement under the following two themes: Personal Conduct and Foundation Board/Board of Trustees Relations. The lowest reported mean score is 3.29 for the variable relating to the Foundation Board's proficiency in carrying out fundraising activities to build endowment funds. The three variables with the highest standard deviations are: the board's effectiveness in serving as a repository for capital construction funds (s.d. 0.95), the tendency of Foundation Board meetings to focus more on current concerns than on preparing

for the future (s.d. 1.27), and the board's participation in an annual self-evaluation process (s.d. 0.98). As mentioned earlier, variables with high standard deviations reveal a wider divergence of respondent perceptions. The two themes with the highest numbers of variables identified as areas of growth and needed improvement are Board Responsibilities and Self-Evaluation.

IV. Conclusion

Through the identification of areas of strengths and weaknesses, this assessment study aims to improve board functioning and to promote accountability. Since the lowest mean score in this study is 3.29, all of the variables identified as areas of growth and needed improvement are variables in which respondents indicated having no opinion. The lack of opinion in these areas may mean that there is a lack of relevant information and hence, there is a need to improve the FBAQ by excluding "no opinion" from the survey instrument.

The following is a summary of the strengths and weaknesses identified by this study organized under themes:

Board Responsibilities-

The Foundation Board is perceived as competent in managing investments, achieving long-term growth of invested assets while preserving capital and maintaining sufficient liquidity, and protecting assets from excess volatility in market value from year to year. Although the Foundation Board members indicated that they have no opinion regarding the board's proficiency in carrying out fundraising activities to build endowment funds, the board's effectiveness in serving as a repository for capital construction funds, the board's efficiency in soliciting property to assist the college in its activities and programs, and the board's establishment of procedures to orient new members, these areas need to be addressed.

Additionally, in response to the open-ended survey question regarding shortcomings in board's organization and performance, one Foundation Board member indicated that there is a need to learn more about fund development. A suggestion was made to create a solid fund development plan.

When asked what was the one or two successes during the past year for which the Foundation Board takes some satisfaction, one Foundation Board member identified the hiring of an Assistant Director of Development and Alumni Relations as a success. It is expected that the Assistant Director will expand fundraising activities in an effort to build endowment funds.

When asked to identify suggested areas of improvement, one Foundation Board member noted a need for increased media exposure of Foundation activities/successes.

Personal Conduct-

Survey results reveal that board members conduct themselves in a very professional manner. They honor divergent opinions, are sensitive to the need to avoid conflicts of interests, are conscious that their demeanor is part of the college's public image, and respect the power of the chair. Survey results also reveal a climate of mutual trust and support between and among board members.

Conduct of Meetings-

The way board meetings are conducted is perceived very positively. Survey results show that the collective demeanor of the board is poised and professional, that board members are able to speak their mind on key issues without fear of being ostracized, and that board meetings are conducted in a fair, efficient, and business-like manner. However, board members express no opinion regarding attendance and focus of board meetings, perhaps because there are two board members who have only been on the board for less than one year and board meetings are held quarterly. Also, in response to one of the open-ended questions, one board member indicated that he/she has only attended one meeting so far. As for frequency of meetings, one board member did note a concern with

the frequency of meetings. The respondent stated: "I don't think 4 meetings a year is enough to do a good job at what we need to do." The same respondent also suggested more frequent meetings.

Board Members' Knowledge and Experience-

Based on results, it appears that Foundation Board members have the knowledge and experience to carry out their duties and responsibilities. Board members represent diverse backgrounds, experiences, interests, gender, and ethnicity and have sufficient knowledge of the institution and its programs and services. Also, the leadership of the Foundation Board typically goes out of its way to make sure that all members have the same information on important issues. Respondents, however, had no opinion regarding board members' understanding of the investment objectives and policies for the funds entrusted to the Foundation. Again, this could possibly be due to a lack of relevant information needed to form significant opinions.

Foundation Board/Board of Trustees Relations-

There is a positive relationship between the Foundation Board and the Board of Trustees. Respondents agree that there is a high level of cooperation between the two boards and that the Chairman of the Foundation Board keeps the Board of Trustees well informed.

Self-Evaluation-

Respondents had no opinion with respect to three of the four variables under this theme. Specifically, they had no opinion on the following: board participation in an annual self-evaluation process, periodic review of board policies, and standards and guidelines to evaluate the performance of any investment manager. As mentioned earlier, the lack of opinion could be due to a lack of relevant information. Respondents did, however, agree that the Foundation Board has an adequate process for the review of issues that will receive board action.

V. Recommendations

- Establish procedures to orient new Foundation Board members to their duties and responsibilities.

- Create a Foundation Board Membership Handbook to include information such as the Articles of Incorporation of the GCC Foundation, all Foundation policies, and BOT Policy 306 (Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees). The Foundation Board Membership Handbook should provide Board members with important information about their duties and responsibilities as well as information on the college mission, programs, and services.

- Schedule a Board retreat to discuss the information contained in the Foundation Board Membership Handbook.

- Require a quarterly report from the Assistant Director of Development and Alumni Relations to the Foundation Board. This report could be incorporated into the President's Report.

- Work with the Assistant Director of Communications and Promotions to increase media exposure of Foundation activities and successes.

- Implement a regular schedule for the review of board policies

- Members of the Foundation Board should attend college activities in order to connect with the college community.

- For future studies: (a) revise the FBAQ to exclude "no opinion" and adopt the 6-item Likert scale used in the BOT assessment instrument where 1=strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5=agree, and 6=strongly agree, (b) include *outside voices* (feedback from non-board members who participate in Foundation Board meetings and activities), and (c) supplement the data collection method used in this study by including focus group discussions with Foundation Board members.

APPENDIX B2

FACES OF THE FUTURE:
Third Survey Report on GCC Students
AY 2007-2008

I. Background and Rationale

The first comprehensive survey of GCC students was conducted in Fall 2002 utilizing the *Community College Student Experiences Questionnaire* (CCSEQ) and the second student survey was administered utilizing the *Faces of the Future* survey in Fall 2005. As mentioned in the *Faces of the Future: Second Student Survey on GCC Students Report*, cost considerations and benchmarking were the reasons why GCC decided to replace the CCSEQ with *Faces*.

The *Faces of the Future* survey is an annual, nationwide survey of community college students conducted by the American Association of Community Colleges (AACC) and ACT, Inc. The survey instrument includes questions from a variety of areas such as students' educational and career goals, reasons for attending a community college, barriers to enrollment, student satisfaction with programs and services, student demographics, and satisfaction with community college experience.

The latest normative report for credit students is based on 30,604 student records obtained from 65 colleges in 29 states and Guam that administered the AACC/ACT *Faces of the Future* survey from June 1, 2005 through December 31, 2007. The latest normative report for non-credit students is based on 2,731 student records obtained from 61 colleges in 29 states and Guam that administered the *Faces* survey during the same time period. This latest nationwide profile is the benchmark that will be used in this report to compare Guam Community College (GCC) credit and non-credit students' responses to those of their national counterparts. A student indicating enrollment in at least one non-credit course (and not enrolled in any credit course) was included in the non-credit group.

II. Methodology and Sampling

The *Faces of the Future* survey instrument consists of thirty-eight standard multiple choice questions divided into four sections: general background, employment background, educational background, and current college experience (Appendix A). Ten additional questions were formulated by the Faculty Senate and included in section V of the survey instrument (Appendix B).

Three hundred and forty (340) credit students and two hundred and sixty (260) non-credit students participated in the survey. Surveys for both credit and non-credit students were administered during class session. For credit students, classes were selected for the *Faces of the Future* survey using systematic sampling. A Fall 2007 Master Schedule was obtained from the Admissions and Registration Coordinator. Every tenth class in the Fall 2007 Master schedule was chosen, until the required sample population was reached.[1] A memo signed by the Vice President of Academic Affairs was distributed to postsecondary instructors whose classes were selected to participate in the survey to inform them of the upcoming classroom visit by a survey team composed of students from GCC's Council on Postsecondary Student Affairs (COPSA). The Office of Assessment and Institutional Effectiveness (AIE) provided COPSA representatives with a written script to follow when administering surveys (Appendix C). The intent was to ensure consistency in survey administration. Students were informed that the survey would take about 15-20 minutes and they could only complete the survey once. That is, if a student already took the survey in one class, he or she should not take it again. The survey teams distributed the survey forms to students and subsequently collected the completed surveys from the students. The surveys were later sent off-island for scoring by ACT, Inc. and the survey results were received by AIE in early February.

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[1] Although the ACT-recommended minimum sample is 322 for a college of GCC's size, a total of 340 credit students completed surveys that were considered valid for consideration in this report.

The selected postsecondary courses represented a wide array of the college's course offerings. Selected courses are as follows:

- EN100W- Fundamentals of English-Writing
- MA095- Pre-College Mathematics
- HS251A- Ticketing & Travel Documents
- EN125- Introduction to Speech
- CS101- Introduction to Computer Systems and Information Technology
- HL202- Nutrition
- EN100R- Fundamentals of English- Reading
- AST160- Electrical/Electronic Systems
- AE103- Basic Blueprint Reading
- EN091- Fundamentals of Communication
- HL131- Basic Life Support for Healthcare Providers
- CJ225- Criminal Investigation
- CS151- Windows Applications
- EC110- Principles of Economics
- JA110- Beginning Japanese
- EE103- Electricity 1- Direct Current Circuits
- CD280- Program Development and the Family Partnership

As for non-credit courses, courses were selected based on what was being offered through the Office of Continuing Education (CE) at the time surveys were being administered. The courses that were selected were, therefore, limited to the availability of course offerings. The non-credit courses included the following:

- FEMA Word Training
- Health Certificate
- High Intermediate Reading- GED
- Basic Skills Reading

Surveys were administered in seven different Health Certificate courses, two GED (High Intermediate Reading) courses, two Basic Skills Reading courses, and one FEMA Word Training course. A total of twelve CE courses were surveyed.

III. Results and Discussion

Survey results are provided in graphical form for selected demographic and scale items for GCC and the national comparative sample. Survey results and discussion are delineated for credit students and non-credit students.

CREDIT STUDENTS

General Background (Demographic and Socio-Economic Profile)

Appendix D1 reveals that a majority of GCC credit students are taking 4-5 credit courses (40.9%) followed by 2-3 credit courses (35.6%), 6+ credit courses (12.9%), one credit course (11.8%), and 1+ non-credit course(s) (2.4%). The national data follows the same credit course enrollment trend where most students are enrolled in 4-5 credit courses (47.8%) followed by 2-3 credit courses (31.2%), 6+ credit courses (13.4%), 1 credit course (8.9%), and 1+ non-credit course(s) (2.3%). Like most community colleges across the country, GCC students are diverse and have a wide range of needs and goals such as first-generation students.

GCC credit students range in age from under 20 to over 60 years of age (Appendix D2). Those enrolled at GCC who were 20 or under represented the largest group of credit students (32.6%) followed by those who were 21-24 (30.1%), 25-29 (15.8%), and 30-39 (14.9%). Students aged 40 and over make up a smaller percentage of the student population (6.6%).

In terms of gender, 63.5% of respondents were female and 36.5% were male. This is similar to the national data where survey respondents consisted of 62.4% females and 37.6% males (Appendix D3). It is interesting to see how similar the percentage rates were locally and nationally.

As for race and ethnicity, the two survey items related to Hispanic ethnicity (Appendix D4) and race (Appendix D5) limit the proper profiling of GCC students. This is a limitation of the survey instrument used in this study. For instance, 70.1% of GCC students did not identify themselves as Hispanic or Latino while only 5.3% identified themselves as Hispanic or Latino. The remaining students (24.6%) did not respond to the question. In Appendix D5, 53.1% of surveyed students identified themselves as Native Hawaiian or Other Pacific Islander, followed by 36.4% Asian. Another 7.5% of respondents reported their race to be either American Indian or Alaskan Native, Black or African American, or White. There were 6.9% of students who preferred not to respond to the survey item pertaining to race. The categories identified under race are too broad

and all-inclusive (e.g., Asian, Other Pacific Islander). Therefore, the data related to race is not comparable to the national data.

With respect to student's total annual income, Appendix D6 reveals that 35.0% of credit students surveyed chose not to respond to the question related to student's total annual income. Of the students who did respond, 30.7% have an annual income of $9,999 or less followed by those with an annual income of $10,000 to $14,999 (14.2%). Less than 19% of students reported incomes ranging from $15,000 to $74,999. Only 1.6% of GCC students reported having an income of $75,000 or over. Nationally, 45.0% of students reported having an annual income of $9,999 or less followed by those with an annual income of $10,000 to $14,999 (13.5%). There were 24.1% of respondents who reported incomes ranging from $15,000 to $74,999. It is interesting that the percentage of GCC students who preferred not to respond to this survey item (35.0%) is more than double that of students at the national level who chose not to respond (16.5%).

Appendix D7 identifies the highest educational level attained by parents. In comparison with the national data, GCC figures reveal lower levels of attainment. A majority of GCC students reported that their parents have either less than a high school diploma, high school diploma, or a GED (53.2%- mother and 52.7%-father). These figures are greater than the national average (45.5%- mother and 49.4%- father). Parents of GCC students may not have been provided with an opportunity to pursue their education beyond high school. An implication of this data is that a majority of GCC students are first-generation students. GCC students also reported that the highest education level attained by their parents was a vocational/technical certificate/associate degree (9.7%-mothers, 12.9%-fathers) and Bachelor's or higher degree (20.8%-mothers, 19.3%-fathers). Additionally, GCC students reported that their parents had some college education (16.2%-mothers, 15.1%-fathers).

When asked about their access to email and the World Wide Web, 85.2% of GCC students indicated that they have an email address through college, 90.5% indicated that they have an email address at home, and 25.0% indicated that they have an email address at work (Appendix D8). As for access to the World Wide Web, 82.3% reported that they have web access through the college, 81.5% reported that they have web access at

home and 38.8% reported that they have web access at work. This pattern of access is also similar to the national data. An interesting difference, however, is that a higher percentage of GCC students reported that they have an email address through the college (85.2%) compared to their mainland counterparts (62.7%). When GCC's new student information system, Banner, was launched in June 1, 2007, all students were assigned an email address. It is also possible that students can establish email accounts through commercial providers (e.g. yahoo.com or hotmail.com) while using computers on the GCC campus.

In response to the survey item related to the importance of accomplishing activities/goals, the following are the top five activities/goals reported by GCC students (Appendix D9): (a) to have a steady, secure job (mean 4.79), (b) to have time for my personal/family interests (mean 4.73), (c) to be self-reliant (mean 4.51), (d) to help others who are in need (mean 4.39), and (e) to make a lot of money (4.19). The mean is the average of the value in all responses on an importance scale of 1 to 5 where 5=very important, 3=moderately important, and 1=not important. The top four activities/goals identified by GCC students are the same ones identified by their national counterparts; however, the fifth item of importance is different. The national counterparts identified "to be a parent" as the fifth item of importance while GCC students reported that they would like to make a lot of money as the fifth item of importance. Both GCC's data and the National data reveal that all five activities and goals are important to the students because of the average mean scores reported (between 4.02 and 4.79).

When asked about problems encountered while taking classes, GCC students identified the following top five obstacles: (a) personal financial problems (mean, 2.76, s.d. 1.10), (b) cost and/or availability of books and related materials (mean 2.38, s.d. 1.10), (c) cost of transportation (mean 2.34, s.d. 1.12), (d) cost of computer (mean 2.32, s.d. 1.17), and (e) cost of child or other dependent care (mean 2.31, s.d. 1.23). Mean scores are based on a problem scale of 1 to 4 where 4=major problem, 3=moderate problem, 2=minor problem, and 1=not a problem. The overall range of mean responses for items under this question was between 2.76 to 1.81 (Appendix D10). In comparison to the national data, four of the top five obstacles identified by GCC students are the same for their mainland counterparts. Nationally, one of the top five issues reported by

students is job-related responsibilities. Although the mean scores for both GCC students and their national counterparts range between "not a problem" to "minor problem", the mean scores for GCC students tend to be higher than that of their national counterparts. It appears that these issues impact GCC students more than they do their national counterparts.

Employment Background

At the time the survey was administered, a majority of GCC students reported that they were employed full-time (30.2%) followed by employed part-time (27.4%), unemployed but seeking employment (18.9%), caring for my family/home full-time (13.5%), and unemployed and not seeking employment (10.1%). Nationally, a majority of students reported that they were employed part-time (44.5%). Overall, more student respondents are employed at the national level (Appendix D11). This data supports the finding mentioned earlier where nationally, job-responsibility was identified as one of the top five problems encountered while taking courses. The data also reveals that a higher percentage of GCC respondents indicated that they were caring for their families/homes on a full-time basis (13.5%) compared to their national counterparts (8.7%).

According to Appendix D12, 32.1% of GCC student respondents indicated that they work 40-50 hours per week while taking a course followed by 21-30 hours a week (17.9%), and 11-20 hours a week (13.7%). Nationally, 18.5% of students reported working 40-50 hours per week. Overall, Appendix D11 and D12 reveal that although more students may be employed at the national level, more GCC students are working full-time.

Educational Background

Like their national counterparts, most students reported that a high school diploma is the highest academic degree that they have earned (72.0%- GCC, 72.2%-National Data). It is interesting to see how close the percentages are (Appendix D13). The percentages are also similar for students who reported that their highest academic degree

earned was a vocational/technical certificate (8.8%- GCC, 8.5%- National Data) and a Bachelor's or other 4-year degree (3.0%- GCC, 2.9%- National Data).

In response to the question, How many credit hours have you completed at this college not including this term?, 31.7% of GCC students indicated they completed zero credit hours at the college (Appendix D14). This is similar to the national data (30.5%). These students are likely first-time college students. GCC students also reported having completed 1-12 credit hours (20.0%), 13-30 credit hours (21.8%), 31-50 credit hours (13.5%), and more than 50 credit hours (12.9%). This trend is similar to the national data.

As for non-credit courses taken at the college, a majority of GCC students reported that they did not take any non-credit courses (65.6%). Nationally, 71.2% of student respondents indicated that they did not take any non-credit courses at their respective colleges (Appendix D15). GCC students also reported taking 1-3 non-credit hours at the college (24.0%), 4-6 non-credit hours (5.7%), and 7+ non-credit hours (4.7%). Overall, the data reveals that most students are likely pursuing a degree or certificate.

The top five reasons for taking classes as reported by GCC students include: (a) to develop my mind and intellectual abilities (mean 3.36, s.d. 0.94), (b) to meet requirements for my chosen occupation (mean 3.21, s.d. 1.16), (c) to study new and different subjects (mean 2.94, s.d. 1.10), (d) to increase my earning power (mean 2.83, s.d. 1.20), and (e) parents and/or relatives wanted me to continue my education (mean 2.60, 1.27). Mean scores are based on a reason scale of 1 to 4 where 4=major reason, 3=moderate reason, 2=minor reason, and 1=not a reason. Based on this scale, the top two reasons given by GCC students for taking classes at GCC are moderate reasons and the last three reasons are minor reasons. Nationally, meeting requirements for a chosen occupation was more important than developing intellectual abilities (Appendix D16). The bottom five reasons for taking classes as reported by GCC students are: (a) other (mean 1.32, s.d. 0.88), (b) required by employer (mean 1.43, s.d. 0.94), (c) wanted to enter workforce after children grown (mean 1.54, s.d. 1.00), (d) needed to enter workforce after major life change (mean 1.56, s.d. 1.05), and (e) to learn the English language and culture (mean 1.58, s.d. 1.00).

Most GCC students indicated that they learned about the college through a high school teacher/counselor/family/friend (57.0%) followed by the college catalogue/brochure/flier (17.6%), other sources (15.1%), employer/co-worker (4.7%), internet/WWW (4.3%), and newspaper/TV/radio (1.4%). Nationally, 52.1% of student respondents indicated that they learned about the college through a high school teacher/counselor/family/friend followed by college catalogue/brochure/flier (16.9%), other sources (16.1%), internet/WWW (7.8%), employer/co-worker (4.1%), and newspaper/TV/radio (3.0%). More students at the national level learned about their respective colleges through newspaper/TV/radio and the internet/WWW, and other sources (Appendix D17). Both GCC students and their national counterparts reported that the number one source of information about their respective college is a high school teacher/counselor/family/friend. Face-to-face communication is still the preferred choice.

GCC students identified the following top five factors which influenced their decision to attend the college (Appendix D18): (a) cost of attending the college (mean 4.15, s.d. 1.30), (b) a particular program of study (mean 4.09, s.d. 1.22), (c) availability of financial aid or scholarship (mean 3.91, s.d. 1.49), (d) variety of courses offered (mean 3.85, s.d. 1.27), and (e) academic reputation of the college (mean 3.74, s.d. 1.37). Distance of the college from the students' permanent residence (mean 3.70) was more of a concern for students at the national level than locally. The top five reasons reported by GCC students for attending the college have higher means than those of their national counterparts. This suggests that GCC students feel more strongly about these reasons than their national counterparts. Mean scores are based on an importance scale where 5=very important, 3=moderately important, and 1=not important.

Current College Experience

When asked how much of their experiences at the college contributed to their growth, GCC students identified the following top five areas of growth (Appendix D19): (a) learning skills needed specifically for my current or future job (mean 4.24, s.d. 1.12), (b) increasing my academic competence (mean 4.24, s.d. 1.03), (c) identifying the training/skills required for career opportunities that fit my interests/abilities (mean 3.99, s.d. 1.15), (d) enriching my intellectual life (mean 3.93, s.d. 1.11), and (e) developing

self-confidence (mean 3.91, s.d. 1.15). The top two areas of growth have the same mean score of 4.24. Mean scores are based on a contribution scale where 5=major contribution, 3=moderate contribution, and 1=no contribution.

In response to the survey item pertaining to students' level of agreement with several statements about the college, GCC students agreed most with the following statements: (a) instructors treat students in my racial/ethnic group with respect (mean 4.25, s.d. 0.84), (b) I would recommend this college to friends and relatives (mean 4.24, s.d. 0.89), (c) instructors/administrators treat students of my gender with respect (mean 4.15, s.d. 0.92), (d) my academic experiences have been positive (mean 4.02, s.d. 0.90), and (e) this college has a good reputation in the community (mean 4.01, s.d. 0.90). Based on the agreement scale used for this survey item (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree), respondents agreed with all the above statements (Appendix D20). GCC student responses were neutral with respect to the following statements: (a) most instructors are available outside of class time (mean 3.43, s.d. 1.09), (b) courses are available at the times I can take them (mean 3.49, s.d. 1.24), (c) the registration process is student friendly (mean 3.55, s.d. 1.20), (d) academic advising is of high quality (mean 3.68, s.d. 1.15), and (e) computing services/facilities are available at the times I need them (mean 3.73, s.d. 1.08). Although responses are neutral for these statements, these are the areas where students' have the most concerns. The college, therefore, needs to address these concerns.

Appendix D21 contains a chart of GCC students' perceptions of the statements discussed above compared to those of their national counterparts. As shown in the chart, the top five largest positive (or smallest negative) differences, as reported by GCC students, are higher than the national norm. This means that GCC students have a more positive regard for the following areas than their national counterparts: (a) financial aid process and their successful navigation of it (means 3.83 and 3.91 respectively), (b) challenging program of study (mean 3.88), (c) high quality of academic advising (mean 3.68), and (d) recommend college to friends and relatives (mean 4.24). The degree of difference between the GCC data and the national data ranged from .10 to .28. Conversely, the largest negative (or smallest positive) differences ranged from -.24 to

-.38. For GCC, the greatest degree of difference is in the following areas: (a) availability of instructors outside of class time (-.38), (b) sense of general safety and security while on campus and attending classes (-.34), (c) friendliness of the registration process (-.32), (d) availability of courses at the times students can take them (-.28), and (e) availability of computing services/facilities at the times needed (-.24). Mean scores are based on an agreement scale where 5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree. The lower mean scores of the items with the largest negative (or smallest positive), together with the degree of difference in comparison with the national data, reveal how seriously students take these issues. Thus, these areas need to be addressed by the college.

In general, how satisfied are GCC students with the college? Appendix D22 reveals that 50.7% of GCC credit students are satisfied with their experience at the college followed by those who were neutral (23.8%), those who were very satisfied (23.2%), those who were dissatisfied (2.0%), and those who were very dissatisfied (.3%). The slightly lower group average for GCC students (3.94) compared with the national average (4.14) suggests that the college has some work ahead of it in order to improve student satisfaction. Group averages are derived from a satisfaction scale of 1 to 5 where 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied.

In order to examine the factors which influence student retention, the Faculty Senate developed 10 additional questions that were added to the survey (Appendix E)[2]. Of these ten additional questions, the item pertaining to the confidence that students had to continue attending GCC until they receive a degree or certificate had the highest mean (mean 4.42 s.d. 0.99). The item pertaining to the availability and convenience of math and English tutoring services had the lowest mean (mean 3.28, s.d. 1.28). These figures, however, need to be viewed carefully given the high standard deviation of these mean scores (0.99 and 1.28 respectively). The high stand deviations reveals a divergence of opinions among respondents (i.e., the lower the standard deviation, the greater the consensus, and the higher the standard deviation, the lower the consensus). The item

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[2] The ten additional questions included in the survey were developed by the Faculty Senate. Although the original scale included a "Does Not Apply" choice, this response was later dropped in the analysis so that only students enrolled in a degree or certificate program were included.

with the greatest consensus deals with the support of family and friends (mean 4.34, s.d. 0.91). The implication is that students feel that their family and friends are supportive of them taking classes at GCC. Another item with a relatively high consensus dealt with the confidence students had that their GCC education is preparing them for the kind of job they want after graduation (mean 4.24, s.d. 0.97). Students also indicated that they knew someone well who has completed a GCC associates or certificate program (mean 4.30, 1.13). The high standard deviation, however suggests a divergence in opinion among respondents. Students were neutral with regards to the following items: (a) having the necessary funds to take classes (mean 3.36, s.d. 1.33), (b) participation in at least one GCC student organization or extracurricular activity (mean 3.44, s.d. 1.36), (c) having a faculty member as a mentor (mean 3.58, s.d. 1.20) and (d) availability of classes during convenient times (mean 3.59, s.d. 1.18). Bordering between "agree" and "neutral" is the item related to the importance of general education requirements and its impact on program completion (mean 3.99, s.d. 1.09). As mentioned before, the high standard deviation reveals a divergence in opinion among respondents.

NON-CREDIT STUDENTS

General Background (Demographic and Socio-Economic Profile)

GCC non-credit students range in age from under 20 to over 60 years of age (Appendix F1). Like GCC credit students, those who were 20 or under represented the largest group of students (30.2%) followed by students who were 30-39 (18.4%), 21-24 (17.5%), 25-29 (15.1%), 40-49 (10.4%), and 50 or over (8.5%). Nationally, non-credit students tend to be older. The largest group of non-credit students at the national level were between 30-39 years of age (20.8%), followed by 50 or over (18.7%), 40-49 (18.4%), 20 or under (17.4%), 25-29 (13.1%), and 21-24 (11.6%).

Appendix F2 reveals that more than half of GCC non-credit students were female (53.5%). Nationally, female non-credit students outnumbered male non-credit students, but to a higher degree (63.2%).

As with credit students, the issue with the two survey items related to Hispanic ethnicity (Appendix F3) and race (Appendix F4) presented a problem for non-credit

students. A majority of non-credit students indicated that they were not Hispanic or Latino (59.5%) while only 5.9% identified themselves as Hispanic or Latino. The remaining 34.6% did not respond to the question. Appendix F4 reveals that 53.5% of surveyed students identified themselves as Native Hawaiians or Other Pacific Islander, followed by 34.2% Asian. Another 5.7% identified themselves as White, American Indian or Alaskan Native, and Black or African American. There were 9.9% of students who preferred not to respond to the survey item relating to race. As mentioned earlier, the categories identified under race are too broad and all-inclusive (e.g., Asian, Other Pacific Islander).

Appendix F5 reveals that 47.6% of GCC non-credit students preferred not to respond to the question related to student's total annual income. Of the students who did respond, 24.0% had an annual income of $9,000 or less followed by those with an annual income of $10,000-$14,999 (9.6%). Less than 19% of non-credit students reported incomes ranging from $15,000 to $74,999. No GCC student reported having an income of $75,999-$99,999 and only .4% reported having an income of $100,000 or more. It is interesting that the percentage of GCC non-credit students who preferred not to respond to this survey item is almost double that of students at the national level (25.4%).

Appendix F6 shows the highest educational level attained by parents. A majority of GCC non-credit students reported that their parents have either less than a high school diploma, high school diploma, or a GED (73.1%- mother and 68.8%- father). These figures are greater than the national average: 60.0%- mother, 59.6%- father. GCC non-credit students also reported that the highest education level obtained by parents was a vocational/technical certificate/associate degree (8.5%- mothers, 8.7%- fathers) and a Bachelor's or higher degree (9.4%- mother, 11.0%- father). Additionally, GCC non-credit students reported that their parents had some college education (9.0%- mother, 11.5%- father). Overall, GCC figures reveal lower levels of attainment. As mentioned earlier, parents of GCC students may not have been provided with an opportunity to pursue their education beyond high school.

When asked about their access to email and the World Wide Web, 65.2% of GCC non-credit students indicated that they have an email address at home, followed by 18.2% at work, and 15.5% though the college (Appendix F7). As for web access, 53.3%

indicted that they had web access through home followed by 25.1% at work, and 16.5% through the college. Similar to national data, a majority of non-credit students have an email address and web access at home.

In response to the survey item regarding the importance of accomplishing activities/goals, GCC non-credit students identified the top five activities/goals (Appendix F8): (a) to have time for my personal/family interests (mean 4.69), (b) to have a steady, secure job (mean 4.69), (c) to help others who are in need (mean 4.39), (d) to be self-reliant (mean 4.36), and (e) to make a lot of money (mean 4.33). Mean scores are based on an importance scale where 5=very important, 3=moderately important, and 1=not important. Mean scores are similar for GCC non-credit students and their national counterparts except that their national counterparts did not place as much importance on the goal to make a lot of money (mean 3.96). They placed more importance on the goal "to be a parent" (mean 4.09).

When asked about their employment status, 37.2% of GCC non-credit students reported that they were employed full-time followed by 30.9% who were employed part-time, 16.6% who were caring for family/home on a full-time basis, 14.8% who were unemployed but seeking employment, and .4% who were unemployed and not seeking employment (Appendix F9). National data reveals that there is a lower percentage of employed non-credit students at the national level (42.6% employed full-time, 19.5% employed part-time). Also, there are a higher percentage of students at the national level who are unemployed but not seeking employment (9.7%).

Employment Background

Appendix F10 reveals that there are more non-credit students at the national level who are employed full-time (41.1%) compared to GCC non-credit students (21.7%). Additionally, there are more non-credit students at the national level who work over 50 hours per week (9.3%) compared to GCC non-credit students (4.4%).

Educational Background

As seen in Appendix F11, like their national counterparts, most GCC non-credit students reported that a high school diploma is the highest academic degree that they have earned (49.4%- GCC, 33.9%- National Data). There was a significantly higher percentage of non-credit students at the national level who earned an Associates degree or higher (32.2%) compared to GCC non-credit students (12.2%). Additionally, there was a higher percentage of non-credit students at the national level who earned a vocational/technical certificate (9.9%) compared to GCC non-credit students (2.5%).

In response to the question, how many non-credit hours have you completed at this college not including this term, 81.1% of GCC non-credit students indicated that they completed zero credit hours at the college (Appendix F12). This is over twice as much as the national data (32.4%). There were over three times as many non-credit students at the national level who took between 1 to 3 non-credit hours at their respective colleges (52.7%) compared to GCC non-credit students (13.4%). These figures reveal that most non-credit students who responded to the survey were taking a non-credit course for the first time at GCC in Fall 2007. This is not surprising since seven of the twelve CE courses that were surveyed were Health Certificate courses. These courses tend to have high numbers of participants.

The top five reasons for taking courses as reported by GCC non-credit students are: (a) to meet requirements for my chosen occupation (mean 3.23), (b) to develop my mind and intellectual abilities (mean 2.73), (c) required by employer (mean 2.66), (d) to increase my earning power (mean 2.59), and (e) to advance in my current job (mean 2.53). These mean scores are based on a reason scale of 1 to 4 where 4=major reason, 3=moderate reason, 2=minor reason, and 1=not a reason (Appendix F13). At the national level, the highest ranking reason given for taking classes was to develop the student's mind and intellectual abilities (mean 3.02). The bottom five reasons for taking classes as reported by GCC non-credit students are: (a) other reasons (mean 1.52), (b) needed to enter workforce after major life change (mean 1.66), (c) to learn the English language and culture (mean 1.69), (d) wanted to enter workforce after children grown (mean 1.75), and (e) high school teacher's and/or counselor's encouragement (mean 1.77). The mean

scores for these reasons are higher than those reported nationally. This means that GCC non-credit students placed more importance on these items than their national counterparts.

Appendix F14 reveals that a number of GCC non-credit students learned about the college from other sources (31.1%) followed by a high school teacher, counselor, family member or friend (25.9%), employer/co-worker (23.5%), newspaper/TV/radio (11.7%), catalogue/brochure/flier (5.6%), and internet/WWW (1.9%). Nationally, a majority of non-credit students learned about their respective college through a high school teacher/counselor/family/friend (34.0%) followed by catalogue/brochure/flier (21.6%), other sources (18.3%), employer/co-worker (10.3%), internet/WWW (9.7%), and newspaper/TV/radio (6.0%).

Current College Experience

When asked how much of their experience at the college contributed to their growth, GCC non-credit students identified the following top five areas of growth (Appendix F15): (a) learning skills needed specifically for my current or future job (mean 4.16), (b) increasing my academic competence (mean 4.07), (c) identifying the training/skills required for career opportunities that fit my interests/abilities (mean 3.98), (d) learning effective leadership skills (mean 3.96), and (e) developing self-confidence (mean 3.93). National respondents indicated that enriching intellectual life (mean 3.70) was more of a growth than learning effective leadership skills (mean 3.22) and developing self-confidence (mean 3.57). Mean scores are based on a contribution scale where 5=major contribution, 3=moderate contribution, and 1=no contribution. Compared to national respondents, the mean scores of GCC non-credit students were higher for all variables. Thus, contributions were perceived as greater for GCC non-credit students compared to their national counterparts.

In response to the survey item related to students' level of agreement with several statements about the college, GCC students agreed most with the following statements: (a) this college has a good reputation in the community (mean 4.17), (b) I would recommend this college to friends and relatives (mean 4.16), (c) instructors treat students in my racial/ethic group with respect (mean 4.05), (d) administrators/non-teaching staff

treat students in my racial/ethnic group with respect (mean 4.03), and (e) instructors/administrators treat students of my gender with respect (mean 4.00). Based on the agreement scale used in this survey item (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree), respondents agreed with all the above statements (Appendix F16). Student responses were neutral with respect to the following statements: (a) I feel a sense of general safety and security while on campus and attending classes (mean 3.76), (b) courses are available at the times I can take them (mean 3.82), (c) computing services/facilities are available at the times I need them (mean 3.83), (d) concern is shown for students as individuals (mean 3.85), and (e) the registration process is student friendly (mean 3.87). Although responses were neutral for these statements, the college should look into improving these areas since they are areas of concern for students. Mean scores for these statements are lower than the national data. Therefore, agreement with these statements is less for GCC non-credit students compared to their national counterparts.

Appendix F17 contains a chart of GCC students' perceptions of the statements discussed above compared to those of the college counterparts elsewhere in the country. As shown in the chart, the top five largest positive (or smallest negative) differences, as reported by GCC students, are typically lower than the national norm except for the college's reputation (mean 4.17- GCC, mean 4.10- National Data). This means that GCC students have less regard for the following areas than their national counterparts: (a) availability of computing services/facilities (means 3.83 and 3.93 respectively), (b) recommend the college to friends and relatives (means 4.16 and 4.28, respectively), (c) fit in at the college (means 3.94 and 4.08, respectively), and (d) high quality of instruction (means 3.95 and 4.11, respectively). The largest negative (or smallest positive) differences ranged from -.23 to -.35. At GCC, the greatest degree of differences is in the following areas: (a) sense of general safety and security while on campus and attending classes (-.35), (b) instructors/administrators treat students of my gender with respect (-.28), (c) students in my racial/ethnic group are treated with respect by students in other racial/ethnic groups (-.27), (d) instructors treat students in my racial/ethnic group with respect (-.26), and (e) courses are available at the times I can take them (-.23). The

degree of difference in comparison with the national data reveals how seriously students take these issues. The college, therefore, needs to look at improving these areas.

How satisfied are GCC non-credit students with the college? Appendix F18 reveals that 33.8% of GCC non-credit students are satisfied with the college followed by very satisfied (30.2%), neutral (28.1%), very dissatisfied (7.2%), and dissatisfied (.7%). The lower group average for GCC non-credit students (3.79) compared with the national average (4.27) indicates that the college has some work to do in order to improve student satisfaction with their GCC experience. Mean scores are based on a satisfaction scale where 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, and 1=very dissatisfied. GCC's group average of 3.79 shows that students tend to be "neutral" with regards to their satisfaction with the college.

As mentioned earlier, in order to examine the factors which influence student retention, the Faculty Senate developed 10 additional questions that were added to the survey (Appendix B). The responses to these questions were extremely low for non-credit students. Of the 260 non-credit students who were surveyed, less than 8% responded to the additional questions, perhaps, because not all the individuals who administered the surveys to non-credit students were provided with the survey script and copies of the additional questions. Because of this, no conclusions can be drawn from their responses.

IV. Conclusions and Recommendations

The following conclusions are derived from the survey results:

- GCC students are first generation college students. The highest academic degree earned by most credit and non-credit students is a high school diploma.
- GCC students, both credit and non-credit, tend to be older. The average age for credit students is 25 and the average age for non-credit students is 29. Like many community college students nationwide, GCC students have multiple roles and responsibilities at home, school, and the workplace.
- Similar to the national trend, a majority of GCC students (credit and non-credit) are employed. Most credit students are employed on a full-time basis. Their employment status is in line with the following two top reasons reported for

taking classes: to meet requirements for my chosen occupation and to increase my earning power. Non-credit students tend to be employed part-time.

- A number of GCC students are caring for their family and home on a full-time basis. This is the case for both credit and non-credit students.
- Common areas of concern shared by both credit students and non-credit students are the availability of courses at convenient times, friendliness of the registration process, availability of computing services/facilities when needed, and a sense of general safety and security while on campus and attending classes. Areas of concern reported only by credit students are the availability of instructors outside of class time and the quality of academic advising. An issue reported only by non-credit students is the concern for students as individuals.
- Credit and non-credit students want to have a steady and secure job, to have time for their personal and family interests, to be self-reliant, to help others in need, and to make a lot of money.
- Credit and non-credit students both reported that their experience at GCC contributed to their growth by enabling them to learn skills needed for their current or future job, increasing their academic competence, identifying the training and skills required for career opportunities that fit their interests and abilities, and developing self-confidence.

The following recommendations are given in relation to the findings above:
- Utilize the features of Banner, GCC's new student information system, to disseminate valuable financial aid information to students. Incorporate helpful tips and links to navigate through the financial aid process. Include the same types of information and links on the GCC website. Communicate the availability of this information to students, faculty, staff, and administrators.
- Develop and institutionalize a systematic retention program through collaboration with the Student Support Administrator, Coordinator of Admissions and Registration, counselors, advisors, Academic Advisement Committee, and other key individuals.

- Post instructors' office hours electronically in Banner. Ensure that office hours are also included in the course syllabi in Banner as well as the hard copies distributed to students. In addition to office hours, include contact information and office location.

- Departments should analyze the enrollment trends of classes offered each semester (low enrollment and high enrollment versus the days and times courses were offered). They should also look at class cancellations due to low enrollment. Additionally, they should solicit students' input on class scheduling by surveying them about the most convenient times for them to take a course(s).

- Bring student concerns with the availability of computing services/facilities to the attention of the Technology Advisory Committee. Student lab hours should take student schedules into consideration.

- Update GCC's Academic Advising Strategic Plan. Ensure that all advisors are provided with Banner training so that they are able to access student information in Banner. Training should be provided to individual departments. Ensure that all new full-time faculty are provided with training on academic advisement as well as Banner.

- Provide students with safety and health information that would make them feel safe and secure on campus. Students should be informed about who to contact in the event that they have a concern regarding safety and security issues on campus. Contact numbers should also be provided to students. This information should be included in the GCC website and in Banner as well as the student handbook. This information should also be disseminated through student newsletters or email messages and posted throughout the campus. Additionally, security personnel should be visible around the campus. Furthermore, the college should ensure proper lighting in parking areas and walkways at night.

- The Office of Admissions and Registration should develop a quick reference guide for students to follow when registering for classes. This guide should include steps to register on-line as well as responses to frequently asked questions. The Office of Admissions and Registration should also schedule training for students on how to navigate through the on-line registration process.

This training could be offered several times during open registration and could be a collaborative effort with other departments such as Assessment and Counseling.

The results of this study provide valuable information about students' concerns and it enables the college to make more informed decisions in its effort to improve the delivery of student programs and services on campus. In order to provide the best possible learning environment, GCC must know who its students are as well as the issues they are facing. This study is an attempt to get to know our students and to identify ways we can help them shape their future.

APPENDIX C2

I.   Introduction and Objectives

Two online surveys developed by the IDEA Center were administered campus-wide on February 1, 2008 to March 10, 2008. IDEA is an acronym for Individual Development and Educational Assessment and is a non-profit organization based at Kansas State University.[1] This is the off-island vendor that GCC contracted to implement the data collection and analysis for the study.

The objectives of this assessment are:

(1) To provide useful feedback to administrators regarding their performance in relation to faculty and staff expectations; and

(2) To serve as a basis for discussion between the college's administrators and the constituency they serve.

II.   Methodology

The two survey instruments used in this study were the *IDEA Feedback for Deans* and the *IDEA Feedback for Administrators*. The *IDEA Feedback for Deans* considers the deans' role in providing leadership, developing and allocating resources, providing organizational services, and making key personnel decisions. The instrument assesses key personal characteristics and administrative styles related to effective performance, while revealing the unique experiences and impressions of constituencies affected by the dean's decisions. The *IDEA Feedback for Administrators* is used to assess administrators who are not directly involved in academic programs (i.e. vice presidents, assistant directors, department and unit administrators and program specialists). Both survey instruments include multiple choice items as well as open-ended questions.

Since The IDEA Center is an off-island vendor, AIE provided assistance in organizing, coordinating, and scheduling the online surveys. AIE sent The IDEA Center the names of the administrators to be assessed and the email addresses of their corresponding raters. These corresponding raters represent the total sample population *(n= 208)* for the study. In order for the data to be processed, The IDEA Center sent an online *Administrator Information Form* to all administrators being evaluated. Additionally, GCC's Management Information Systems (MIS) department verified that the campus servers worked with the IDEA mail server. The IDEA

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[1] See *http://www.idea.ksu.edu* for a preview of the instruments utilized in this study.

Center then coordinated the administration of the surveys and sent periodic email reminders to all eligible raters to complete the surveys during the designated dates.

Only one Vice President (ASD) was evaluated during this period. Since the Vice President's role involves institution-level responsibilities, he was rated by the total sample population *(n=208)*. As for the other administrators, inclusion criteria were established for sampling purposes. Consideration was given to the college's organizational structure, administrative leadership, committee membership, and support personnel. Thus, the total sample for administrators differed in size and scope because of administrator-specific criteria. As for the sample size, the total number of respondents who rated each administrator is identified in Table IA and IB (p. 7 of this report).

III.   Preparing the Campus Environment

This third round of administrator assessments follows GCC's two-year assessment cycle and is intended to evaluate those administrators who were first assessed in November 2005. Initially, administrator assessments were scheduled for November 2007, however, because of network stability issues, assessments were pushed back to Spring 2008.

A total of 15 administrators were assessed in this round of assessments. Of the 14 administrators who were evaluated in November 2005, ten were assessed again this year. The other four administrators were not assessed because of retirement and resignation. Three new administrators were also assessed. These administrators have worked at GCC for at least one year. Another two administrators who were assessed in November 2006 were also included in this round of assessments.

As with the previous two cycles of administrator assessments, a poster was created with the names and photos of selected administrators scheduled for evaluation. The poster included information on how the surveys will be administered as well as the two major objectives of the assessment. The purpose of the posters was to create a campus-wide awareness of the upcoming administrator assessments. These posters were strategically placed on bulletin boards throughout the campus.

Similar to the first and second administrator assessments, the third administrator assessment was divided into two rounds. The first round was held on February 1, 2008 to February 29, 2008 with eight administrators being assessed and the second round was held on February 16, 2008 to March 10, 2008 with seven administrators being assessed. Initially, the

first round of surveys was scheduled for February 1, 2008 to February 15, 2008 and the second round was scheduled for February 16, 2008 to February 29, 2008. However, because of low response rates, AIE requested that The IDEA Center extend the evaluation period. AIE sent campus-wide reminders for raters to complete the survey.

Prior to the start of the administration of the surveys, an e-mail message was sent by AIE to all GCC employees explaining the *Administrator's Assessment On-Line Idea Survey* (Appendix A). Information such as the reason for the survey, the timeframe for administration, protocols for assessment, and statement of confidentiality was included in the message.

Individuals were asked to rate three administrators. The rationale for this is that if asked to complete more than three surveys, the response rates could be lower due to survey fatigue; consequently decreasing the reliability of the results.

IV.   How the Report is Organized

This report includes survey results of the fifteen administrators assessed at the beginning of spring semester 2008. The first thirteen (13) administrators were rated using the *IDEA Feedback for Administrators* survey instrument while the last three (3) were rated with the *IDEA Feedback for Deans* survey instrument.

- Vice President, Administrative Services Division
- Assistant Director, Apprenticeship
- Assistant Director, Communications and Promotions
- Assistant Director, Planning and Development
- Administrator, Management Information Systems
- Administrator, Supply Management
- Administrator, Student Support
- Administrator, Human Resources
- Coordinator, Financial Aid
- Institutional Researcher
- Program Specialist, Student Support Services (Night Administration)
- Program Specialist, Continuing Education
- Dean, Trades and Professional Services (TPS)
- Associate Dean, Technology and Student Services (TSS)- Continuing Education

- Associate Dean, Technology and Student Services (TSS)

Although several of the above administrators have assumed new positions (because of internal movements) prior to the administration of the surveys, raters were instructed to base their evaluations of these administrators on their previous positions. The Program Specialist for Continuing Education and the Institutional Researcher were not included in the last two administrator assessments because they are relatively new to their positions. Also, except for the Associate Dean (TSS), all administrators remained the same. The Associate Dean (TSS) who was assessed in November 2005 is not the same Associate Dean (TSS) who was assessed in this cycle.

The following pages contain consolidated tables of survey results and a *Guide to Interpretation* at the bottom of each table which allows readers to examine results within the context of certain statistical standards. As mentioned earlier, these results are further grounded in the limitations of the survey tool, sample size, response rates, respondent types, quantity and quality of interaction, and other extraneous variables.[2] General trends in respondents' perceptions can be validated by the qualitative comments that follow the consolidated tables.[3]

Respondents were asked the following three open-ended questions in order to generate the qualitative data necessary to validate the quantitative results for General Administrators:
- What are this administrator's main assets?
- What reservations do you have about this person as an administrator?
- What changes (e.g., in priorities, style, organization, policy) would do most to improve this administrator's effectiveness?

As for deans, respondents were provided an opportunity to "elaborate on any of the ratings made of the dean's administrative effectiveness or to comment on other aspects of his/her performance" and to "provide comments to clarify or elaborate on general impressions or to offer suggestions pertaining to the dean, the operation of the dean's office, or the college."

V.   What the Results Mean and What to Look For

Administrator results are divided into the following three categories:
- Overall Effectiveness;

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[2] Conclusions should not be arrived at by merely comparing the ratings between and among administrators.

[3] The reader must keep *abuse of anonymity* in mind.

- Areas of Strength and Improvement in Administrative Role Performance *(for General Administrators)*/Ratings of Administrative Effectiveness in Specific Activities *(for Deans)*; and
- Administrative Style and Personal Qualities

The numerical averages for each of these categories are reported as *means*. For the IDEA surveys, a *mean* is the mathematical average of responses on either a 4- or 5-point scale. From a quantitative viewpoint, it is an indicator of respondent's perceptions on certain aspects of an administrator's performance.

VI. Limitations of the Methodology

Since the assessment tool used in this study is the same as that used in the previous administrator assessments, the limitations reported in the previous administrator assessments are the same for this assessment. The following statements recap such constraints:

- A survey cannot provide all the necessary information for a holistic evaluation of an administrator's performance;
- The survey tool has several inherent limitations/constraints/weaknesses;
- The results of rating scales are not comprehensive because no rating scale can include all relevant questions;
- Rating scales are not tailored to the specific position being evaluated;
- No survey instrument can *universally* capture the wide variances in administrative functions and responsibilities as indicated in each administrator's job description. Although some administrative processes can be generalized, other processes are role specific;
- Administrators' job functions and responsibilities may also change and a survey instrument may not capture the change;
- The following weaknesses in the rating process may reduce the validity of ratings:
  - HALO Bias- tendency of evaluators to be influenced in rating one aspect of performance by the rating they have given in another.
  - Leniency or Severity Bias- when a disproportionate number of administrators receive high or low ratings.

- Central Tendency Bias- tendency of some evaluators to give only average ratings and avoid the positive and negative ends of the rating scale.
- Recency Bias- the effect of recent events having undue influence on performance appraisals.
- Guessing Bias- occurs when evaluators offer an opinion on particular aspects of administrative performance even though they have no basis for it.
- Raters may have varying levels of exposure and opportunity to observe administrator performance. Consequently, other assessment methods like focus groups should be considered; and
- Surveys with higher response rates have a greater degree of representativeness than those with lower response rates.

VII.   What's Next?

The survey results are intended to provide formative feedback to administrators such as areas where they might focus improvement efforts. The *IDEA Feedback for Administrators* and the *IDEA Feedback for Deans* is only one source of evidence in the administrator's feedback process.

The administrator assessment is a means to collect information. It is not an end in itself but it can be an instrument of change. The information obtained from this assessment may be used by administrators to implement some changes to improve their performance.

The last section of this report integrates the results of the three rounds of assessments by administrator in order to view perceived changes in individual performance. Additionally, several observations and recommendations are discussed.

TABLE I.A OVERALL EFFECTIVENESS RATINGS FOR GENERAL ADMINISTRATORS

Note: See Guide to Interpretation at the bottom of this table.

Consolidated Report of IDEA Feedback Ratings for General Administrators

Spring 2008

Position	Total Respondents	Number Responding	Response Rate	MEAN, *Job Performance* (where 1=Poor, 2=Mediocre, 3=Good, 4=Excellent. 5=Superb)	% Neg (1 or 2)	% Pos (4 or 5)	MEAN, *Confidence* (where 1=Definitely not, 2=No, but I have reservations about this, 3=Yes, but I have reservations about this, 4=Definitely yes)	% Neg (1 or 2)	% Pos (3 or 4)
VP, Administrative Services Division	208	143	69%	2.9	37	32	3.0	26	74
Administrator, Management Information Systems	50	34	68%	2.7	48	26	2.8	38	62
Coordinator, Financial Aid	40	26	65%	3.7	10	57	3.8	0	100
Administrator, Supply Management	45	33	73%	3.7	7	63	3.8	0	100
Assistant Director, Communications & Promotions	49	38	78%	2.6	53	26	2.7	38	62
Administrator, Student Support Services	48	34	71%	3.3	19	45	3.3	13	87
Program Specialist, Student Support Services	47	34	72%	2.8	36	27	3.2	29	71
Program Specialist, Continuing Education	39	24	62%	3.0	27	27	2.9	40	60
Assistant Director, Planning & Development	41	29	71%	3.7	12	58	3.7	13	87
Assistant Director, Apprenticeship	35	23	66%	3.5	20	47	3.5	9	91
Institutional Researcher	37	28	76%	2.6	36	5	3.1	26	74
Administrator, Human Resources	49	35	71%	3.8	12	65	3.5	13	87
Overall Mean				3.19 (on a 5-pt. scale)			3.27 (on a 4-pt. scale)		

TABLE I.B. OVERALL EVALUATION RATINGS FOR DEANS

Consolidated Report of IDEA Feedback Ratings for Dean/Associate Deans

Spring 2008

Position	Total Respondents	Number Responding	Response Rate	MEAN, *Overall Evaluation Rating* (where 1=Poor, 2=Mediocre, 3=Good, 4=Excellent)	% of Maximum Score (4.0)	% 3 or 4	MEAN, *Confidence in Dean's ability to manage* (where 1=Hardly ever, 2=Less than 1/2 the time, 3=About 1/2 the time, 4=Most of the time, 5=Always)l	% of Maximum Score (5.0)	% 4 or 5
Dean, TPS	49	34	69%	2.9	73	65	3.6	71	59
Associate Dean, Continuing Education	49	37	76%	3.3	82	85	3.9	79	72
Associate Dean, TSS	41	35	85%	3.0	74	64	3.6	73	68
Overall Mean				3.07 (on a 4-pt. scale)			3.70 (on a 5-pt. scale)		

GUIDE TO INTERPRETATION:

For General Administrators: Overall effectiveness was assessed by replies to two questions: (1) What kind of a job is this administrator doing?; and (2) Does this administrator have your confidence? The scales are 1 to 5 for the former question and 1 to 4 for the latter question. The average numerical response (also called the MEAN) is shown for all respondents. In addition, the percentage of respondents who chose one of the two highest or two lowest rating categories is included in the table. If the percentage of the positive responses is at least 75, respondents regarded the administrator as highly effective. If the administrator was rated in the lowest two categories at least as often as in the

highest two categories, respondents had reservations about how effectively the administrator was performing at least some of his or her responsibilities, and he or she is encouraged to examine results in Section II.

For Deans: Table I.B above consolidates respondents' ratings of the deans' overall effectiveness, confidence in the deans' ability to manage the school he or she is responsible for. Mean responses are provided, as well as "Percent of Maximum Score" to make ratings on 4- and 5-point scales more comparable. The percent giving the two highest numeric ratings is also given. When interpreting these figures, consider the Percent of Maximum Score and the Percent of the Two Highest Ratings. If these are 75% or higher, the respondents clearly regard the administrative performance as effective. If they are below 50%, the respondents regard the deans' effectiveness as marginal, and hence, these items should be areas of needed improvement.

TABLE II.A. AREAS OF STRENGTH AND IMPROVEMENT IN ADMINISTRATIVE ROLE PERFORMANCE FOR GENERAL ADMINISTRATORS

Note: See Guide to Interpretation at the bottom of this table.

Role	Position											
	VP ASD	Admin MIS	Coord Fin Aid	Admin Supply Mgmt.	Asst Dir Com & Promo	Admin SS	Prog Spec SS	Prog Spec CE	Asst Dir PND	Asst Dir Apprenticeship	Inst Researcher	Admin HR
Planner												
Displays visionary plan	3.3	2.8	3.6	3.9	2.8	3.4	3.2	3.3	4.2	3.5	2.7	4.1
Percent Negative (1 or 2)	32	47	21	4	50	25	33	17	5	15	43	9
Percent Positive (4 or 5)	48	31	64	70	28	61	53	42	81	46	24	77
Has sound priorities	3.3	2.9	3.6	4.0	3.0	3.7	3.7	3.3	4.1	3.7	2.7	4.1
Percent Negative (1 or 2)	27	39	14	4	29	21	22	25	9	14	41	9
Percent Positive (4 or 5)	45	32	57	77	29	69	61	50	77	64	32	69
Consultant												
Makes wise judgments	3.5	3.0	3.8	4.1	3.2	3.7	3.6	3.4	4.1	3.5	3.0	4.1
Percent Negative (1 or 2)	22	30	6	7	30	16	26	17	4	20	24	9
Percent Positive (4 or 5)	56	33	61	78	43	65	58	42	74	60	24	79
Effective team member	3.6	3.1	3.9	4.4	3.4	4.0	3.7	3.7	4.2	3.9	3.2	4.2
Percent Negative (1 or 2)	20	32	17	0	24	13	21	13	4	21	26	6
Percent Positive (4 or 5)	54	39	72	85	41	73	68	53	74	71	43	72
Communicator												
Communicates to others	3.3	2.9	4.0	4.2	3.1	3.9	3.5	3.6	4.1	3.5	2.9	4.3
Percent Negative (1 or 2)	30	39	20	3	36	13	27	19	9	23	35	6
Percent Positive (4 or 5)	46	29	70	83	33	71	59	50	78	54	30	88
Seeks others' opinions	3.2	2.8	3.9	4.1	3.1	3.5	3.5	3.6	4.0	3.5	3.1	3.8
Percent Negative (1 or 2)	32	52	14	3	32	21	25	17	9	23	26	17
Percent Positive (4 or 5)	44	29	64	83	32	61	63	50	68	54	37	60
Expert												
Is knowledgeable	3.7	3.7	4.4	4.3	3.7	4.1	3.6	3.5	4.4	3.7	3.3	4.5
Percent Negative (1 or 2)	18	16	5	4	9	10	20	15	0	20	23	6
Percent Positive (4 or 5)	60	58	86	86	53	77	65	54	88	67	55	88
Anticipates problems	3.1	2.8	3.6	4.0	3.0	3.7	3.5	3.3	4.0	3.6	2.7	4.1
Percent Negative (1 or 2)	35	47	25	7	34	16	26	31	9	23	42	12
Percent Positive (4 or 5)	42	27	50	76	31	65	68	46	68	62	16	79
Community Builder												
Builds institution's image	3.6	3.3	4.1	4.5	3.2	3.9	3.6	3.9	4.4	4.0	3.2	4.3
Percent Negative (1 or 2)	20	30	10	0	26	19	24	7	0	18	27	9
Percent Positive (4 or 5)	57	43	76	86	37	74	67	60	84	71	45	83
Earns trust/respect	3.5	3.0	4.1	4.3	3.3	3.8	3.5	3.7	4.0	3.8	3.0	3.9
Percent Negative (1 or 2)	21	37	9	3	29	14	30	0	8	18	36	12
Percent Positive (4 or 5)	53	40	73	87	42	69	65	50	72	65	32	64

GUIDE TO INTERPRETATION:

Respondents rated 10 characteristics of the administrator on a 5-point scale (1=Definite weakness, 2=More a weakness than a strength, 3=In between, 4=More a strength than a weakness, 5=Definite strength). These 10 characteristics represent 5 administrative roles: (1) Planner, (2) Consultant, (3) Communicator, (4) Expert, and (5) Community Builder. The report shows the average for all respondents, the percent rating each item as a "strength" (4 or 5) and a "weakness" (1 or 2).

In general, if the average rating is 4.0 or higher, or the percent of "strength" ratings exceeds 75, a high degree of effectiveness can be inferred. If the average rating is below 3.0, or if the percent of "weakness" ratings is higher than 40, there is substantial room for improvement.

These ratings should be useful in understanding the Overall Effectiveness ratings reported in Section I as they identify specific roles in which the administrator excels (or performs with marginal or poor results). In this way, administrators can focus attention on roles where performance is strong and on those where improvement is most desirable.

Mean scores appear in bold face in the above table. Percent-Negative refers to percent rating, each rating has been rated a "weakness" (1 or 2). Percent-Positive refers to the percent rating each item has been rated a "strength" (4 or 5).

TABLE II.B. RATINGS OF ADMINISTRATIVE EFFECTIVENESS IN SPECIFIC ACTIVITIES FOR DEANS

Note: See Guide to Interpretation at the bottom of this table.

Activity	Position		
	Dean, TPS	Assoc Dean, TSS	Assoc Dean/CE, TSS
Activity A: Impact on College's Major Programs Weighted Mean for *Improving College's Major Programs*			
Faculty Ratings - Mean	3.5	3.8	3.9
Faculty Ratings - % 4 or 5	53	69	72
Activity B. Developing Resources Weighted Mean for *Developing Resources*			
Faculty Ratings - Mean	3.4	3.4	4.4
Faculty Ratings - % 4 or 5	55	53	85
Activity C: Organizational Matters Weighted Mean for *Organizational Matters*			
Faculty Ratings - Mean	3.7	3.6	3.5
Faculty Ratings - % 4 or 5	58	59	56
Activity D: Program Leadership Weighted Mean for *Program Leadership*			
Faculty Ratings - Mean	3.4	3.5	3.9
Faculty Ratings - % 4 or 5	49	57	71
Activity E: Personnel Management Weighted Mean for *Personnel Management*			
Faculty Ratings - Mean	3.7	3.6	3.6
Faculty Ratings - % 4 or 5	60	62	55

GUIDE TO INTERPRETATION:

Respondents described the dean's *strengths* and *weaknesses* in conducting each of 26 administrative activities. The dean assigned an importance rating to each of these, as indicated above. The report gives the numerical average of these ratings and the percent of ratings which were in the two highest categories (4 or 5). If the *mean* is 3.75 or higher and the % 4 or 5 is 75 or higher, the respondents regarded the dean's performance as a strength. A need for improvement is implemented when these figures are below 3.0 and 25%.

Effectiveness ratings for specific activities were weighted in accordance with the importance the dean attached to each; ratings on activities considered *Essential* were weighted "2," those considered *Important* were weighted "1," and those which were *Of no more than minor importance* or *Not applicable* were weighted "0" (i.e., ignored).

Ratings were made on a 5-point scale: 1=Definite weakness; 2=More a weakness than a strength 3=In between; 4= More a strength than a weakness; 5=Definite strength

TABLE III.A. ADMINISTRATIVE STYLE & PERSONAL QUALITIES FOR GENERAL ADMINISTRATORS
Note: *See Guide to Interpretation at the bottom of this table.*

Role	VP, AAD	Admin MIS	Coord Fin Aid	Admin Supply Mgmt	Asst Dir Com& Promo	Admin SS	Prog Spec SS	Prog Spec CE	Asst Dir PND	Asst Dir Apprenticeship	Inst Researcher	Admin HR
Part One: Administrative Style												
Democratic Practice												
Remote (1)/Approachable(7)	5.0	4.5	6.3	6.2	5.2	5.3	5.2	5.6	4.8	4.8	4.1	4.9
Percent Negative (1 or 2)	15	23	0	7	16	19	15	0	19	7	26	18
Percent Positive (6 or 7)	54	39	73	83	58	63	60	57	50	47	39	53
Autocratic(1)/Democratic(7)	4.7	3.4	6.2	5.8	4.8	4.3	4.5	4.9	4.5	4.5	4.8	4.4
Percent Negative (1 or 2)	19	47	0	4	14	27	24	0	29	7	5	35
Percent Positive (6 or 7)	42	22	81	69	36	42	47	50	43	29	42	45
Opinionated(1)/Receptive to Ideas(7)	4.8	3.9	5.9	6.5	5.3	5.0	5.5	5.5	5.1	5.2	5.2	4.8
Percent Negative (1 or 2)	20	35	0	0	10	13	16	0	17	7	5	21
Percent Positive (6 or 7)	45	29	68	90	45	47	74	54	61	53	52	50
Structuring												
Disorganized(1)/Organized(7)	4.9	5.1	5.4	5.6	4.6	4.7	5.5	4.5	6.2	5.8	4.9	6.5
Percent Negative (1 or 2)	9	11	0	7	18	22	12	10	8	0	23	0
Percent Positive (6 or 7)	43	48	53	64	42	41	65	30	88	62	55	91
Ambiguous(1)/Clear(7)	4.6	4.3	5.4	5.8	4.1	5.1	5.3	4.8	5.3	5.1	4.5	5.6
Percent Negative (1 or 2)	15	23	5	4	19	11	20	8	12	7	5	6
Percent Positive (6 or 7)	36	37	50	74	25	54	60	42	60	50	29	68
Erratic(1)/Predictable(7)	5.2	5.0	5.7	6.0	5.1	5.9	6.0	5.3	5.7	5.4	4.7	5.5
Percent Negative (1 or 2)	7	7	0	0	7	4	0	0	4	0	5	10
Percent Positive (6 or 7)	46	53	56	76	50	77	81	50	70	50	25	65
Vigor												
Indecisive(1)/Decisive(7)	4.8	5.2	5.4	5.2	4.7	5.9	5.6	5.2	6.0	5.4	4.0	6.3
Percent Negative (1 or 2)	15	17	6	10	24	11	11	0	0	7	29	3
Percent Positive (6 or 7)	40	62	67	55	45	75	63	27	83	50	19	88
Lethargic(1)/Vigorous(7)	4.5	4.8	5.4	5.8	4.5	4.8	4.9	4.3	5.1	4.6	4.0	5.8
Percent Negative (1 or 2)	14	7	0	7	23	15	24	10	8	7	14	3
Percent Positive (6 or 7)	32	38	44	76	32	42	65	20	48	29	19	67
Passive(1)/Active(7)	4.2	4.6	4.7	5.7	4.3	4.8	4.7	4.9	5.6	4.9	3.6	5.9
Percent Negative (1 or 2)	25	14	16	3	28	14	26	0	9	7	29	0
Percent Positive (6 or 7)	32	38	42	67	38	46	53	45	73	50	21	69
Part Two: Personal Characteristics												
Interpersonal Sensitivity												
Unfeeling(1)/Caring(7)	5.2	4.6	5.9	6.6	5.8	5.5	5.8	5.8	6.0	5.5	5.5	5.5
Percent Negative (1 or 2)	11	16	0	0	3	7	16	8	0	0	5	9
Percent Positive (6 or 7)	53	39	72	90	63	69	79	69	78	50	64	63

Role	VP, AAD	Admin MIS	Coord Fin Aid	Admin Supply Mgmt	Asst Dir Com& Promo	Admin SS	Prog Spec SS	Prog Spec CE	Asst Dir PND	Asst Dir Apprenticeship	Inst Research Er	Admin HR
Insensitive(1)/Understanding(7)	5.0	4.7	6.1	6.2	5.5	5.6	5.7	5.8	5.8	5.6	5.2	5.6
Percent Negative (1 or 2)	15	13	0	3	3	4	11	0	4	0	5	9
Percent Positive (6 or 7)	52	35	74	83	50	68	74	54	71	69	45	67
Aloof(1)/Warm(7)	4.9	4.5	6.0	6.0	5.1	4.8	5.4	5.5	5.2	5.0	4.4	5.0
Percent Negative (1 or 2)	10	10	0	3	12	17	10	0	8	0	12	10
Percent Positive (6 or 7)	39	32	71	79	48	41	65	62	56	50	28	48
Integrity												
Untruthful(1)/Honest(7)	5.2	5.0	6.1	5.9	5.8	6.2	6.1	5.4	6.2	5.5	5.9	5.8
Percent Negative (1 or 2)	10	14	6	14	3	0	5	9	0	0	5	6
Percent Positive (6 or 7)	54	54	82	79	69	81	75	45	83	62	71	70
Unfair(1)/Fair(7)	5.1	4.3	6.1	6.3	5.1	5.6	5.3	5.3	5.0	5.5	5.1	5.4
Percent Negative (1 or 2)	9	23	0	4	7	10	16	0	17	0	5	6
Percent Positive (6 or 7)	47	35	74	88	44	62	63	50	57	62	53	61
Untrustworthy(1)/Trustworthy (7)	5.3	5.1	6.3	6.5	5.3	5.9	6.0	5.6	6.4	5.7	5.4	5.6
Percent Negative (1 or 2)	14	11	0	0	7	0	5	11	0	0	5	6
Percent Positive (6 or 7)	57	50	83	90	57	80	68	67	85	62	55	59
Character												
Manipulative(1)/Straight-forward(7)	5.0	4.4	6.2	5.9	4.9	5.7	5.1	5.5	5.1	5.1	4.4	5.4
Percent Negative (1 or 2)	8	18	0	3	11	4	18	0	17	0	5	15
Percent Positive (6 or 7)	50	32	82	79	43	69	53	70	61	46	30	64
Inconsistent(1)/Consistent(7)	4.9	5.1	5.6	5.8	4.6	5.6	5.9	5.2	5.7	5.3	5.1	5.9
Percent Negative (1 or 2)	13	6	5	7	13	10	6	0	9	7	10	3
Percent Positive (6 or 7)	45	48	63	78	39	69	78	30	74	43	48	71
Self-centered(1)/Institution-centered(7)	5.1	4.1	5.9	5.9	4.6	5.2	5.0	5.3	5.7	5.2	4.4	5.2
Percent Negative (1 or 2)	14	29	0	3	22	14	25	0	4	8	16	17
Percent Positive (6 or 7)	57	36	74	76	41	46	60	55	73	62	37	69

GUIDE TO INTERPRETATION:

This section summarizes respondent perceptions of the administrator's personal characteristics and management style, believed to be major determinants of effectiveness. Ratings of 18 bipolar elements (traits that have opposite characteristics as "anchors") were made using a 7-point scale. Although on the instrument "desirable" characteristics were sometimes listed as the low anchor (1) and sometimes as the high anchor (7), the report always assigns a "7" to the "desirable" anchor. In Part One, the ratings are grouped to represent three dimensions of Administrative Style. Part Two contains Personal Characteristics grouped into three dimensions.

While high ratings (6 or 7) are generally preferred to low ratings (1 or 2); some effective administrators develop unique styles that depart markedly from this expectation. Results in this section should be considered within the context of the effectiveness ratings reported in Sections I and II. If effectiveness ratings are high, it is desirable to maintain current administrative methods. But if they are low, the following information may suggest a focus for improvement efforts.

The average for the 7-point scale is provided, together with the percent giving extreme ratings (1 or 2 and 6 or 7). A characteristic is considered "highly descriptive" if 50% or more respondents give it one of the two highest or two lowest ratings.

Mean scores appear in bold face in the above table. Percent Negative refers to percent rating, each rating has been rated a "weakness" (1 or 2). Percent Positive refers to the percent rating each item has been rated a "strength"

TABLE III.B. ADMINISTRATIVE STYLE & PERSONAL QUALITIES FOR DEANS

Note: See guide to interpretation at the bottom of this table.

Activity	Position		
	Dean, TPS	Assoc Dean,TSS	Assoc Dean/CE, TSS
Part One: Administrative Style			
Democratic Practice			
Mean for *Democratic Practice*	**4.8**	**5.0**	**5.2**
Percent Positive (6or7)	*48*	*51*	*58*
Percent Negative (1or2)	*20*	*16*	*13*
Structuring			
Mean for *Structuring*	**4.9**	**5.6**	**5.1**
Percent Positive (6or7)	44	65	58
Percent Negative (1or2)	11	4	12
Vigor			
Mean for *Vigor*	**3.9**	**4.6**	**5.8**
Percent Positive (6or7)	26	41	71
Percent Negative (1or2)	28	14	6
Part Two: Personal Characteristics			
Mean for *Interpersonal Sensitivity*	**4.6**	**5.4**	**5.5**
Percent Positive (6or7)	47	55	62
Percent Negative (1or2)	21	8	6
Integrity			
Mean for *Integrity*	**5.3**	**6.1**	**5.3**
Percent Positive (6or7)	62	78	61
Percent Negative (1or2)	15	5	10
Character			
Mean for *Character*	**5.1**	**5.3**	**5.1**
Percent Positive (6or7)	51	53	53
Percent Negative (1or2)	15	10	14

GUIDE TO INTERPRETATION:

This table summarizes respondent perceptions of the dean's personal characteristics and management style, believed to be major determinants of effectiveness. Ratings of 18 bi-polar elements (traits which have opposite characteristics as "anchors") were made using a 7-point scale. Although on the instrument desirable characteristics were sometimes listed as the low anchor (1) and sometimes as the high anchor (7), the table always assigns a "7" to the desirable anchor. In Part One the ratings are grouped to represent three dimensions of Administrative Style. Part Two contains Personal Characteristics grouped into three dimensions.

While high ratings (6 or 7) are generally preferred to low ratings (1 or 2); some effective administrators develop unique styles which depart markedly from this expectation. Results in this section should be considered within the context of the effectiveness ratings reported in Sections I and II. If effectiveness ratings are high, it is desirable to maintain current administrative methods. But if they are low, the following information may suggest a focus for improvement efforts.

The average for the 7-point scale is provided, together with the percent giving extreme ratings (1 or 2 and 6 or 7). A characteristic is considered "highly descriptive" if 50% or more respondents give it one of the two highest or two lowest ratings.

VIII.   Qualitative Responses: Strengths and Areas of Improvement for GCC
         Administrators (IDEA Feedback for Administrators)

*The following listing of qualitative comments is culled from all the respondents who participated
in this survey. Their comments were directed towards various administrators of the college. For
general administrators, comments are divided into three categories: (A) Assets, (B)
Reservations, and (C) Needed Changes. For deans, comments are divided into two categories:
(A) Administrative Effectiveness and Performance and (B) General Impressions or Needed
Changes*

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- His knowledge, abilities, skills, and ability to work with people are his main assests. His openness to new ideas and his willingness to better things.

- He makes sure the college involves their input on changes etc. He's a people person. He cares of others concerns.

- Knowledgeable on the running of the campus.

- I cannot comment, I've never worked with him.

- Has institutional history and experience; knowledgeable about governmental operations.

- He says hi.

- Institutional knowledge

- NO RESPONSE.

- This administrator is receptive to faculty input and advice.

- No comment

- Cares about college and students

- Gets things done!

- Cannot judge

- He is easy to talk to and has a down-to-earth personality. At least that's my experience with him.

- Very approachable and is a people-person.

Vice President, Administrative Services Division

- Can't judge we hardly see each other because his office is at the administration building and we are located in lower campus.

- He is approachable and a good manager.

- None that I know of.

- I just know him by name.

- None

- Can't judge

- listens

- Possesses wealth of information regarding future plans for the college's physical structure improvements and additions.

- His Leadership skill, very approachable, and supportive of the employees he manages within his Division.

- His great knowledge in his position.

- Institution-centered, caring, active, and warm

- Dedication to work

- cannot judge

- In order to make this survey meaningful, I must know the individual well enough to provide realistic evaluation of this person. As it is, I do not know this person nor have I ever engaged in conversation, committee, or institutional activity with this person. I feel it is a waste of my time to evaluate an administrator that has no working relationship with me. I would be unfair to continue this survey.

- Experience. Approachable. Insight into how people work.

- A wealth of experience.

- Lunch with peer

- None

- Personnel

- Knowledge. Experience. Personable.

- I have not worked at GCC long enough to comment on this item.

Vice President, Administrative Services Division

- connections

- UNDERSTANDING AND WILLING TO HELP

- His friendliness and his approachability are his best assets.

- He has been at the College for more than 15 years.

- Acknowledges one's presence

- No opinion, no affiliation with this person.

- Institutional knowledge.

- The short time I have getting to know the staff here at GCC, he has shown great leadership and is very well respected.

- The college has changed…and he has tried to keep up.

- Very approachable and will listen to you. He may not act on your suggestions but he will give you the time to express yourself. A good manager overall.

- Not sure

- His being a team player in management decisions.

- Knowledge of facilities. Although he is an administrator, he works among his subordinates.

- I have not formally met him, nor have I heard him speak so it would be unfair to answer any of the following questions.

- His communication.

- He definitely has the respect of his subordinates.

- Cannot answer

- Nothing.

- Experience and knowledge of the institution

- In some areas he is fine, but in many areas he is outside of his area of expertise.

- n/a

- Knowledge in certain areas.

Vice President, Administrative Services Division

- planning and organizing assets

- N/C

- Aggressive

- Understanding of GovGuam procedures. Ability to let supervisees guide their own work.

- Leadership and excellent management skills.

- He contributed to the institution's positive and beautiful image thus establishing pride in belonging to the GCC family. Great Job!

- He is a nice guy.

- Open to ideas and concerns with the college community.

- Friendly

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- I have no reservations

- None.

- Says one thing then does another

- I don't know him professionally to judge, nor have I ever worked with him.

- Departments under his purview seem to be out of touch with both students and faculty needs. Handling of MIS & MyGCC was not transparent.

- Not friendly and approachable

- He needs to communicate his vision for our college to all. Reactive vs. proactive.

- His lack of communication with staff and faculty, his favoritism of employees, his inability to lead his section in being efficient, his lack of follow-up and common sense on matters, his continued lack of leadership.

- Few new ideas

- NO RESPONSE

- N/A

- no comment

Vice President, Administrative Services Division

- Detached from daily activities

- Not as "visible" to lower campus

- None

- cannot judge

- None

- None

- He needs to take control of his department and make sound decisions for the benefit of all.

- None.

- I just know him by name.

- none

- I'm not so sure if I even met this person. I really don't know who he is.

- Can't judge

- office politics

- Does not always follow through with details or respond on a timely basis.

- None

- None.

- None

- Keep up the good work

- Cannot judge

- Takes too long to make decisions. Sometimes lets things fall to the wayside because of no decision. Defends people who other (most) people feel aren't doing their jobs well or are roadblocks.

- None.

- lack of ability and foresight

Vice President, Administrative Services Division

- Not aggressive for position he holds.

- None, Good overall administrator

- None

- Does not seem to have good organizational skills

- I have not worked at GCC long enough to comment on this item.

- NO RESERVATIONS

- No reservations for him as an administrator

- Doesn't follow through when issues are brought to his attention pertaining to overall impact on the institution's safety concerns.

- No opinion, no affiliation with this person.

- Unable to lead effectively.

- None at this time he is very pleasant person to work with.

- Old school methods…perceptive to change, but holds back. Doesn't hold others to task. (getting people to do their jobs.)

- He needs to be less "buddy-buddy" with subordinates. He has to listen to both sides of the story before actually taking action. This should keep his actions from blind-siding subordinate supervisors.

- Not sure

- Too slow in responding to concerns that impact on student safety (e.g. busted lights in parking lot), instructional quality (e.g. requisitions), among others

- None.

- see above

- None at all.

- Retirement mode

- None

- He's been around for a long time and he has not shared his vision with the college. I have not seen too much improvements here at the college. Facilities need a lot of

- improvements. The first on one would be to number the buildings so students can find their classes. When buildings were painted, signages were removed.

- In some areas that his job covers, he just doesn't have the knowledge necessary to make the decisions, and thus completely defers to those under him.

- n/a

- He's not a team member.

- I can talk to him. Down to earth person

- N/C

- None

- Many decisions do not involve receiving information from the GCC community. There needs to be more communication with GCC employees and students about plans and priorities.

- No reservations.

- None

- He needs to take control and either help lead his administrators or get them out. There are too many ineffective people in his area and nothing is being done to get them moving.

- Needs to follow-up on status of projects and timelines.

- Understanding priorities for his department (if this is the department he oversees).

C. **WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)**

- He is doing so well and hopefully he does not retire soon.

- Visuality.

- Possibly make his identity more well known. Not very many people know him.

- Become aware of student & faculty needs. Don't operate only on a usual schedule. The college runs into the evenings, find out what they need.

- Need to have more visions in the overall GCC infrastructure plan and be more open-minded and approachable.

Vice President, Administrative Services Division

- Communicate more.

- He should retire. Until then, he should earn his pay, receive training in leadership, become more self aware and develop morals and values.

- Inform community about what his job/role is and why projects, in general, have failed or succeeded.

- NO RESPONSE

- N/A

- no comment

- More involved

- Nothing, he's doing an outstanding job.

- cannot judge

- No comment

- Put more effort into taking some action to make the appearance of the College more appealing. It looks like a dump.

- I just know him by name.

- none

- Can't judge

- Nothing

- Respond to people with the information they need on a timely basis so other projects outside his area or scope of responsibility can be accomplished within their deadlines.

- None.

- None

- Just continue improve what you have started.

- needs to be visible to community(GCC)

- He needs to understand that if someone is a roadblock in the process, he must do something about it as soon as possible.

Vice President, Administrative Services Division

- None.

- Be aggressive and show production of work.

- None

- needs to develop a more holistic thinking; needs better understanding of all programs in order to make better decisions to prioritize improvements

- I have not worked at GCC long enough to comment on this item.

- NO CHANGES, DOING A GOOD JOB

- Not too sure what changes he should make.

- Pay more attention to the college's environment, specifically with safety. Example, are fire extinguishers monitored? Does every room have an extinguisher? The staircase in the rotunda has chips, the rubber skids need replacement.

- No opinion, no affiliation with this person.

- Take control of departmental issues.

- None

- The department needs to change- and falls to this administrator.

- Consult with subordinate supervisors before making a decision that impacts work operations and employee relations.

- Not sure

- Be more proactive in finding out what facility improvements need to be done by being engaged with faculty and their day-to-day concerns

- Start holding administrative services weekly management team meetings to keep his employees abreast with the present and future changes affecting the College.

- see above

- None.

- needs to retire

- unknown

- Make it clear to all what his responsibilities and duties are. Share what he has done.

- I believe that these items that he doesn't have the background for, would be transferred to others that either have the knowledge, or could at least get input from those that do, and make real judgments rather than just rubber stamping things.

- n/a

- Prioritize differently and finish what he started.

- None at this time

- N/C

- None

- Working harder to learn what employees and students believe are priorities. Communicating how decisions and plans relate to the priorities.

- Clone him…we need more leaders like him.

- None

- Be a little more aggressive.

- More responsive and provide awareness to faculty regarding changes to the departments he oversees.

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- Knowledge of how to promote the college and the functions for the college.

- No Comment

- This administrator is passionate in her role. She has done a great job promoting our institution.

- Friendly and amicable

- Ability to promote the college in recent months. She has been more active in preparing communication support for the college.

- She's a creative writer.

- Experienced and intelligent.

- Her willingness to provide her services no matter how busy she is.

- Knowledge and skills in the area of concentration

- Partying

- None

- Understands the requirements of the job. Has the skills necessary to accomplish good work such as speechwriting. Able to get talented people on campus to assist with institutional projects.

- Approachable, Friendly, health conscious

- She is a nice person; unfortunately nice doesn't get the job done.

- Marketing

- She is pulled in a great number of directions. She attempts to stay engaged.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- Time management, turn around times, and coordination of promotional activities with appropriate officials and departments may need a little more improvement.

- GCC is still too quiet for the public – she needs to effectively promote the GCC image & be visible

- No comment

- None

- Frequent lack of follow through; not very reliable; takes too long to complete review of material submitted

- Needs to seek support or follow through.

- She needs support in terms of her overall effectiveness and responsibilities for the College. She also needs to be mindful about perception and image for the institution.

- Not effective for the position.

- Does not promote the college enough. Spends too much time with her friend within the college (i.e. TRIO) and focuses promo on her pet programs.

- too many to mention

- Needs to be able to fight for a better budget that is woefully inadequate

- She needs to show the institution her ability to provide services for faculty across the board (e.g. department, committees, etc.)

- She is not "present" – she is not out there as the voice of GCC. She isn't meeting the expectations of the college community.

- She needs to be more visible to the public and report more or GCC's positive image

- Needs to perform her duties rather than be a socialite

- Too many directions – she can't be effective.

- Communicate, communicate, communicate! Relevant information is not relayed to constituencies in a timely manner. For example, the availability of the annual report was never announced by her office; it was just posted online! Not too many people know about its existence.

  The quality of her work also demands attention. The college's 30th anniversary is one prime example. The lead article (written by a PDN reporter) was replete with typographical errors, misprints, and inaccuracies (42,000 GCC students?). It is such a great embarrassment to the college and its administration!

  And where is the college's Chachalani newsletter? It appears so sporadically, and never a sustained effort.

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- Organizational and time management structure to improve turn around times and more ample notices of promotional activities. Perhaps a permanent administrative help to assist her to manage, organize and coordinate these promotional activities.

- she needs additional staff

- No comment

- She tends to take on too much being that she is the lone ranger for her department. She needs support staff and should not depend on the work study program for assistance. The college needs to provide staffing in order to help this administrator move the college into the level of promotion it wants to be…

- Training in effective decision-making and prioritizing

- Need to project and prioritize.

- This administrator lacks time management, does not have her priorities in line with the needs of the institution.

- Attend less meetings or hire additional personnel who will man her office if she is at meetings. She's always in meetings and not available for other important matters.

- Needs to focus on what the faculty are doing and promote their successes. She does not come to the various events and promote the college. She needs to be visible to the faculty and assist in promoting the great things we are doing. She should be out there. She is well hidden in her office.

- Remember what her job is and who she is in support of.

- More staff, larger budget.

- Develop an inviting online newsletter for faculty, staff, and potential students. Use time wisely to meet faculty from all departments, secondary and post secondary.

- This person is responsible for the marketing of this institution. We should not be the island's best kept secret. She should not wait to be "invited" to activities – but assert herself in her role. It is an expectation of her position to be present at activities in the institution taking pictures of those activities.

- Additional personnel and a bigger budget

- More advertisements about the college

- Pool the people concerned for utility of this position...revise expectations. Always. (Let's all do that.)

- Improve the quality of her work, and remain true to the spirit of her job, which is to communicate with both internal and external constituencies.

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- Very thorough and organized.

- Very organized, plans well, and is also caring and understanding. Is very detailed oriented and professional.

- Working with grants.

- Knowledge of the job

- Detailed & Organized

- Knowledge of grants.

- Nice. Fairness. Institution oriented.

- Understanding of importance of taking care of family matters.

- Integrity

- Organized.
  has a strong handle on her job responsibilities.
  represents the college well.

- Has excellent knowledge of her area

- Hard working and task oriented

- She is very knowledgeable of her duties and responsibilities.

- Diligent and thoughtful.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- Is not flexible.

- None.

- None

- Availability

- I have none.

Assistant Director, Planning & Development

- None

- Bean counting.

- Does not set clear priorities of assignments already given amidst multitask operations. She has tendencies to interrupt assignments in progress with deadlines to make us handle matters that can be handled by appropriate departments.

- None

- can improve on one-on-one communication and interaction

- None

- None

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- Be more flexible, but within the guidelines.

- Maintain department.

- Bring self to level of subordinates, understand and see the work they put in completing jobs/tasks.

- Communicate her office's goals and achievements

- No changes at this time.

- Become more involved in college activities.

- Develop better presentation skills.

- She needs to know and stick to her section's priorities and stop overstepping her responsibilities to make herself look like she can handle other projects at the expense of her staff. She pushes her staff to the point where they have to work late and on weekends because they were busy doing other projects that interrupt their actual responsibilities. Aside from this, she calls too many staff meetings which slows down productivity when meeting time could be spent accomplishing assignments.

- Promotion and higher pay

- understanding communication to improve communication with others

- None

Assistant Director, Planning & Development

- None

- Needs to know more about the programs at the college.

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- Can't judge

- He is a team player and maintains focus on what's best for the institution and for the student. He is personable and he has direction.

- Cares about the college and values education. Runs his department well.

- Knowledge of programs.

- He's team player with can get the job done.

- 1. His knowledge of the job, organizational skill, and outstanding ability to work with different organizations participating in the Apprenticeship Programs. 2. His neckties are cool!

- Longevity at the institution and as assistant director.

- He has been in the college for a long time.

- Educated and understanding. Has the management skill to work with his subordinates.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- Can't judge

- I don't have enough contact to judge.

- None.

- None.

- None.

- His ability to prioritize tasks and to recognize the need to effectuate curriculum change because of Guam's imminent employment needs.

- What does he do?

- None

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- Can't judge

- Not enough contact to judge

- Be more visible

- Get more support for program.

- None.

- He seems a bit intimidating when you first meet him—quiet and no smile. But, after talking with him, I immediately realized how much he truly cares about students' ability to succeed and how hard he works to ensure their success.

- None

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- He's got a lot of credentials.

- Experience, education and certifications!

- Knowledge of his field, energy, hard worker

- He is honest, competent, keeps his people informed, and instills a strong sense of teamwork.

- His staff.

- He knows his stuff.

- has genuine concern to improve technological aspects and functioning of the college

- None

- He is intelligent and always has a smile on his face.

- Knowledge, skill aggressiveness.

- tries

- Nice guy in non-work related situations.

- His knowledge and expertise in his area of specialty

- Has knowledge and expertise in the technical field.

- Department functions.

- his last name

- He is a nice guy, but not in this job.

- Knowledge of his job and willingness to help others.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- Can he lead his team and have that positive support of the campus?

- Unbalanced workload among other personnel in the department.

- Doesn't listen

- None

- Ability to manage and plan

- He needs to be concerned about using technical terms when explaining programming issues to the average systems user.

- Can improve on making more effective decisions; could improve his ability to effectively troubleshoot and apply technical knowledge

- Autocratic, and non-consultative in his management approach

- This person does not fully communicate with his people or those he deals with. He does not provide an avenue for people to disagree with him and people in his area can't even speak up. He allows for other people to be considered the "bad guys" but he is intentionally or unintentionally not providing the whole story.

- None

- Doesn't listen

- Practices obfuscation even if unintended. This and desire to have autocratic decision-making abilities over campus technology has created a sense of wary distrust between the community and department.

- Inability to prioritize and make wise decisions.

- He doesn't see accomplishments and self centered

- He seems to be in the old mainframe mentality, which has been dead for decades, and thinks his way or no way, makes sure his staff knows that going against him will not be allowed. Better to jump and ask how high rather than disagreeing.

- None.

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- Needs to be a team player and more receptive as a leader.

- Review all personnel work load and performance.

- Should listen to others' opinions and expressed needs.

-

- He needs to do a better job at planning and organizing his work and department. When the department had an acting administrator, the department functioned much better and the relationships with the department and others were positive. He should take some management lessons from the acting administrator.

- Recommend this administrator keep in mind that employees of the college are his customers, i.e. if employees don't have the support of a timely manner to address their computer needs, such employee's performance impacts our student's educational support.

- strategic planning; how to prioritize responsibilities; effective decision-making; communicating with others

- Learn how to deal with people in a humane, caring way

- His division would improve if he worked elsewhere.

- Better organizational skills.

- Remember for what his job is created, and the he supports the faculty not the other way around

- He needs to learn that the department is here to support and not dictate technology use on campus. After having experienced a different person heading the department for a couple of months, it was shown that there is a different and more positive way for the department to interact with the GCC community. I'm afraid it's too late but if he doesn't learn how to create a cooperative attitude between the department and the GCC community, it doesn't look good for the future.

- Priorities, organization, time management.

- Move him to another office

- Everything…Change into the IT as a Service rather than a Control department. Put meeting needs of users at front, and look at all options.

- ?

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- Able to keep her coolness even during stressful times.

- warm, caring and receptive person, works hard and pays attention to detail

- She is very personable. She goes out of her way to assist others.

- Pleasant personality

- She is always pleasant and works very hard to satisfy people. Even when she is overworked, she displays and smiling, helpful, professional attitude toward anyone and everyone. Great attitude!

- Knowledgeable of work involved and is very positive to new change happening on campus.

- Effectiveness, organized, knowledge of her department, foresight, team leader/player.

- No comment

- Great person!

- Listening and following through with tasks.

- Competent. Nice person to work with.

- Very calm and considerate. Always ready and willing to assist even though her plate is full.

- dedication, knowledgeable

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- Does not have any trade background to really understand the bid process.

- too nice and too trusting sometimes

- Can improve in the area of guiding staff for a more customer oriented environment.

- Needs to be more aggressive at times; especially with vendors who don't deliver on time.

- None

Supply Management Administrator, Materials Management

- None.

- I have none whatsoever.

- No comment

- No reservations.

- Sometimes takes a little too long in making decisions.

- None.

- None

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- To become more comfortable with the use of technology.

- Know the different type of trades in order to compare the different contractors' description of job bids.

- Be tougher sometimes

- Leadership and assertiveness training

- Needs to give more authority to her staff to make some basic decisions; this will allow her to work on the more important issues. Needs to demand more from vendors in terms of delivery time and conforming with the contracts.

- None.

- None at this time.

- no comment

- Needs to be a little more assertive with her staff.

- Additional personnel.

- Needs more help.

- Delegation of tasks.

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- Certification in counseling.
  Dealing with disciplinary actions (students)
  Supportive of his staff
  Does well in presentations—practical and not boring.
  If you do your job well, you will have his trust.
  Understands factors that may affect an employee's work (family, kids, etc.) For this, I'm grateful.
  Sense of humor that comes naturally to him.
  Fast in decision-making in time of emergencies and does not panic. Maybe because of his past work experiences.

- Handling conflicts

- His experience and knowledge of the job are assets to the College.

- He knows his job and he has the ability to diffuse various situations as they arise.

- Very good in public speaking….funny guy!

- He's good at what he does.

- Dedication.

- Demonstrates a strong commitment to the mission of the College

- Very approachable, works well with instructors.

- has a good handle on college safety issues

- I like him. I do trust that he holds what I do as "valuable".

- Personality

- Knows how to control situations with students.

- can't judge

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEYQUESTION)

- None

- How substitute teachers are selected and evaluated.

- Power struggle

- Trust is an issue and the manner in which he puts people down.

- He needs to review existing policies and procedures of his office especially with regards to secondary faculty requesting for sub teachers. He also needs to review the qualifications and performance of his substitute teachers.

- He has my confidence.

- Excellent

- None

- could be more open-minded; once he makes a decision, it is difficult to have an open dialogue

- Only that the position of support is under funded with regard to subs for teachers. Office also needs organizational resources – like attendance system for secondary teachers.

- none

- None

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- online substitute teaching request

- communicate more

- Employ "management-by-walking-around". In other words, visit his sub teachers and see if they are actually doing their job; because most of them sleep on the job.

- None

- None

- None needed

- training and practice in improving collaborating and dialogue abilities

- Above.

- None

- Give us a suggestion box concerning student issues and how to address them.

A. **WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)**

- Her knowledge of the laws, agreements, contracts, budgets that will affect the direction of the College.

- Decisive attitude. Focus towards a goal.

- She's well versed on policies and procedure and keeps everyone in check.

- Experience

- Insight of the job and foresight to achieve institutional goals

- Organizational skills

- Knowledge of labor laws

- Administrator is a go-getter….she works along her employees.

- Her knowledge in her area of expertise

- Job knowledge

- Organized, detailed and plans well. Is focused and a team player.

- Trustworthy, honest.

- She is sharp!

- Professionalism

- Knowledge of department processes. Ability to complete tasks in specified time.

- experience and close relationship to the president

B. **WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)**

- None

- Policy interpretation has not always proven to be the correct one. Some decisions appear to be more admin oriented vs. employee.

- None. She's done exceptionally well to maintain the integrity of her department and provide guidance in the College's overall hiring practices.

Administrator, Human Resources Office

- None

- None

- Too aggressive as an administrator. Shows favoritism.

- none

- Not sure I can trust her with confidential information. Made a sly comment to me when we were alone, that let me know that she was a "control" type of person. I only go to her if I absolutely have to.

- None

- none

- None. She is one of the most qualified people on this campus.

- None

- None

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- New filing system similar to Admissions and Registration. Active files will be well organized along side with inactive files that are currently stored in stacked boxes.

- Her department is a difficult department and overall I think she's the right person for the job. She does need to put more emphasis on employee support and necessarily through policies only.

- None

- Additional personnel

- To see the overall priorities in the office and assign accordingly. Administrator seems to "protect" a certain employee by removing some of the duties and giving to other employees.

- none

- She needs to lighten up.

- Does very well just needs to maintain.

Administrator, Human Resources Office

- little warmer

- Reach out to non-administrators

Coordinator, Student Financial Aid
Guam Community College
01/31/2008 – 02/29/2008

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- Willingness to listen and learn and try to understand.

- She is excellent at what she does despite the personnel resources that she is surely lacking.

- Continuity – she has been with the institution for many years.

- listens

- Has a sense of humor and is well balanced.

- Willing to help.

- She is receptive to students and their needs. She is quite knowledgeable with her work area.

- She has a great personality and is very adept in her knowledge of her department. I've never heard a complaint from a student regarding the service from her department.

- Has historical knowledge

- knowledge of federal laws and guidelines pertaining to her work

- She demonstrates not only efficiency and knowledge in the financial aid process, but compassion and understanding for the students she works with. She is a student advocate and a wonderful asset to the College.

- She is very approachable and easy to talk to. She is honest and straight-forward. Students often commented that they liked her personality.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- None

- Lacks the initiative to do more for the college, but that may just be due to the lack of personnel in her office.

- She should be more versed with questions parents may have regarding FAFSA.

- nothing

- None.

Coordinator, Student Financial Aid

- None

- We all worry about her health. And her ability to kill computers☺.

- none

- Her ability to act proactively. It does not seem that I've seen any improvement in this office's effectiveness. I'm optimistic that with the integrated banner system positive improvement will begin to emerge.

- None whatsoever.

- None.

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- ?

- She needs to be more concerned about meeting overall goals of the institution's BANNER timelines, especially as it relates to her department.

- nothing

- None

- I believe it's already happened with a Program coordinator being assigned to relieve some of the load especially with the SunGard project.

- None

- Have someone, perhaps from the feds, re-evaluate the processes used and correct the weaknesses or ineffectiveness in the process.

- She needs more staff.

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- She doesn't mince her words.

- Always on top of my request. Gets it done immediately.

- I am not familiar this person's position description.

- hardworking, honest and fair

- Interest to solve problems.

- The program seems to be making progress.

- Dedication to work

- Very friendly, helpful and supportive.

- Can't judge

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- She is not really contributing to making GCC a better place. She only does the minimum required – if that.

- Too many breaks in a given day.

- I am not familiar with this person's position description.

- None

- No Reservations on the Administrator, but the resources she was provided to do the job.

- I don't know her real well.

- So far so good

- Known as the "do nothing" administrator around campus.

- None. Always helpful, no matter how busy she is!

- Can't judge

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- Make a decision about whether she wants to contribute toward improvement – if not move on to a place that will house her until retirement.

- Don't hesitate to express your true feelings and give your opinions more often.

- I am not familiar with this person's position description.

- Be move visible on campus

- As above, it is the resources the administrator has to work with that limits her abilities.

- I don't know.

- Continue improve GCC program

- none

- Can't judge

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- don't know

- She's a team player.

- Have not seen them yet.

- I have only met her once since I've been here for 2 years. Unfair to evaluate.

- Her personality and her ability to get along with other which shows that she is a great team player.

- Friendly. Even with little contact, she appears to be a hard worker.

- Approachable; Good listener.

- Have not worked closely with this individual in order to rate effectively.

- Very friendly, cheerful and a good listener.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- a lot

- Needs more guidance and initiative to get things rolling.

- She's not perceived as an administrator

- None.

- Programs don't seem to have much contact with her. But her priorities may be somewhere else. We just don't know and it may not even matter!

- None.

- Didn't know she was an administrator

- I've had very minimal interaction with this administrator on a professional manner, therefore, can't respond with merit.

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- Though I have contact with this office almost on a daily basis, I still do not see the reason this position exists or the functions of the person filling it. I see the Associate Dean doing everything I would expect this person to be doing.

- Take charge of the department.

- More exposure, maybe a more upgraded job position.

- More exposure to all facets of our institution.

- Know her departments procedures and policies

- Be more cognizant of my department's interaction and how her department's statistical information provide significantly to report writings.

A. **WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)**

- Willingness to learn, enthusiastic about his work

- A nice guy—approachable and easy to talk to.

- None

- Has knowledge of his area and seems determined to do his job well despite technical obstacles

- Nice smile.

- statistical knowledge

- He is new to higher education and is a fast learner.

- Good speaker

- I can't evaluate this person because I don't deal with him

- He did a great job on the Fact Book!

B. **WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)**

- Not really trained for this position; research background almost absent

- Does not seem to know how to do his duties and responsibilities. Has very limited knowledge of what his position entails.

- No experience. Still trying to figure out his role and responsibilities.

- accuracy of information presented

- He needs to feel more confident with himself.

- The only reservation I have is his inability to prioritize assignments/tasks to ensure deadlines are achieved so that it does not adversely affect my department's work.

- Needs to be more goal-oriented

- No comment

- I need more time to work with him.

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- Exert more initiative in equipping himself with the appropriate skills and knowledge to make him effective-- read, read, and read more

- Because his job is a new position in the College, it would be good if his role is more clearly defined to the College community.

- Expand his knowledge to what the institutions needs are on statistics and not be so narrow minded on his duties.

- It would be helpful if he came around to the various departments to make himself known and to let us know what he could do for us.

- Be a bit more forceful about what you need or want from the rest of us.

- The job is very simple; collect, store and analyze data.

- priorities

- Needs improvement with keeping better time and attendance on important matters. Although he supports the mission of the institution and department, he needs to be more cognizant about participating in activities. This administrator has good ideas, and to be heard and appreciated for his newness to the institution would be an advantage to him.

- To improve his effectiveness here at GCC, he should take charge and meet with EACH department to assess their data needs AND set up standard reports for their use.

- ODS Training

- N/A

A. **USE THE SPACE BELOW TO ELABORATE ON ANY OF THE RATINGS YOU MADE OF THE DEANS ADMINISTRATIVE EFFECTIVENESS OR TO COMMENT ON OTHER ASPECTS OF HIS/HER PERFORMANCE. (IDEA SURVEY QUESTION)**

- This administrator has no clue as to what happens in the lower campus. He rarely communicates or supports faculty or students. In fact, unless you're in "trouble," he is rarely seen – and then he often jumps to negative conclusions before ascertaining the situation.

- Must visit lower campus more. Smile more often!!

- None to comment.

- He is quite passive and needs to assert himself more.

- He is invisible.

- Keeps instructors up to date with current issues and requests feedback. Very approachable

- This administrator truly does try to make decisions in the best interest of the faculty, administrators, and staff he oversees. He is not self-serving.

B. **USE THE SPACE BELOW TO PROVIDE COMMENTS TO CLARIFY OR ELABORATE ON YOUR GENERAL IMPRESSIONS OR TO OFFER SUGGESTIONS PERTAINING TO THE DEAN, THE OPERATION OF THE DEAN'S OFFICE, OR THE COLLEGE. (IDEA SURVEY QUESTION)**

- He is not excitable, whether good or bad news. Mostly has a flat affect. When making an appointment to see him I feel like "I am going to the principal's office". It is hard to judge feedback from him; I understand this is mostly due to his personality traits.

- The administrator must take the leadership to determine how each and every program in his school can institute continuous improvements through regular review of curricular documents, engagement with key faculty, and substantive involvement at the department level

- He has a wealth of knowledge and understanding about the College that oftentimes gets overlooked. Leaders at the College should tap into this living, breathing resource!

A. **USE THE SPACE BELOW TO ELABORATE ON ANY OF THE RATINGS YOU MADE OF THE DEANS ADMINISTRATIVE EFFECTIVENESS OR TO COMMENT ON OTHER ASPECTS OF HIS/HER PERFORMANCE. (IDEA SURVEY QUESTION)**

- She has held this position for too short a time for me to effectively evaluate her performance. Another shortfall is that she is difficult to find.

- Her performance so far is above satisfactory

- A fresh attitude for the college definitely focused on students and serving there needs, and supporting the faculty to meet the needs.

- I'm not a faculty member, so I can't judge anything about this person. Maybe this survey was erroneously sent to me. However, my first impression of her is that she is very capable and an understanding professional and a good-hearted person.

- Still too new; has limited exposure to different areas; still need to wait and see

- It is useless to survey these administrators as many faculty members only meet these administrators once a year during the faculty evaluation period. It would be more useful and meaningful to survey the president, vice-president academics, and the deans. Although, faculty members do not see or meet with the president and AVP their policies reflect their leadership. We the faculty members can make improvements to the college if we were given an opportunity to voice our opinions regarding these three individuals. I may add that the president should reassess the functions of these administrators. I personally feel we have too many of these administrators for a small college. The ideal is to have one dean and one associate dean. I see no reason to continue this survey.

- Has not shown much yet.

- I don't know anything about her.

- This is a fairly new administrator to the institution.

B. **USE THIS SPACE BELOW TO PROVIDE COMMENTS TO CLARIFY OR ELABORATE ON YOUR GENERAL IMPRESSIONS OR TO OFFER SUGGESTIONS PERTAINING TO THE DEAN, THE OPERATION OF THE DEAN'S OFFICE, OR THE COLLEGE. (IDEA SURVEY QUESTION)**

- Overall, she could have made a greater impact on the college if she would have focused on a few items instead on a variety of tasks.

- Operation of the Dean's office... so far so good

- Although she is able to accomplish a task there appears to be no urgency on her part to provide timely information.

- Again, a fresh person in the college open to various options, as contrasted to some that have a fixed ideal on how things should be done, and not open to changes.

- I'm not a faculty member, so I can't judge anything about this person. Maybe this survey was erroneously sent to me. However, my first impression of her is that she is very capable and an understanding professional and a good-hearted person.

- Still needs to learn more about the different programs; should make more effort to go around and meet the faculty and staff to better troubleshoot conflicts and disputes or even to suggest improvements

- Needs to attain a significant mission.

- I don't know her, but I see her do her job. Looks very confident, firm, and poise

- Needs to be more flexible to her role as an administrator of an autonomous agency vis a vis line agency.

A. **Use the space below to elaborate on any of the ratings you made of the deans administrative effectiveness or to comment on other aspects of his/her performance. (IDEA Survey Question)**

- No Comment

- She is truly an advocate of GCC programs. Her energy and determination in accomplishing the goals for the department and college are outstanding. Very few administrators possess these qualities in the college.

- She is one of the hardest working administrators, if not THE hardest working one. Yet, she continues to smile and build the morale of those around her. She is an inspiration.

- This administrator has an extremely high energy that isn't tapped to her fullest potential.

- As an administrator, she kept a good balance between faculty evaluation and other work, and was successful! A less talented individual would not have been able to handle the pressure. Her amiable personality also contributes immensely to her success.

- She is a real asset to the college!

- She brings in a lot of money. She should be more visible in the community just like Flora Baza is at UOG.

- My experience is that she has a very good balance of professional and personal traits.

B. **Use the space below to provide comments to clarify or elaborate on your general impressions or to offer suggestions pertaining to the dean, the operation of the Dean's Office, or the college. (IDEA Survey Question)**

- No comment

- Dynamic individual with many ideas for institution. Very creative and fun.

- She gets the job done. She has the willingness and capability to successfully lead any campaign or accomplish the college's goals.

- This person's primary responsibility was focused on a specific area rather.

- She is a very hard worker who does any task at hand with great enthusiasm. I have never heard her complain about her huge workload. Instead, she gets the job done with a positive attitude no matter how unfair the circumstances may seem.

- She is extremely approachable and will give her opinion if sought. She is able to craft her opinions and responses in an articulate and assertive manner.

IX. Consolidated Job Performance Ratings of GCC Administrators & Deans

Comprehensive Report of IDEA Feedback Ratings for GCC General Administrators
AY 2005-2006, AY 2006-2007, AY 2007-2008

Position	Total Respondents		Number Responding		Response Rate		MEAN, *Job Performance* (where 1=Poor, 2=Mediocre, 3=Good, 4=Excellent, 5=Superb)		MEAN, *Confidence* (where 1=Definitely not, 2=No, but I have reservations about this, 3=Yes, but I have reservations about this, 4=Definitely yes)	
Administrative Services Division										
VP, ASD	198 (05-06 AY)	208 (07-08 AY)	119 (05-06 AY)	143 (07-08 AY)	60% (05-06 AY)	69% (07-08 AY)	2.8 (05-06 AY)	2.9 (07-08 AY)	2.9 (05-06 AY)	3.0 (07-08 AY)
Administrator, MIS	51 (05-06 AY)	50 (07-08 AY)	22 (07-08 AY)	34 (07-08 AY)	43% (05-06 AY)	68% (07-08 AY)	2.9 (05-06 AY)	2.7 (07-08 AY)	3.0 (05-06 AY)	2.8 (07-08 AY)
Assistant Director, Planning & Development	44 (05-06 AY)	41 (07-08 AY)	26 (05-06 AY)	29 (07-08 AY)	59% (05-06 AY)	71% (07-08 AY)	3.5 (05-06 AY)	3.7 (07-08 AY)	3.7 (05-06 AY)	3.7 (07-08 AY)
Business & Finance Division										
Administrator, Human Resources	57 (05-06 AY)	49 (07-08 AY)	31 (05-06 AY)	35 (07-08 AY)	54% (05-06 AY)	71% (07-08 AY)	3.4 (05-06 AY)	3.8 (07-08 AY)	3.3 (05-06 AY)	3.5 (07-08 AY)
Coordinator, Financial Aid	45 (06-07 AY)	40 (07-08 AY)	29 (06-07 AY)	26 (07-08 AY)	64% (06-07 AY)	65% (07-08 AY)	3.8 (06-07 AY)	3.7 (07-08 AY)	3.7 (06-07 AY)	3.8 (07-08 AY)
Administrator, Supply Management	54 (05-06 AY)	45 (07-08 AY)	23 (05-06 AY)	33 (07-08 AY)	43% (05-06 AY)	73% (07-08 AY)	3.4 (05-06 AY)	3.7 (07-08 AY)	3.7 (05-06 AY)	3.8 (07-08 AY)
President's Office										
Assistant Director, Communications & Promotions	48 (05-06 AY)	49 (07-08 AY)	29 (05-06 AY)	38 (07-08 AY)	60% (05-06 AY)	78% (07-08 AY)	2.9 (05-06 AY)	2.6 (07-08 AY)	3.1 (05-06 AY)	2.7 (07-08 AY)
Academic Affairs Division										
Assistant Director, Apprenticeship	54 (05-06 AY)	35 (07-08 AY)	32 (05-06 AY)	23 (07-08 AY)	59% (05-06 AY)	66% (07-08 AY)	3.4 (05-06 AY)	3.5 (07-08 AY)	3.5 (05-06 AY)	3.5 (07-08 AY)
Administrator, Student Support Services	53 (05-06 AY)	48 (07-08 AY)	23 (05-06 AY)	34 (07-08 AY)	43% (05-06 AY)	71% (07-08 AY)	2.5 (05-06 AY)	3.3 (07-08 AY)	2.8 (05-06 AY)	3.3 (07-08 AY)
Program Specialist, Student Support Services	40 (06-07 AY)	47 (07-08 AY)	25 (06-07 AY)	34 (07-08 AY)	63% (06-07 AY)	72% (07-08 AY)	2.6 (06-07 AY)	2.8 (07-08 AY)	2.7 (06-07 AY)	3.2 (07-08 AY)
Program Specialist, Continuing Education		39 (07-08 AY)		24 (07-08 AY)		62% (07-08 AY)		3.0 (07-08 AY)		2.9 (07-08 AY)
Institutional Researcher		37 (07-08 AY)		28 (07-08 AY)		76% (07-08 AY)		2.6 (07-08 AY)		3.1 (07-08 AY)

Comprehensive Report of IDEA Feedback Ratings for GCC Deans/Associate Deans
AY 2005-2006, AY 2006-2007, AY 2007-2008

Position	Total Respondents		Number Responding		Response Rate		MEAN, *Job Performance* (where 1=Poor, 2=Mediocre, 3=Good, 4=Excellent, 5=Superb)		MEAN, *Confidence* (where 1=Definitely not, 2=No, but I have reservations about this, 3=Yes, but I have reservations about this, 4=Definitely yes)	
Dean, TPS	56 *(05-06 AY)*	49 *(07-08 AY)*	30 *(05-06 AY)*	34 *(07-08 AY)*	54% *(05-06 AY)*	69% *(07-08 AY)*	3.1 *(05-06 AY)*	2.9 *(07-08 AY)*	3.9 *(05-06 AY)*	3.6 *(07-08 AY)*
Associate Dean, CE, TSS	67 *(05-06 AY)*	49 *(07-08 AY)*	46 *(05-06 AY)*	37 *(07-08 AY)*	69% *(05-06 AY)*	76% *(07-08 AY)*	3.5 *(05-06 AY)*	3.3 *(07-08 AY)*	4.1 *(05-06 AY)*	3.9 *(07-08 AY)*
**Associate Dean, TSS	43 *(05-06 AY)*	41 *(07-08 AY)*	28 *(05-06 AY)*	35 *(07-08 AY)*	65% *(05-06 AY)*	85% *(07-08 AY)*	3.2 *(05-06 AY)*	3.0 *(07-08 AY)*	3.7 *(05-06 AY)*	3.6 *(07-08 AY)*

**Note: Two different Associate Deans for TSS were evaluated in 05-06 AY and 07-08 AY. Therefore, a performance comparison from Round 1 to Round 3 is not possible. Additionally, this is the first assessment of the Program Specialist for Continuing Education and the Institutional Researcher.

X.   CONCLUSIONS

The following observations are derived from a review of the qualitative comments made by survey respondents and the quantitative results of the survey:

- Administrators are perceived as knowledgeable. Perhaps because several administrators who were evaluated this third cycle have been at the college for many years, they have accumulated a wealth of institutional knowledge as well as job-specific knowledge.

- Administrators are reported to have good interpersonal skills and are team players. A number of respondents described administrators as approachable.

- Administrators are believed to have integrity. Respondents described administrators as honest, trustworthy, and fair.

- Communication is an area of improvement for administrators. Respondents believe that administrators need to communicate more and to seek feedback from others. Moreover, they need to be more visible.

- Respondents believe that administrators need to be more proactive/assertive/aggressive in order to get things done.

- XI.   RECOMMENDATIONS

How can performance improvement be achieved? The following recommendations are given to address this question:

- Simply giving administrators their assessment results is unlikely to motivate the administrator to make significant changes. The administrator needs to review the evaluation with his or her supervisor. During this meeting, specific suggestions should be made on how to improve performance.

- Vice Presidents should provide concrete tools for administrators to improve their performance. For example, training opportunities should be provided to administrators to help them address their weaknesses and develop their strengths.

- As recommended in the January 2007 Consolidated Administrators' Assessment Report, the IDEA online survey must somehow be integrated into the college's existing job performance evaluation process. Although this will require discussion among all administrators and may take time to be implemented, a concrete first step would be to include the IDEA performance evaluation report of a specific administrator in every HR increment form that is sent to an employee's supervisor. This will ensure that the conversation for improvement will continue between supervisor and employee.

Performance evaluation should be a catalyst for performance improvement. However, in order to achieve performance improvement, administrators must accept the value of the assessment process and have the capacity to make needed changes. An institution-wide commitment to performance evaluation will not only benefit administrators, but the institution as a whole.