Guam Community College

9th Annual
Institutional Assessment Report

AY 2008 - 2009

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

Ninth Annual Institutional Assessment Report, AY 2008-2009
Committee on College Assessment
Guam Community College
August 2009

TABLE OF CONTENTS

Ninth Annual Institutional Assessment Report (AIAR)
Committee on College Assessment
Guam Community College
August 2009

Executive Summary

As with the prior institutional assessment reports, the 9th AIAR addresses the four major recommendations mentioned in the 2006 Accrediting Commission for Community and Junior Colleges (ACCJC) Evaluation Report which relate to general education, governance process, integration of Student Learning Outcomes (SLOs) in program and course documents, and the leadership of the Board of Trustees (BOT).

This report provides an update on the implementation status of recommendations made in the 8th AIAR. Additionally, TracDat data patterns are discussed including updated compliance rates, patterns in articulating outcomes, assessment methodologies for SLOs, and program review. Furthermore, recommendations for the upcoming academic year are included. These recommendations and related activities will help prepare the College for its site visit by ACCJC in Spring 2012.

The College continues to make strides in addressing ACCJC's concerns. Although the institution has been able to achieve many accomplishments since the last ACCJC visit in Spring 2006, there is still much more work to be done. Curriculum documents that are five years old and older need to be updated, SLO maps for all programs need to be completed in order to ensure that SLOs and syllabi are uniform for assessment purposes, the 28 general education outcomes should be revisited and streamlined, Institutional Learning Outcomes (ILOs) need to be developed and mapped to each course, the SLO Booklet needs to be updated and aligned with the SLOs published in the College catalog, and program budgets should link to assessment outcomes through a systematic program review process.

Ninth Annual Institutional Assessment Report (9th AIAR)
AY 2008-2009
Committee on College Assessment
Guam Community College
August 2009

Part I: Updates to the 8th AIAR

Guam Community College had a very challenging yet productive year. Similar to other

institutions of higher learning, the College was faced with challenges brought on by the global

economic crisis. Additionally, like other Government of Guam departments and agencies the

College was affected by budget shortfalls. In response, GCC implemented cost-cutting

initiatives and prioritized its spending to ensure that it continues to provide affordable, high

quality education for all students. The College was also involved in discussions at the federal

and local level to explore other sources of funding to assist in meeting its financial obligations.

Despite the financial challenges, however, GCC realized a number of accomplishments in AY08-

09.   Table 1 below highlights some institutional and individual accomplishments:

Table 1

Accomplishments – AY 2008-2009

ACCOMPLISHMENT	DESCRIPTION
SkillsUSA Silver Medal	Cindy Segal, a postsecondary Medical Assistant student won the silver medal in her category at the SkillsUSA 2009 Leadership and Skills Conference held on June 22-26, 2009 in Kansas City, Missouri. In the previous two national competitions, GCC won back-to-back gold medal awards.
2009 International Exemplary Leader Award	Barbara C. Mafnas, Instructor, Medical Assisting Program, was a recipient of the Chair Academy 2009 International Exemplary Leader Award for her expert mentorship of two consecutive Gold Medal winners in the SkillsUSA national competition.
President Receives Ed.D.	President Mary A.Y. Okada successfully completed her doctoral program from the University of Phoenix. Dr. Okada received an Ed.D. in Educational Leadership.

ACCOMPLISHMENT	DESCRIPTION
Associate Dean Receives Ed.D.	Associate Dean, Geraldine James, successfully completed her doctoral program from the Argosy University. Dr. James received an Ed.D. in Educational Leadership.
ProStart Team Wins 4th Place	The George Washington High School ProStart team placed fourth at the National ProStart Invitational held on April 24-26, 2009 in San Diego, California. Thirty-five other teams competed in the competition.
Lodging Management Team Wins 3rd Place	The Okkodo High School Lodging Management Program placed third in Hotel Operations in the national competition held in Orlando, Florida on April 18, 2009. There were 13 states and territories represented at the competition.
GCC College Fair	GCC held its first College Fair for parents and graduating seniors on April 2, 2009 at the College's Multipurpose Auditorium. The event was designed to provide parents and students with information on how to register for classes, pay for college, transfer courses, and plan a career. Participants were also provided with information on GCC's faculty and programs.
Low Risk Auditee	GCC qualified as a low risk auditee for the eighth consecutive fiscal year since 2001.
Medical Assisting Program	GCC's Annual Report Form (ARF) was approved by the Medical Assisting Education Review Board (MAERB) in the Spring. The College's Medical Assisting Program remains in good standing with the MAERB and accreditation is extended.
Certificate in Medium/Heavy Truck Diesel Technology	In anticipation of the military buildup, the College adopted this program in July 2009.
A.S. in Surveying Technology	The A.S. in Surveying Technology was adopted in Spring 2009. This program builds on the existing certificate program in Surveying Technology. The program was approved by ACCJC and is scheduled to begin in Fall 2009.
2008-2010 College Catalog	The 2008-2010 College Catalog was posted on *MyGCC*[1] in August 2008. The 2008-2010 College Catalog lists programs and courses with SLOs. All fourteen (14) certificate programs listed in the catalog have SLOs along with the sixteen (16) associate programs. Furthermore, the catalog contains a section called "A Statement on Student Learning Outcomes" which highlights the value and importance that the College places on SLOs.

---

[1] *MyGCC* is the College's integrated database system with web accessible information that combines student, financial aid, finance, and human resources into one system.

ACCOMPLISHMENT	DESCRIPTION
	The 2008-2010 College Catalog can be found at the following web address: **http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2130**
Allied Health Center	GCC broke ground on its new Allied Health Center on September 5, 2008. At a cost of over $4 million, the 24,000 square-foot center includes state-of-the art classrooms and laboratories for the Allied Health Program and Science Department.
Learning Resource Center	GCC received a two-year $2.49 million grant from the U.S. Department of Education to build a new 20,000 square foot Learning Resource Center, doubling the size of GCC's existing 8,640 square foot facility.
Student Center	The design of the Student Center is ongoing and calls for construction of an all concrete building consisting of approximately 22,000 square feet.
Village Outreach Sessions	In an effort to increase community awareness of the College, GCC conducted *village outreach sessions*. Since July 2008, the College, in partnership with the village mayors and the Mayors' Council of Guam, conducted seven *village outreach sessions* to inform the community of the programs and services available at the College. These sessions were held during the evening to accommodate as many people as possible. The *outreach* was designed to provide individuals with information on what they need to do if they are interested in any of the College's programs or services. Additionally, the sessions provide an opportunity for the College to hear what programs and courses people want offered at GCC. Outreach sessions were held in the villages of Dededo, Mangilao, Sinajana, Agana Heights, Yigo, Mongmong, Toto, Maite, Agat, Santa Rita, and Ordot-Chalan Pago.
Community Outreach	In addition to the *village outreach sessions*, the College has also been actively involved in other community outreach activities designed to educate industry representatives about the programs and services offered at the College.
Early Bird/Express Registration	The College held its first ever *Early Bird Registration* on November 18 &19, 2008. This event was held in the College's Multi-Purpose Auditorium (MPA) and was designed to encourage new and returning students to register early for the Spring 2009 semester. Faculty from the various academic departments and representatives from the Office of Admissions & Registration, Assessment & Counseling, Financial Aid, Health Services Center, and the Business Office were present to support and assist students. Additionally, Management Information Systems (MIS) personnel provided technical support. Representatives from the various student organizations were also present to assist students. A similar event called *"Express Registration"* was held on January 6-9, 2009.

ACCOMPLISHMENT	DESCRIPTION
Enrollment Increase	The College's Spring enrollment (postsecondary and adult education) increased by 5% from 1,749 students registered in Spring 2008 to 1,835 students registered in Spring 2009. Seat count increased by over 5% from 4,896 in Spring 2008 to 5,144 in Spring 2009. On average, students were taking approximately 3 classes during a term. The increase in enrollment is attributed in part to heightened recruitment efforts through *village outreach sessions*, *Early Bird Registration*, and *Express Registration*; all of which occurred prior to the start of the Spring semester.
Apprenticeship Program[2]	There was an 18.2% growth in active employers from 33 in AY07-08 to 39 in AY08-09, an 8.7% increase in active apprentices from 252 in AY07-08 to 274 in AY08-09, and a 24.5% increase in enrollment from 294 in AY07-08 to 366 in AY08-09.
College Access Challenge Grant Program (CACGP)	On August 14, 2008, GCC received funding for the CACGP that focuses on bridging middle school students to postsecondary education.
Boot Camps	The College was awarded $383,187 in Congressional Earmark Grants. These grants provided funding for adults to enter the construction trades and electronic boot camps in June 2009. The College received $475,251 from the Pacific Vocational Education Improvement Program (PVEIP) funding to initiate a similar boot camp for secondary students in construction trades and electronics.
Operations and Maintenance Improvement Program (OMIP) Funding	In February 2009, the College received $443,993 from OMIP to purchase instructional equipment and supplies for Air Conditioning & Refrigeration, Masonry, AutoCAD, Electrical, Plumbing, Carpentry, and Welding Programs.
Foundation Fundraising Activities	The Development and Alumni Relations Office brought in a total of $56,969.91 in revenue from Special Events and $26,980.00 from *Major Gift Giving*. The revenue reported is for the period of October 2008 to June 2009.
Position Classification, Compensation and Benefits Study	On August 15, 2008 the College announced that the Human Resources Office would be working with *Alan Searle & Associates, Limited* to complete a comprehensive position, classification, compensation and benefits study. In Phase One of the study, administrators and staff were required to update their position descriptions by August 22, 2008. Faculty Job Specifications were used for the faculty position descriptions. Phase Two involved compensation structuring and Phase Three involves implementation. Upon completion of the study, several proposals were presented to the Board of Trustees for approval. During the BOT monthly meeting held on February 5, 2009, the Board approved the Compensation Salary Study to base the salary adjustment for faculty. They also approved the selection of the 10% market percentile for faculty salary adjustment. The administrator component

---

[2] Data is reported for fall & spring semesters only. AY08-09 data is as of March 2009. Information was provided by the GCC Apprenticeship Office.

ACCOMPLISHMENT	DESCRIPTION
	of the study is still being finalized.
Participatory Governance	As reported in the College's Midterm Report to ACCJC, the phrase *shared governance* became a contentious issue for the College. Additionally, an advisory letter from Dr. Barbara Beno (President of ACCJC) further fueled dialogue on the meaning of *shared governance*. Consequently, the chief negotiators in the Board-Union agreement proposed to modify the faculty governance structure in a memo to the Board. As a result of this dialogue, faculty and management negotiating teams were formed to discuss Article XII (The Faculty Senate) of the Board-Union Contract in September 2008. The result of these negotiations is a revised article in the Board-Union contract, now renamed *Participatory Governance* (formerly the *Faculty Senate*). It was fully ratified by the general faculty during Professional Development Day on October 13, 2008 and approved by the Board at its meeting on November 17, 2008. The new negotiated agreement was implemented in Spring 2009. The Midterm Report to ACCJC can be found at the following web address**:** **http://guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1783** The Revised Article XII can be found at the following web address: **http://guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1784**
Institutional Strategic Master Plan (ISMP)	The College's Institutional Strategic Master Plan (ISMP) underwent review in Spring 2007 and Fall 2008. The ISMP is a public document that communicates the College's long-term vision and plan to its campus community as well as to the community at large. With the assistance of a consultant, a campus-wide dialogue regarding the institutional direction of the College occurred. This dialogue involved faculty, staff, administrators, and students. A *Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis* was conducted and a new vision statement was developed in the process. Consequently, a document entitled ***Moving Forward: Institutional Strategic Master Plan, 2009-2014*** was created. The document includes four key initiatives--Pioneering, Educational Excellence, Community Interaction, and Dedicated Planning. The document integrates the Institutional Assessment Plan, the Campus Facilities Plan, and the Technology Plan. The Board approved the 2009-2014 ISMP during its December 4, 2008 meeting. The implementation of the Plan began in January 2009. The ISMP can be found at the following web address:

ACCOMPLISHMENT	DESCRIPTION
	http://guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1614
Enrichment Student Category	Prior to Fall 2008, an *undeclared student* at GCC was described as a student who is taking courses for personal enrichment and who is not working on a degree, certificate or diploma. However, with the adoption of GCC Board Policy 520 on May 8, 2008, a formal category of *enrichment student* was created in order to accommodate the needs of students who do not intend to seek a degree at the College. This policy was made effective in Fall 2008. The 2008-2010 College Catalog can be found at the following web address: http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2130
College Mission and Vision Statement	The College mission statement of 2005 underwent review in AY08-09. The Standard 1 Self-Study Committee led the campus-wide effort to further the dialogue on this issue. A new mission and vision statement was adopted on March 11, 2009 through Board Policy 100. The approved Board resolution also includes the College vision and four critical goals that will align with the ISMP. The ISMP can be found at the following web address: http://guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1614

The following table provides an update to the College's continuous assessment initiatives:

Table 2

Continuous Assessment Initiatives

ASSESSMENT INITIATIVE	DESCRIPTION
Fall 2008 Assessment	The Fall 2008 assessment compliance rate was the highest in eight years (Group A- 87% compliant, Group B- 80% compliant, Group C- 96% compliant, and Group D- 93% compliant).
Assessment and Institutional Effectiveness (AIE) Website Update	On January 2009, GCC/AIE entered into an agreement with BUECODE to transfer all the files, documents, and photos from the AIE website link to the new GCC public website.

ASSESSMENT INITIATIVE	DESCRIPTION
TracDat[3] Update	On January 30, 2009 Nuventive announced the availability of TracDat Version 4.1. The update to GCC's current version was processed on February 26, 2008. On February 5, 2009, AIE staff, the Adjunct Associate Dean, and the Administrative Officer for the Academic Affairs Division participated in a Webinar entitled *"TracDat v4.1: Curriculum Mapping."* The *Curriculum Mapping* feature is similar in format to the curriculum map (MS Word template) currently used by the College. The *Curriculum Mapping* feature will enable the College to enter existing information from the maps directly into TracDat and link it to relevant information in the database.
SLO Update	Since the *2002 Standards of Accreditation* added student learning outcomes assessment and improvement as important components to the required institutional processes of evaluation, planning and improvement, the College has taken several steps to ensure its compliance with this requirement. In AY08-09, the College's Adjunct Associate Dean compiled course-level SLOs for Summer 2008, Fall 2008 and Spring 2009 into a document called *Course Level SLO Booklet* which lists the course-level SLOs extracted from syllabi submitted during Summer 2008, Fall 2008, and Spring 2009 semesters. SLOs at the course level are continuously being compiled each semester with the goal of eventual alignment between all course syllabi and course guide SLOs on file at the AVP's Office. Also in AY08-09, the College took further steps to ensure its compliance with ACCJC's SLO requirements. During a College Committee on Assessment (CCA) meeting held on August 29, 2008, the committee approved a *Four-Year Assessment Cycle Schedule.* The revised schedule alternates between course assessment and program assessment. During the same meeting, CCA also approved a *Program Level Technical Course Requirement Matrix.* This matrix lists the number of technical course requirements for each associate degree program and the number of expected SLOs per program. Since there are several course SLOs, CCA felt that a reasonable expectation for the current assessment cycle is that departments assess at least 50% of the technical required courses for each of their programs. In September 2008, faculty was provided with a copy of the *Four-Year Assessment Cycle Schedule* and the *Four-Year Student Learning Outcomes (SLO) Implementation Plan (2008-2012).* The four-year plan was jointly developed by AIE and the Adjunct Associate Dean. The *Four-Year Student Learning Outcomes (SLO) Implementation Plan* is aligned with the *Four-Year Assessment Cycle Schedule.* It lists tasks that must be accomplished by individuals and departments to ensure that by 2012, SLOs will have been identified for all courses offered at the College. This includes postsecondary, secondary, and continuing education courses.

---

[3] TracDat is the College's assessment data management software

ASSESSMENT INITIATIVE	DESCRIPTION
	The Course Level SLO Booklet can be found at the following web address: http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1918&ItemId=607

The Four-Year Assessment Cycle Schedule can be found at the following web address: http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1710&ItemId=607

The Program Level Technical Course Requirement Matrix can be found at the following web address: http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1698&ItemId=607

The Four-Year Student Learning Outcomes (SLO) Implementation Plan (2008-2012) can be found at the following web address: http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1429&ItemID=607 |
| 2008 GCC-GCA Guam Employers Survey Report | In collaboration with GCC, the Guam Contractors' Association (GCA) administered an online employer survey to its 752 active members from October 22, 2008 to November 23, 2008. The survey consists of 15 questions developed jointly by the two institutions. Of the 752 prospective respondents included in the GCA database, 82 members completed and returned the survey, thus resulting in a 10.9% response rate.
Report findings and recommendations can be found at the following web address: http://guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1785 |
| Fall 2008 Student Questionnaire Report | In its effort to ensure that student needs are met, GCC created a questionnaire intended to assess the delivery of instruction of each course offered at the College and to provide formative feedback to faculty. The questionnaire was also intended to provide the College with information about concerns students may have about their classroom learning environment and the time and day classes are offered. This feedback is essential to promoting student retention and improving teaching strategies.

The Fall 2008 *Student Questionnaire* was administered online and was available to students (postsecondary and adult high) for a period of one month, from November 3, 2008 to December 3, 2008. The overall survey response rate was 12.9%. Survey results were extracted from Banner[4] in the form of raw data and compiled in a table format for distribution to faculty and the Deans. An analysis of the responses to each survey question was conducted. |

---

[4] GCC's unified database system where student data resides.

ASSESSMENT INITIATIVE	DESCRIPTION
	Report findings and recommendations can be found at the following web address: http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1399&ItemId=607
Fall 2008 Institutional Effectiveness Survey Report	For almost a decade now, GCC has been working diligently to comply with the ACCJC's expectation of systematic and regularized program review, short and long-term planning and resource allocation that support improved educational effectiveness, and student learning outcomes assessment. In Fall 2008, AIE administered the *Fall 2008 Institutional Effectiveness Survey* to all full-time employees as well as members of the Board of Trustees. The purpose was to gauge the progress the College has made in meeting the Commission's expectations as well as to determine the areas in need of improvement. The survey is divided into four parts. The first part consists of questions designed to collect background information from respondents. The other three parts are divided into *Program Review*, *Planning*, and *Student Learning Outcomes.* Respondents were asked to select a level of implementation and an implementation stage that best describes the College's efforts in each of these areas. Report findings and recommendations can be found at the following web address: http://guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1786
2009 President's Performance Appraisal Report	This report contains the findings of a survey conducted among 425 GCC constituents (students, faculty, support staff, administrators, and BOT members) in order to assess the two-year performance of the College's first female president, Dr. Mary A.Y. Okada, who assumed the presidency in June 2007. Report findings and recommendations can be found at the following web address: http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2238
Fourth Consolidated Administrators' Assessment Report	AIE conducted the fourth round of administrator assessments from February 1, 2009 to February 28, 2009. Two hundred and seventeen (217) full-time college employees were surveyed about their perceptions of the job performance of twelve (12) administrators: two (2) vice presidents, one (1) dean, one (1) assistant director, one (1) coordinator, one (1) safety administrator, and six (6) program specialists. All 217 employees were provided with an opportunity to evaluate the two vice presidents. The other ten (10) administrators were rated using inclusion criteria that took into consideration the organizational structure of the College, administrative leadership, committee memberships, and support personnel. The underlying criterion for the selection of raters for each administrator is the rater's opportunity to observe the behavior being rated. As a result, the number of raters per administrator varied in size and scope because of

ASSESSMENT INITIATIVE	DESCRIPTION
	the administrator-specific criteria. Report findings and recommendations can be found at the following web address: http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1667
Fact Book Vol. III	Volume III of GCC's Institutional Fact Book contains information on the following: postsecondary programs for Fall 2008, English and math placement test (Compass), SLOs (courses and programs), secondary programs, apprenticeship program, adult education, continuing education, employees, and other college-related information. Fact Book Vol. III can be found at the following web address: http://guamcc.edu/index.php?option=com_docman&task=doc_view&gid=2153

Part II: Implementing Recommendations from Last Year's Report

Recommendations and Responsibilities for AY 2008-2009 Extracted from the 8th 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)

The following are planned actions identified in the 8th AIAR that are related to the above

recommendation. The implementation status for each planned action is described:

- **Review the curriculum documents for each developmental English and math course and make appropriate modifications to ensure student access and success.**

An SLO map for math courses (non-substantive curriculum revision memorandum) was approved on March 26, 2009. This map included all math courses, including the developmental math courses. No SLO map for English courses was submitted for approval in AY08-09. Additionally, no substantive revisions for math and English courses were submitted for approval.

- **Identify ways to improve student achievement in developmental courses.**

During Professional Development Day on October 13, 2008, the following student-centered workshop sessions were offered: *The Exceptional Student, The Evolving Chuukese in the 21st Century Guam, The ESL Student, The Marginal Student, Learning Centered Teaching Practices & the GCC Student, Student Diversity*, and *College Fish and Diverse Students.* These workshops were designed to provide participants with a better understanding of the different groups of students on campus and how the College can help to better serve them.

- **Improve the enforcement of the General Education (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.**

Due to budget constraints, the College was not able to procure the services of SunGard Higher Education for consulting and programming. However, once the database triggers are made operational, the Workflow application can be configured to send an email notification if an English or math class is dropped. Also, because of proposed changes to the Gen. Ed. Policy, this may change. Currently, efforts are underway to use test scores and prerequisites to enforce the policy by requiring students to register for an English and/or math course if they have not yet

satisfied the requirements. This involves testing and still does not address the fact that students can drop courses via the web without penalty (until the end of the add/drop period).

- **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 spearheaded by the Vice President of Academic Affairs, in consultation with relevant Faculty Senate committees.**

As a result of the College's continuing dialogue on this issue, the Council of Chairs recommended the following to address the visiting team's concerns:

1. The general education requirements for all certificate programs should be determined by each program, with input from the respective advisory committees.

2. The deletion of the general education policy limiting students to a certain amount of credits unless English and math courses are completed.

3. Include courses in the general education requirements that promote "soft skills" in their student learning outcomes, and to provide more choices for students (i.e., Social Sciences: PY120, SO130, PY100 or PY125 instead of only PY120 and SO130). In addition, the Council encourages the inclusion of a Humanities course in the general education requirements.

The Academic Vice President issued a memorandum requesting for continuous campus dialogue on the matter, involving Faculty Senate committees, Deans, and other administrators in discussions. Additionally, on October 16-18, 2008, the Dean of the School of Technology and Student Services (TSS) and the Adjunct Associate Dean attended a WASC sponsored Level II Retreat on Student Learning and Assessment in Irvine, California. Upon their return, they

reported that many colleges have identified Institution Level Outcomes (ILOs) or Core Value Outcomes for what the College calls its general education outcomes. In response to the information obtained from the retreat, the General Education Committee inputted an assessment plan into TracDat which indicates that they intend to facilitate the development of Institutional Learning Outcomes (ILOs) for the College.

- **Establish a systematic assessment process for English and Math developmental courses.**

In Spring 2008, AIE produced a comprehensive research report called the *General Education Impact Study*[5]. This study examines student enrollment, grade distribution, and completion rates over a 5-year period (AY 2003-2004 to AY 2007-2008) and repeater patterns over a 4-year period (AY 2003-2004 to AY 2006-2007) in developmental English and math courses at the College. Primarily intended to gauge the effect of the General Education requirements on student access and success, study results reveal that 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 that could potentially be transferred to other institutions. It also negatively affects the number of students who complete both certificate and degree programs. Several factors that contributed to this situation were discussed in the report, along with recommendations that the College provide greater support in tutorial services, mentorship, and strengthened academic services that would mitigate the problem. The regular assessment of the developmental education curriculum in general was also emphasized.

---

[5] The report is available at GCC's AIE Office.

- **Work with the SunGard consultants to get repeater data for AY 2007-2008.**

   Repeater data was compiled by the College's Institutional Researcher. This information was forwarded to the Math Department Chairperson and the English Department Chairperson in March 2009.

- **Conduct an assessment of enrollment and student learning outcomes in other Gen. Ed. required math and English courses (non-developmental courses).**

   On February 2009, the College's Institutional Researcher provided the Math and English Department Chairpersons (DCs) with student enrollment numbers, demographic information, and class repeater information for non-developmental English and math courses (from Fall 2003 to Spring 2009). The information was provided to assist the departments in their assessment efforts.

- **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 training so that they are better prepared to meet the needs of students. The College should also ensure that students are aware that tutoring services are available.**

   Peer tutoring is provided through the Math and English departments through the Student Temporary Employment Program (STEP). Students who excel in math or English are identified and encouraged to apply for hire to assist their peers in these two academic areas. The times for tutoring are scheduled through the departments based on the greatest need identified by students requesting assistance. The College is experiencing difficulty in finding math and English tutors through this funding source because of the minimum grade requirement for tutors. Applicants

for English tutoring positions should complete at least EN110 (Freshman English) with a B or better. Those who have completed a higher English course can be considered at the discretion of the English department chairperson. Applicants for math tutoring positions should complete at least MA110A (Finite Mathematics) with a B or better. Those who have completed a higher math course can be considered at the discretion of the math Department Chairperson.

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)

The following are planned actions identified in the 8th AIAR relative to the above ACCJC recommendation as well as the implementation status for each planned action:

- **Ensure that all required information is submitted to the Faculty Senate Office and posted in the Faculty Senate website in a timely manner; ensure that the information contained in the website is current; 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.**

Prior to October 2008, a word processing secretary was hired on a limited term appointment by the College to provide support to the Faculty Senate Office. This individual was tasked with ensuring that meeting agendas and minutes are posted regularly on the Faculty Senate website. Due to budget constraints, however, the College has been unable to hire another word processing secretary.

- **Establish a compliance strategy including reminder notices sent to the committees of upcoming deadlines for submission of information to the Faculty Senate.**

The Faculty Senate is working to enhance communication with committees. The hiring of a new word processing secretary will help to ensure regular communication between the Faculty Senate and the committees.

- **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.**

The College Governing Council conducted a half-day *Governance Leadership Retreat* on Friday, May 1, 2009. The retreat was designed to provide incoming Faculty Senate and College Governing Council leaders as well as chairs of the Faculty Senate Committees, Institutional Committees and Joint Union Committees with important information about the College's participatory governance structure and functions (Article XII). Additionally, the retreat provided an opportunity for outgoing and incoming committee chairs to work together to ensure a smooth transition.

- **Identify a standard membership term for all committees. This standard should take into consideration the continuity of work being done in the committees.**

The revised Article XII of the Board-Union Contract distinguishes between College Committees (institutional in nature with joint membership that includes faculty, staff, students, and administrators, as necessary and appropriate) and Faculty Senate Committees (exclusive to faculty in membership). It also identifies membership terms for committees.

The Revised Article XII of the Board-Union Contract can be found at the following web address:

http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1353

- **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.**

Article XII of the Board-Union Contract was revised on October 2008 and the phrase "shared governance" was removed. Article XII now states that "The Board and the Faculty Union agree that the faculty shall join in participatory governance of the College through the Faculty Senate and Governing Council." The revised Article XII of the Board-Union Contract was presented to the general faculty and discussed during Professional Development Day on October 13, 2008. The new negotiated agreement was implemented in Spring 2009.

- **Develop a creative and balanced system of incentives and sanctions in order to promote commitment, rather than mere compliance to Senate processes.**

The current agreement between the Guam Federation of Teachers and the Guam Community College Board of Trustees (2005-2010, p. 17) provides for faculty compensation for serving on Faculty Senate Committees:

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)

The following are planned actions identified in the 8th AIAR as well as the implementation status for each planned action:

- **-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 the 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.**

Since the start of Fall 2008, the Adjunct Associate Dean has been working with faculty from several departments to help them complete an *SLO Map Template* for their programs. On September 2008, faculty was provided with a copy of the *Four-Year Assessment Cycle* and *Four-Year Student Learning Outcomes (SLO) Implementation Plan*. These documents were created to guide the College's efforts in reaching ACCJC's SLO expectations and to prepare the College for the upcoming ACCJC comprehensive site visit in 2012.

Curriculum templates have been updated to include SLOs. These templates are used by all programs to ensure that terminology is consistent throughout the course guides. Course-level SLOs are continuously being compiled each semester with the objective of alignment between SLO information contained in syllabi and in course guides.

- **Work with Nuventive, the TracDat vendor, to create Ad Hoc assessment reports tailored to meet the needs of the College.**

On October 14, 2008, AIE staff participated in a Webinar on how to create TracDat Ad Hoc reports. A Nuventive consultant demonstrated how reports and queries could be customized using the ad hoc reporting feature in TracDat. Since then, AIE has been producing ad hoc reports as needed.

- **Provide additional TracDat v.4 user training to improve the familiarity of TracDat users with the new version of the assessment software.**

In Fall 2008, there were 24 TracDat training sessions offered to reporting units with a total of 75 participants. Most of these sessions were conducted on a one-to-one basis. In Spring 2009, there were nine (9) TracDat training sessions offered to reporting units with a total of 54 participants. Most of these sessions were tailored to individual departments.

- **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 sessions for program faculty will also need to be set up to address this collaborative project among the committees involved.**

Prior to the October 13, 2008 assessment deadline, several joint workshops entitled *TracDat Training on Course Level SLOs* were offered by CCA, AIE, and the Curriculum Committee. The Curriculum Committee representative presented information on how to write SLOs and how to map programmatic SLOs to all the courses in a program. CCA representatives presented information on the Four-Year Assessment Schedule and course-level TracDat Navigation.

During Professional Development Day on October 13, 2008, members from CCA and the Curriculum Committee teamed up to offer a working session entitled *Course SLO TracDat Workshop.* The workshop was designed to have participants develop course-level SLOs; locate important information on MyGCC pertaining to curricula development, mapping, SLO writing, and assessment; and to login and enter data correctly into TracDat.

On February 23 & 24, 2009, a SLO Refresher Workshop was provided to faculty by the Adjunct Associate Dean and members of the Curriculum Committee. Both secondary and postsecondary faculty participated in the workshops.

- **Utilize an established online student survey (ex. IDEA Center Student Survey) to replace the Climate Survey used by the 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.**

Unfortunately, because of financial constraints, the College was not able to administer an online student survey in AY08-09. On April 29, 2009, however, the Assistant Director of AIE submitted a funding request to the Vice President of Academic Affairs to have the *IDEA Student Ratings of Instruction* pilot tested in Fall 2009. This request was approved.

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)

The following are the planned actions related to recommendation #4 and the implementation status for each action:

- **Implement a regular schedule for Board assessment retreats**

On September 5, 2008, the GCC Board of Trustees approved an *Annual Fiscal Year Calendar (October 2008 through September 2009).* One day is set aside each month for a BOT retreat.

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

Since the release of the evaluation team report in early 2006, the Board set aside *dedicated time* to review existing policies. A policy review tool was developed by AIE and utilized by faculty/staff/administrator reviewers who assisted the Board in this undertaking. Appendix M of the Midterm Report to ACCJC lists the policies that have undergone Board review through regularly scheduled meetings and retreats within the last two years.

The ACCJC Midterm Report Appendices can be found at the following web address:

http://guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1784)

- **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.**

The College allocated $25,000 each year for Board training activities in an effort to address this recommendation. On October 29 to November 1, 2008, five Board members and the Board Secretary attended the *Association of Community College Trustees Leadership Congress* in New York. One of the Board members who participated in the event had only been with the Board for less than four months. On February 2, 2009, three Board members and one Foundation Board member participated in a Board orientation and campus tour and on February

4, 2009 another Foundation Board member participated in a Board orientation and campus tour. On February 8-11, 2009, three Board members attended the *Association of Community College Trustees Legislative Summit in* Washington, DC. The Summit provided Board members with an opportunity to meet with members of the Senate and Congress to discuss issues related to higher education.

- **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, roles and functions.**

Upon taking a position on the Board, members are given a copy of the *GCC Board of Trustees' Membership Handbook*. Board members are encouraged to bring up any questions regarding content during the regularly scheduled Board meetings or retreats.

Compliance Rate at the Divisional Level

Table 3. Updated Rates of Divisional Compliance with Assessment Requirements for the Four –Year Assessment Cycle Schedule (in percentages)

AY	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 (Admin. Services Division)	%	Programs/ Units on Track _____ Total Number of Programs/ Units (President/ CEO)[6]	%	Programs/ Units on Track _____ Total Number of Programs/ Units (Board of Trustees & Foundation Board)[7]	%
AY02-03	43/61	70%	0/6	0%	4/4	100%				
AY03-04	35/57	61%	0/5	0%	2/4	50%				
AY04-05	37/65	57%	4/5	80%	3/4	75%	2/2	100%	2/2	100%
AY05-06	45/55	82%	5/5	100%	4/4	100%				
AY06-07	31/56	55%	3/5	60%	3/4	75%	2/2	100%	2/2	100%
AY07-08	33/48	69%	4/4	100%	2/4	50%				
AY08-09	40/46	87%	4/4	100%	4/4	100%	3/3	100%	2/2	100%

As shown in Table 3 above, the number of reporting units under the Academic Affairs Division (AAD) decreased from 48 in AY07-08 to 46 in AY08-09. This was due to the deletion of the AAD Support Staff unit and the Accounting Certificate program from the assessment taxonomy in AY08-09. The number of reporting units under the Business & Finance Division (BFD, n=4) and the Administrative Services Division (ASD, n=4) remained the same for AY07-

---

[6] TracDat data entry for the President/CEO began in AY04-05. This unit is assessed every other year. President's Office administrative units include Communications & Promotions, President/CEO and Development and Alumni Relations.

[7] TracDat data entry for the Board of Trustees & the Foundation Board began in AY04-05. These units are assessed every other year.

08 and AY08-09. As for the President/CEO's Office, the number of reporting units increased by one because of the addition of the Development and Alumni Relations Office in AY08-09. In terms of compliance rate, AAD had a compliance rate of 87% in AY08-09. BFD had a compliance rate of 100% for two years in a row (AY07-08 and AY08-09). ASD's compliance rate increased from 50% in AY07-08 to 100% in AY08-09 and the Office of the President/CEO, Board of Trustees and Foundation Board had a divisional compliance rate of 100% for three consecutive reporting years.

Patterns in Articulating Outcomes

Table 4: Dimensions of Program Assessment Expressed in Program Level SLOs for Associate, Certificate, and Secondary Programs, AY 2006-2007, AY 2007-2008, and AY 2008-2009

Programs	Total SLOs	COGNITIVE *What do students know?*	%	BEHAVIORAL *What can students do?*	%	AFFECTIVE *What do students think and value?*	%
AY06-07 AY07-08 AY08-09	AY06-07 AY07-08 AY08-09	AY06-07 AY07-08 AY08-09	AY06-07 AY07-08 AY08-09	AY06-07 AY07-08 AY08-09	AY06-07 AY07-08 AY08-09	AY06-07 AY07-08 AY08-09	AY06-07 AY07-08 AY08-09
Associate Degree (n=15)	98	19	**19%**	64	**66%**	15	**15%**
Associate Degree (n=15)	54	12	**22%**	21	**39%**	21	**39%**
Associate Degree (n=15)	39	8	**20%**	19	**49%**	12	**31%**
Certificate (n =8)	33	3	**9%**	23	**70%**	7	**21%**
Certificate (n =6)	18	6	**33%**	8	**44%**	4	**22%**
Certificate (n=4)	15	5	**33%**	6	**40%**	4	**27%**
Secondary Programs (n =9)	43	5	**12%**	33	**76%**	5	**12%**
Secondary Programs (n =10)	31	10	**32%**	16	**52%**	5	**16%**

Secondary Programs (n=9)[8]	28	7	**25%**	16	**57%**	5	**18%**

It is important to note that, as mentioned earlier, on August 20, 2008, CCA approved a *Four-Year Assessment Cycle Schedule.* The revised schedule alternates between course assessment and program assessment. According to the new schedule, in Fall 2008, associate degree programs were required to develop a course level SLO assessment plan and certificate programs were required to report on their implementation status. The focus on course level SLOs consequently affected the number of program level SLOs reported (decrease from AY07-08 to AY08-09). Despite this, however, Table 4 reveals a continued emphasis on what students can do (behavioral) when articulating SLOs. In AY07-08, degree programs focused equally on the behavioral and affective dimensions. Likewise, certificate programs and secondary programs continued to focus on the behavioral dimension.

Table 5: Dimensions of Program Assessment Expressed in Course Level SLOs for Associate and Certificate Programs, AY 2008-2009

Programs	Total SLOs	COGNITIVE *What do students know?*	%	BEHAVIORAL *What can students do?*	%	AFFECTIVE *What do students think and value?*	%
Associate Degree (n=15)	160	81	**51%**	68	**42%**	11	**7%**
Certificate (n=4)	34	14	**41%**	5	**15%**	15	**44%**

Based on the *GCC Four-Year Assessment Cycle Schedule*, in Fall 2008, associate programs were required to develop course level assessment plans. This was never an assessment requirement in the past; however, courses already had written SLOs. As seen in Table 5 above,

---

[8] Memorandum received by AIE to delete Welding Technology (secondary) from the Assessment Taxonomy.

the emphasis of course level assessment plans for associate degree programs focused on what students know (cognitive-51%) followed by what students can do (behavioral-42%). The least emphasis was placed on what students think and value (affective-7%). As for certificate programs, course level assessment plans focused almost equally on what students think and value (affective-44%) and what they know (cognitive-41%). Less emphasis was placed on what they can do (behavioral-15%).

Assessment Methodologies for SLOs

Figure 1. Direct and Indirect Indicators of Assessment in Associates and Certificate Programs, AY 2008-2009
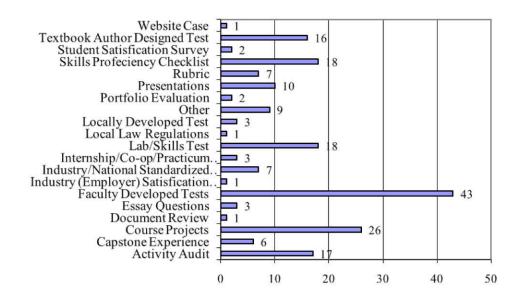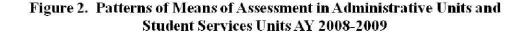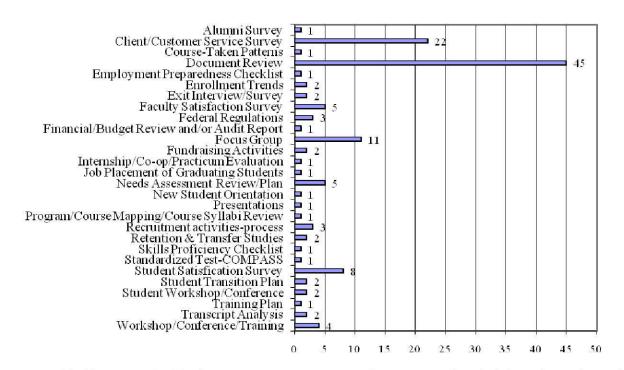
Figure 1 above reveals that the most frequently used indicator of assessment for associate and certificate programs is *faculty developed tests*. Over 80% of reporting units using *faculty developed tests* indicated that they focused on the cognitive dimension when using these tests, the remaining 20% noted that they focused on the behavioral dimension. In prior years, assessment authors concentrated more on the behavioral dimension of assessment in articulating

their program outcomes. This was evidenced by the high frequency of lab/skills tests and course projects used in previous years.

Figure 2. Patterns of Means of Assessment in Administrative Units and Student Services Units AY 2008-2009

Means of Assessment	Count
Alumni Survey	1
Client/Customer Service Survey	22
Course-Taken Patterns	1
Document Review	45
Employment Preparedness Checklist	1
Enrollment Trends	2
Exit Interview/Survey	2
Faculty Satisfaction Survey	5
Federal Regulations	3
Financial/Budget Review and/or Audit Report	1
Focus Group	11
Fundraising Activities	2
Internship/Co-op/Practicum Evaluation	1
Job Placement of Graduating Students	1
Needs Assessment Review/Plan	5
New Student Orientation	1
Presentations	1
Program/Course Mapping/Course Syllabi Review	1
Recruitment activities-process	3
Retention & Transfer Studies	2
Skills Proficiency Checklist	1
Standardized Test-COMPASS	1
Student Satisfaction Survey	8
Student Transition Plan	2
Student Workshop/Conference	2
Training Plan	1
Transcript Analysis	2
Workshop/Conference/Training	4

Similar to AY07-08, the most common means of assessment in administrative units and students services is document review (45) followed by client/customer service survey (22) and focus group (11). Administrative units and student service units used a greater variety of assessment means in AY08-09 than in the prior year. Unlike the previous year, reporting units used alumni surveys, fundraising activities, internship/co-op/practicum, presentations, and program/course mapping in AY08-09.

Figure 3: Assessment Results for Program Improvement
AY 2008-2009

Figure 3 above reveals that the *upgrade of staff skills/office protocols* was reported as the greatest consequence of program assessment (n=39) followed by *use of assessment information to refine and guide policy, rules & regulations, standard operating procedure* and *customer service changes* (n=35) and *use of assessment results to refine the assessment method or to implement new assessment methods (n=33).*

Closing the Loop

Spring 2008 marked the end of the assessment cycle which began in Fall 2006. There were a few reporting units, however, that were *out of sync* with the assessment cycle schedule; nevertheless, some of these units were able to complete the cycle in Spring 2009. The charts that

follow include information on how these reporting units were able to *"Close the Loop"* on their

assessment efforts. Specifically, the charts provide information on the major changes and

improvements made by associate degree programs, certificate programs, administrative and

student services units, and special programs as a result of their assessment activities.
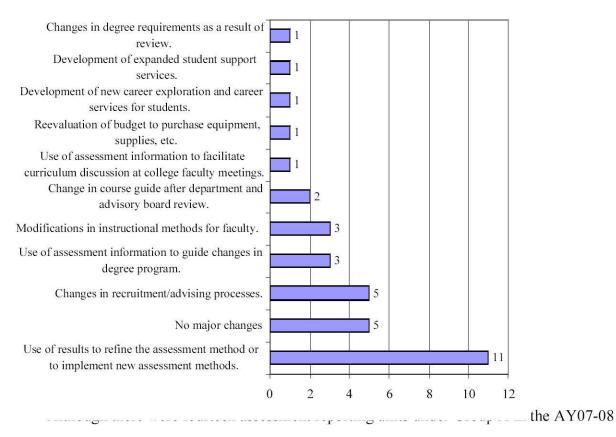
Figure 4. Associate Degree Programs - Group A

and AY08-09 assessment taxonomies, only twelve completed the last assessment cycle. Two

units were not included because of incomplete data (Culinary Arts AA and Hospitality Industry

Management AS). Figure 4 above shows that the most frequent change or improvement made by

associate degree programs was the *refinement of assessment method or implementation of new*

assessment methods (n=11). This was followed by *changes in recruitment/advising processes*

(n=5). No major change was reported for five outcomes. *Modifications in instructional methods*

for faculty were reported for three outcomes and *changes in degree program* were reported for three other outcomes. Other changes that were made include *change in course guide after department and advisory board review* (n=2), *changes in degree requirements* (n=1), *development of new career exploration and career services for students* (n=1), *reevaluation of budget in order to purchase equipment, supplies, etc.* (n=1), *facilitation of curriculum discussions at college faculty meetings* (n=1) and *development of expanded student support services* (n=1).
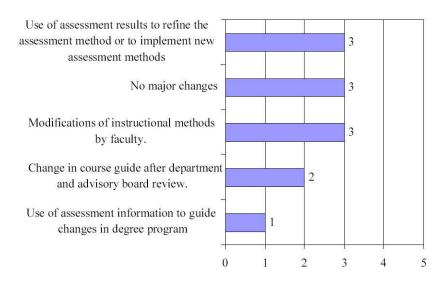
Figure 5. Certificate Programs - Group B

There were eight (8) assessment reporting units under Group B in the AY07-08 assessment taxonomy and four (4) assessment reporting units in the AY08-09 assessment taxonomy. In AY07-08, the certificate programs in criminal justice and supervision and management fell under Group B; however, in AY08-09, these programs were combined with their respective associate degree programs under Group A. The sign language certificate program was not included in the AY08-09 taxonomy because it was deleted in September 29, 2008. The emergency management associate and certificate programs were removed from the
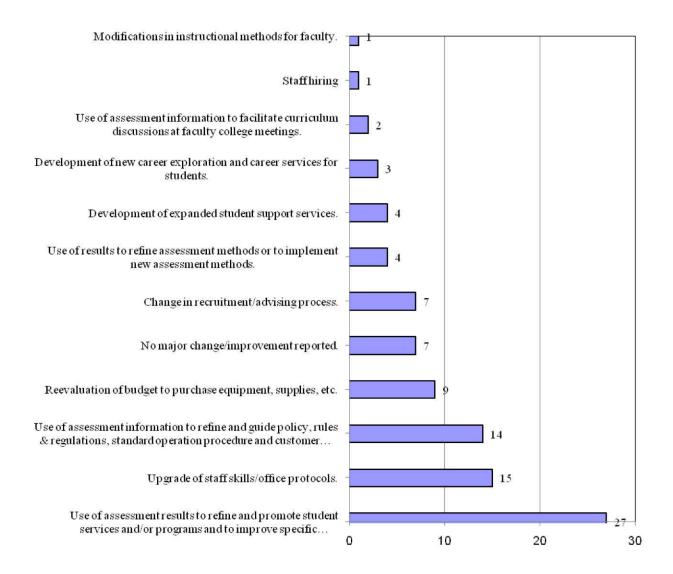
assessment taxonomy in AY08-09 because of the special nature of these programs.[9] Figure 5

includes information related to the completed assessment cycle for the certificate programs in

cosmetology, office technology, practical nursing, and systems technology.

According to Figure 5, the three most frequently reported change or improvement made

by certificate programs was the *refinement of assessment method or implementation of new*

assessment methods (n=3) and *modification of instructional methods by faculty* (n=3). No major

change was reported for three outcomes. *Changes to course guide after department and*

advisory board review was reported for two (2) outcomes and *changes in degree program* was

reported for one (1) outcome.

---

[9] The Emergency Management Program mirrors Frederick Community College's model whereby college credits are granted upon successful completion of the Emergency Management Institute's (EMI) Independent Study (IS) courses online.

Figure 6.
Administrative and Student Services Units - Group C

There were twenty-six reporting units under Group C in the AY07-08 assessment taxonomy and twenty-seven reporting units in the AY08-09 assessment taxonomy. Figure 6 includes information related to the completed assessment cycle for twenty-four administrative and student services units. The Career Placement Center was not included because as of January 5, 2009, their services were discontinued because of the College's efforts to reorganize financial priorities in order to relieve the general appropriated funds. The Instructional Technology Center

was not included because as of October 8, 2008, their activities were suspended. As part of its assessment, the unit administered a survey regarding their services. In response to the survey, faculty reported that they did not need the services of the unit. The Center for Learning & Instruction was deactivated in Fall 2009 and personnel were reassigned. The Faculty Senate and the Development and Alumni Relations Office became reporting units in TracDat on AY08-09

Figure 6 reveals that the most frequently cited change or improvement made as a result of assessment efforts was the *use of assessment results to refine and promote student services and/or programs and to improve specific departmental section's webpage* (n=27) followed by *upgrade of staff skills/office protocols* (n=15); *use of assessment information to refine and guide policy, rules & regulations, standard operating procedure and customer service changes* (n=14); and *reevaluation of budget to purchase equipment, supplies, etc.* (n=9). No major change/improvement was reported for seven (7) outcomes. *Changes in recruitment/advising process* was reported for another seven (7) outcomes followed by *use of results to refine assessment methods or to implement new assessment methods* (n=4), *development of expanded student support services* (n=4), *development of new career exploration and career services for students* (n=3), *use of assessment information to facilitate curriculum discussions at faculty college meetings* (n=2), *staff hiring* (n=1), and *modifications in instructional methods for faculty* (n=1).
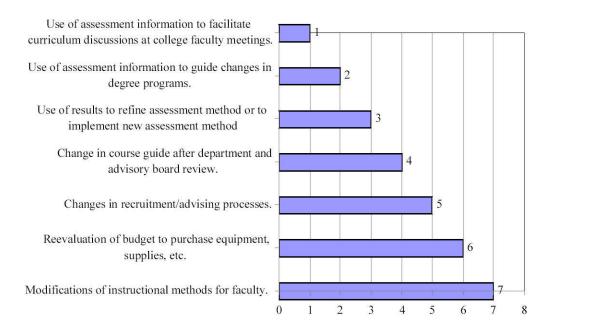
Figure 7. Special Programs - Group D

and twelve reporting units in the AY08-09 assessment taxonomy. Only nine are included in the above table for several reasons. Three units were not included because of incomplete data (General Education, Lodging Management, and Welding Technology). Two were not included because their grants were not renewed (Educational Talent Search and Veteran's Upward Bound) and the Nursing Assisting program was archived and replaced by the Introduction to Health Occupations program.

As indicated in Figure 7 above, the most frequently cited change or improvement made by this group was the *modification of instructional methods for faculty* (n=7) followed by *reevaluation of budget to purchase equipment, supplies, etc.*(n=6); *changes in recruitment/advising processes* (n=5); *changes in course guide after department and advisory board review* (n=4), *use of results to refine assessment method or to implement new assessment method* (n=3); *use of assessment information to guide changes in degree programs* (n=2); and

use of assessment information to facilitate curriculum discussions at college faculty meetings (n=1).

The budget impact related to the implementation of the changes and improvements reported above is not available. When TracDat Version 3 was implemented in AY06-07, budget impact was not added as a custom field. It was not until TracDat Version 4 was implemented in AY08-09 that budget impact became a custom field. This new feature was introduced during TracDat training sessions conducted in AY08-09. The incorporation of budget-related information is now a requirement for all assessment reporting units.

Patterns of Curriculum Revision Activities

The information contained in the following table was based on a review of approved curriculum documents from Spring 2006 to Spring 2009. The college catalog served as the main source for audit purposes.

In AY08-09, of the thirteen certificate programs identified in Table 6, six programs did not have any course that was five years old or older (Automotive Services Technology, Cosmetology, Education, Emergency Management, Medical Assisting, and Office Technology). Five certificate programs had a decrease in the number of courses that were five years old or older (Computer Science, Criminal Justice, Early Childhood Education, Fire Science Technology, and Systems Technology). Two certificate programs had an increase in the number of courses that were five years old or older (Practical Nursing, and Supervision and Management).

In AY08-09, of the sixteen associate degree programs listed in Table 6, five programs did not have any course that was five years old or older (Automotive Services Technology, Criminal Justice, Emergency Management, Marketing, and Visual Communications). Eight associate

degree programs had a decrease in the percentage rate of courses that were five years old or older (Computer Networking, Computer Science, Early Childhood Education, Education, Liberal Arts, Medical Assisting, Office Technology, and Supervision and Management). Three associate degree programs had an increase in the number of courses that were five years old or older (Accounting, Culinary Arts, and Hospitality Industry Management). For all three of these programs, over 50% of their courses were five years old or older.

As for the Adult High School Diploma Program, the number of courses that were five years old or older decreased from Spring 2008 (n=15) to Spring 2009 (n=11). The percentage of program courses that were five years old or older, however, was 65% in Spring 2009.

For secondary programs, seven of the eight programs did not have any course that was five years old or older (Introduction to Health Occupations, Autobody & Automotive Services Technology, Electronics and Computer Networking, Lodging Management, Marketing, ProStart, and Visual Communications). The number of courses that were five years old or older remained the same for the Construction Technology program from Spring 2008 (n=3) to Spring 2009 (n=3). Seventy-five percent (75%) of program courses, however, are five years old or older.

Overall, for certificate programs, the percentage of courses that are five years old and older improved from Spring 2006 (32%) to Spring 2009 (7%). For associate degree programs, the percentage of courses that are five years old and older also improved from Spring 2006 (24%) to Spring 2009 (18%). Likewise, the percentage of courses that are five years old and older improved for secondary programs (Spring 2006-54%, Spring 2009- 7%). The percentage of courses for the Adult High School Program that are five years old and older, however, increased from Spring 2006 (0%) to Spring 2009 (65%). Although the departments have

updated quite a number of their curriculum documents from Spring 2008 to Spring 2009, a

number of courses still need to be updated.

Table 6. Summary of Program and Course Review Audit at the End of Spring 2009

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 **Spring 2009**	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**
Certificate Programs				
Automotive Services Technology	4/6/2006 SR-Change Tech Requirements	24	11	46%
		18	18	100%
		18	0	0%
		18	**0**	**0%**
Computer Science	10/29/2008 NSR –SLO Map	15	9	60%
		13	7	54%
		12	9	75%
		15	**1**	**7%**
Cosmetology	11/7/2008 NSR-SLO Map	9	7	78%
		9	1	9%
		6	0	0%
		8	**0**	**0%**
Criminal Justice	12/21/2004 NSR-GenEd Courses Added	7	4	57%
		7	2	29%
		9	8	89%
		9	**3**	**33%**
Early Childhood Education	11/24/2009 SR-Add SLO & Change Credit Hours	11	0	0%
		10	0	0%
		10	3	30%
		11	**1**	**9%**
Education	3/6/2009 NSR-SLO Map	11	1	9%
		10	1	10%
		10	2	20%
		11	**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 **Spring 2009**	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**
Emergency Management Certificate	10/22/2007 Approved by ACCJC	0	0	0
		27	0	0%
		27	0	0%
		27	**0**	**0%**
Fire Science Technology Certificate	12/21/2004 NSR-Changed GenEd Requirements	6	4	67%
		4	1	25%
		7	5	71%
		8	**4**	**50%**
Medical Assisting Certificate	11/3/2005 NSR	17	0	0%
		17	1	6%
		17	3	18%
		17	**0**	**0%**
Office Technology Certificate	4/8/2009 NSR	12	5	42%
		12	5	42%
		12	7	58%
		12	**0**	**0%**
Practical Nursing Certificate	11/8/2008 NSR	16	0	0%
		13	0	0%
		14	0	0%
		16	**1**	**6%**
Supervision & Management Certificate	11/25/2008 NSR	11	0	0%
		10	1	10%
		10	0	0%
		11	**1**	**9%**
Systems Technology	4/13/2009	19	10	53%

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 **Spring 2009**	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**
Certificate	Deletion	19	15	79%
		19	14	74%
		18	**1**	**6%**
Associate Degree Programs				
Accounting AS	11/25/2008 NSF-SLO Map	12	2	17%
		13	1	8%
		12	2	17%
		13	**7**	**54%**
Automotive Service Technology AS	4/6/2006 SR	25	12	48%
		20	0	0%
		20	1	5%
		20	**0**	**0%**
Computer Networking AS	10/28/2008 SR	18	7	39%
		18	9	50%
		18	8	44%
		17	**2**	**12%**
Computer Science AS	10/29/2008 NSR	17	13	76%
		15	10	67%
		13	12	92%
		17	**5**	**29%**
Criminal Justice AS	12/16/2008 NSR	11	1	9%
		11	1	9%
		11	3	27%
		11	**0**	**0%**
Culinary Arts AA	4/3/2007	14	1	7%

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 **Spring 2009**	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**
	SR	14	1	7%
		15	5	33%
		15	**8**	**53%**
Early Childhood Education AS	3/2/2009 NSR-SLO Map	18	4	22%
		19	5	26%
		14	6	43%
		18	**3**	**17%**
Education AA	3/6/2009 NSR-SLO Map	20	5	25%
		21	4	19%
		14	8	57%
		18	**2**	**11%**
Emergency Management AS	10/22/2007 Approved by ACCJC	27	0	0%
		27	0	0%
		27	0	0%
		27	**0**	**0%**
Hospitality Industry Management AS	5/4/2009 SR	29	14	48%
		29	7	24%
		26	7	27%
		29	**17**	**59%**

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 **Spring 2009**	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**
Liberal Arts AA	9/15/2009 NSR	12	1	8%
		12	1	8%
		11	7	64%
		12	**2**	**17%**
Marketing AS	12/11/2007 NSR	15	2	13%
		13	1	8%
		14	1	7%
		14	**0**	**0%**
Medical Assisting AS	10/27/2005 NSR	24	0	0%
		23	3	13%
		23	4	17%
		23	**1**	**4%**
Office Technology AS	4/20/2009 NSR-Deleted Medical Secretary	26	6	23%
		25	8	32%
		23	10	43%
		25	**5**	**20%**
Supervision & Management AS	11/25/2008 NSR	18	3	16%
		18	5	28%
		14	5	36%
		18	**2**	**11%**
Visual Communications AS	4/4/2008 NSR	19	2	11%
		16	2	13%
		15	3	20%
		15	**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 **Spring 2009**	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**
Adult High School Program				
Adult High School Diploma Program (Adult Basic Education/Adult Secondary Education)	6/8/05	2	0	0%
		3	0	0%
		17	15	88%
		17	**11**	**65%**
Secondary Programs				
Allied Health/Nursing Assistant Secondary –Deleted and changed to **Introduction to Health Occupations Secondary**	8/25/2008 SR	4	3	75%
		4	3	75%
		5	0	0%
		3	**0**	**0%**
Auto Body & Automotive Service Technology Secondary	3/10/2009 Memo	8	4	50%
		10	4	40%
		10	0	0%
		10	**0**	**0%**
Construction Technology Secondary	11/10/1987	5	2	40%
		6	5	83%
		4	3	75%
		4	**3**	**75%**

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 **Spring 2009**	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 **Spring 2009**
Electronics & Computer Networking Secondary	9/29/2008 SR	6	3	50%
		6	5	83%
		8	4	50%
		6	**0**	**0%**
Lodging Management Secondary	1/24/2006	5	3	60%
		3	1	33%
		3	0	0%
		3	**0**	**0%**
Marketing Secondary	5/16/2007 SR	9	7	77%
		10	6	60%
		10	0	0%
		10	**0**	**0%**
ProStart Secondary	3/10/2009 Memo	3	1	33%
		3	1	33%
		3	1	33%
		3	**0**	**0%**
Visual Communications Secondary	3/5/2007 SR	6	2	33%
		6	0	0%
		6	0	0%
		6	**0**	**0%**

Note: SR=Substantive Revision to curriculum documents and NSR=Non Substantive Revision to curriculum documents

Table 7. Summary of Program and Course Curricular Changes for AY 2008-2009

PROGRAM CHANGES

Type of Change Initiated	Department	Frequency
Program Non-Substantive Revision	Allied Health	2
	Business	5
	Computer Science	2
	Criminal Justice	2
	Education	3
	Electronics	1
	Math, Science, Cosmetology	1
	Transportation	1
Total Program Non-Substantive Changes/Revisions		**17**
Program Substantive Change/Revision	Allied Health	1
	Education	1
	Electronics	2
	Tourism & Hospitality	1
Total Program Substantive Changes/Revisions		**5**
Program Deletion	Electronics (System Technology Certificate)	1
Total Program Deletions		**1**
Total Number of Program Curricular Changes for AY 2008-2009		**23**

COURSE CHANGES

Type of Change Initiated	Department	Frequency
Course Adoption	Cosmetology	1
	Electronics	2
Total Course Adoptions		**3**
Course Substantive Change/Revision	Allied Health	1
	Business	3
	Cosmetology	8
	Education	4
	Electronics	3
Total Course Substantive Changes/Revisions		**19**
Non-Substantive Change/Revision	Allied Health	28
	Business	25
	Computer Science	6
	Criminal Justice	12
	Education	4
	Electronics	12
	English	1
	Marketing/Visual Communications	12
	Math, Science, Cosmetology	1
Total Non-substantive Changes/Revisions		**101**
Course Deletion	Business	1
	Electronics	8
Total Course Deletion		**9**
Total Number of Course Curricular Changes for AY 2008-2009		**132**
Total Number of Program and Course Curricular Changes for AY2008-2009		***155***

Table 7 above reveals that for both programs and courses, the majority of curricular revisions were non-substantive. In AY08-09, several departments submitted SLO maps for approval. These maps identify both program SLOs and individual course SLOs. According to the *SLO-Map Program and Course Level* template found in MyGCC under the *Worklife* tab, "If this SLO Map is not part of a Program Adoption or Program Substantive Revision, attach a Non-Substantive Curriculum Revision memo to the front of this form to ensure that the SLOs, as written above, will be published in GCC's online catalog under program course description." Consequently, a number of Non-Substantive Curriculum Revision memos were submitted.

Part IV. Recommendations for AY 2009-2010

For each ACCJC recommendation that follows, several related recommendations are made to ensure that the College is moving forward in meeting ACCJC's expectations.

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)

- Continue the ongoing campus dialogue regarding the general education policy and the recommendations made by the Council of Chairs. This dialogue should involve the Faculty Senate committees, Deans, and other administrators.

- Review the curriculum documents for English and math courses and make appropriate modifications to ensure student access and success.

- Identify a visible place on campus where tutoring services can be provided.

- The College should reassess the minimum requirements for English and math tutors.

- Improve the enforcement of the General Education (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.

> **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)*

Since several planned actions in the 8th AIAR related to the above recommendation were not addressed because of the lack of support staff for the Faculty Senate, the recommendations that follow are included again in the 9th AIAR:

- Ensure that all required information is submitted to the Faculty Senate Office and posted in the Faculty Senate website in a timely manner; ensure that the information contained in the website is current; ensure that meeting agendas and minutes are posted regularly on the Faculty Senate website; and establish a standard operating procedure for submitting and posting meeting agendas and minutes on the Faculty Senate website.

- Establish a compliance strategy including reminder notices sent to the committees of upcoming deadlines for submission of information to the Faculty Senate.

- Develop a creative and balanced system of incentives and sanctions in order to promote commitment, rather than mere compliance to Senate processes.

> *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)*

- 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 the student catalog.

- 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.

- Departments should get more faculty involved in the SLO-development and assessment process. For example, departments should get their faculty to work together to complete their SLO maps. Dialogue among faculty is essential for program improvement.

- The College should continue to provide SLO training opportunities for faculty.

- SLOs at the course level should be continuously compiled each semester with the goal of eventual alignment between all course syllabi and course guide SLOs on file at the AVP's Office.

- Reporting units should focus more on the product of assessment (outcomes/results) and not the process.

- The College needs to ensure that budgetary decisions from the department to division to institution reflect data and evidence gathered through the assessment cycle. Reporting units must be trained on how to report this information in TracDat.

- The College needs to ensure that all reporting units comply with their TracDat assessment requirements.

> **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)*

- Continue to 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.

The College continues to make progress in addressing ACCJC's concerns. Although it has been able to achieve many accomplishments since the last ACCJC visit in Spring 2006, there is still much more work to be done in the areas of curriculum review and update, SLO mapping, general education, institutional learning outcomes, and systematic program review.