GCC Logo

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan

Academic Year
2013-2014

14th Annual Institutional Assessment Report

Mission

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

Sinangan Misión (Chamorro translation)

Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

Fourteenth Annual Institutional Assessment Report
AY2013-2014
Committee on College Assessment
Guam Community College
July 2014

Part 1. Overview

Because we live in a world that needs graduates to be creative, capable of learning independently, knowledgeable about the work environment, flexible, and responsive, how does GCC invest in this critical need? Assessment is the means of answering those questions of curiosity about our work as educators. It enables us to determine the fit between expectations and actuality. It is an investigation through multiple lenses to stimulate specific discussions with student learning at the core of those discussions. Through assessment, we become aware of how well we translate our intentions into opportunities for students to learn. Our work with assessment will generate substantive discussions for curricular structure or restructuring, expose overlaps, duplications, and gaps. Assessment is a means of providing evidence about the effectiveness of teaching practices. This report presents a narrative that encompasses the true depth and rigor of the assessment taking place at the college. What is the picture of assessment at GCC? Who partakes in this key process? What evidence and artifacts exist to prove these statements? What have we learned and where are the gaps? How do we describe the structure in place? How does it support student learning? Is learning taking place?

GCC's assessment system fosters and encourages qualities that contribute positively and meaningfully to student learning and facilitate the investigations of the degree to which institutional practices impact individual students. A key component of the College's assessment system is the Committee on College Assessment (CCA) whose members represent all constituencies of the College. It is a mechanism to guarantee that we constantly do an inventory of our successes/challenges & thoroughly think about how we can intentionally improve, for the students, as well as the long term sustainability of the college as a source for education and training on island.

We know the inputs and the outputs. However, we must move to the next level of innovation and creativity to push the mind and imagination. The maturity and sustainability of assessment at GCC is evident in the amount and sheer number of individual assessments ongoing. We must continually monitor and intentionally increase the quality of each assessment cycle.

Since academic year 2000-2001, GCC has been publishing annual institutional assessment reports (AIARs) highlighting the College's assessment activities each academic year. The 2013-2014 annual institutional assessment report is the fourteenth of such reports.

These annual reviews assure integrity in all representations of the assessment processes in place and the results of the College's time and energy invested in assessment-related activities.

Evaluating the effectiveness of the assessment process is founded on the clear articulation of student learning outcomes at the course and program levels, student service unit outcomes at the student services level, administrative unit outcomes at the administrative unit level, institutional learning outcomes for the institution, and the clear articulation of the key components and processes with the opportunity to impact student learning directly or indirectly. For assessment to be meaningful, it must be done thoughtfully and systematically.

GCC has done this by incorporating SLOs across all courses and programs since 2008. This report examines the progress made on the assessment of these SLOs over the past six years. GCC's assessment initiative has evolved over time and through the regular evaluation of the systematic assessment processes in place and the outcomes of assessment, the initiative continues to grow, evolve, and mature.

The assessment evidence that guides improvements at the course, program, and institutional levels has grown more robust and richer over the years since the comprehensive assessment initiative was implemented in 2001. The assessment results are meaningfully used as a guide in identifying areas where improvement efforts should be focused; and, the results provide a roadmap of opportunities for effective practices that have the greatest impact on student learning and success. The College continues to demonstrate accountability by implementing improvements based on assessment findings at all levels of the College. Assessment results guide continuing efforts to realize best practices and optimal performance.

The College's Assessment, Institutional Effectiveness, and Research (AIER) Office continues to publish various assessment reports, such as the *Student Ratings of Instruction Survey Report, the 5th Board of Trustees Assessment Report, and the Fact Book (Volume 8)* in academic year 2013-2014.

It must be made clear at the onset that assessment is a shared responsibility at GCC. Throughout the fall and spring semesters, academic programs, administrative units, and student services units are engaged in assessment activities. These units are delineated into four (4) groups (Appendix A): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs[1]). The Committee on College Assessment (CCA) created a two-year assessment cycle based on these four (4) groups, which identifies the assessment requirements for each group (Appendix B).

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[1] Group D includes all federally funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.

The success and high level of efficiency of GCC's institutional assessment processes could not be accomplished without the hard work and commitment of the College's administrators, faculty, staff, students, and the board. In AY2013-2014, the CCA committee spent approximately two hundred and fifty-six hours (256) attending CCA meetings and approximately five hundred ninety-two (592) hours reviewing TracDat plans/reports and meeting with assessment authors to provide technical assistance on TracDat or other assessment requirements. The level of effort and dedication exhibited by the CCA members, TracDat users, and assessment authors continues to represent the college community's overall commitment to quality demonstrated through the regular and systematic cycle of assessment.

The 14th AIAR provides a summary of the course, program, and institutional improvements resulting from assessment activities during the two-year assessment cycle ending in AY2013-2014. Also included is an update of annual assessment compliance and Student Learning Outcomes (SLOs) assessment. Additionally, the 14th AIAR highlights college-wide assessment activities through several program review components for AY2013-2014. These components include program enrollment, program completions, advisory committee meetings, and curriculum revision activities. The information provided in this report is intended for implementation and planning purposes at various levels.

Part II. Assessing Assessment Activities
This section of the report includes information on the various assessment activities completed during the 2013-2014 academic year, including data on assessment compliance rates and key program review elements, such as student learning outcomes (SLOs) compliance rates, goal-linking, program enrollment, program completion, meeting statistics, and curriculum review.

Assessment Structure
As in the previous AIER reports, the College continues to assess its thirteen-year old assessment initiative in particular, its implementation, training needs and the understanding of assessment amongst the assessment authors and TracDat users.

The AIER Office created and uploaded a Step-by-Step Guide for TracDat Navigation and Input for each of the four groups of assessment units onto the College's website; updated and uploaded a TracDat User's Manual onto the College's website; and, TracDat training by department was provided in the fall and spring semesters, including one-on-one intense assessment sessions by AIER and CCA members with assessment authors.

How is training connected to assessment compliance? The next section discusses compliance rates at the divisional level through the years.

Assessment Compliance

Table 1. Compliance Rate at the Divisional Level

Updated Rates of Divisional Compliance with Assessment Requirements

AY	Programs/ Units on Track Total # of Programs/ Units **Academic Affairs Division**	%	Programs/ Units on Track Total # of Programs/ Units **Finance[2] & Administration Division**	%	Programs/ Units on Track Total # of Programs/ Units **Admin. Services Division**	%	Programs/ Units on Track Total # of Programs/ Units **President/ CEO[3]**	%	Programs/ Units on Track Total # of Programs/ Units **Board of Trustees & Foundation Board[4]**	%
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%
AY09-10	30/45	67%	2/4	50%	3/4	75%				
AY10-11	24/38[5]	63%	6/6	100%			5/5	100%	2/2	100%
AY11-12	50/58	86%	6/6	100%			5/5	100%		
AY12-13	55/63	87%	5/5	100%			4/4	100%	2/2	100%
AY13-14	61/64	95%	7/7	100%			5/5	100%	2/2	100%

The College monitors assessment compliance by division each academic year. Table 1 above shows that compliance rates have gone up or down through the years. With the largest number of academic programs under its wing, the Academic Affairs Division assessment compliance rate has increased by 8%, from 87% in AY2012-2013 to 95% in AY2013-2014. The Finance and Administration Division, the President/CEO's Office, and the Boards continue to maintain a 100% compliance rate with assessment requirements. The progress the College has made in incorporating SLOs into all courses and programs offered and the commitment to assess these courses and programs are presented in the next section.

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[2] Business & Finance Division changed to Finance & Administration Division. The Administrative Services Division was removed from the organizational chart. Changes were effective fall 2010.

[3] TracDat data entry for the President/CEO began in AY04-05. The President is assessed every other year. TracDat data entry follows the two-year assessment schedule. Effective fall 2010, the President/CEO units include Communications & Promotions, Planning & Development, Development & Alumni Relations, and Facilities.

[4] TracDat data entry began in AY04-05. Units are assessed every other year.

[5] Data Collection Status due date was changed by CCA from March 14, 2011 to October 10, 2011. Group A is not included in the compliance count (there are 20 programs under Group A).

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Student Learning Outcomes (SLOs)

GCC continues to make significant progress in assessing student learning outcomes since the 2002 standards of accreditation added this requirement to the institutional processes of evaluation. The College is operating at the level of sustainable continuous quality improvement as outlined by the Accrediting Commission for Community and Junior Colleges in its 2012 Evaluation Report. The report states, "The team found that the College's two-year cycle for the assessment of student learning outcomes at the course, program, certificate, and degree levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes." Sustainable continuous quality improvement is the highest level on the Commission's Rubric for Evaluating Institutional Effectiveness and includes the following six characteristics:

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

As illustrated in the SLO tables on the next two pages, it clearly shows that GCC has worked diligently to institutionalize the assessment of student learning outcomes and complete the implementation of student learning outcomes for all of its courses and programs in all the College's instructional programs.

As reflected in Table 2 (see next page), the College continues to maintain its one hundred percent (100%) course-level SLO completion rate in its postsecondary courses. As for the postsecondary program-specific courses, the percentage of courses with SLOs being assessed within programs increased by almost three percent (2.76%) more than the prior academic year from 82.68% reported in the 13th AIAR for AY2012-2013 to 85.44% in AY2013-2014. In addition, the assessment rate of courses required for associate degree programs increased by almost three percent (2.88%) from 96.65% for AY2012-2013 to 99.53% in AY2013-2014. The assessment rate of courses required for certificate programs decreased by less than one percent (.98%) from 84.91% for AY2012-2013 to 83.93% for AY2013-2014.

Table 2. Student Learning Outcomes (SLOs)
Postsecondary
AY2013-2014

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2013 Catalog	412	412	100.00%
Spring 2013 Catalog	410	410	100.00%
Fall 2012 Catalog	400	402	99.50%
Spring 2011 Catalog	384	396	96.97%
Fall 2010 Catalog	384	396	96.97%
Spring 2010 Catalog	250	412	60.68%
Fall 2009 Catalog	181	350	51.71%
Spring 2009 Catalog	70	375	18.67%
Fall 2008 Catalog	68	375	18.13%
Spring 2007 Catalog	0	399	0.00%
Fall 2006 Catalog	0	399	0.00%
AS A REQUIREMENT FOR PROGRAM	**SLO COUNT**	**TOTAL**	**PERCENT**
Associate Degree Programs	Number of courses with SLOs being assessed	211	99.53%
	Number of courses within the programs	212	
Certificate Programs	Number of courses with SLOs being assessed	47	83.93%
	Number of courses within the programs	56	
Not a technical required course for a degree or certificate	Number of courses with SLOs being assessed	94	65.28%
	Number of courses within the programs	144	
Total number of courses with SLOs being assessed within programs		352	**85.44%**
Total count of courses within programs		412	

Additionally, effective in spring 2014 during this reporting period, the Office of Continuing Education and Workforce Development (CEWD) in partnership with the Office of Assessment, Institutional Effectiveness and Research incorporated the assessment of all CEWD-offered courses as part of the College's regular and systematic cycle of assessment. Table 3 below shows that of the total one hundred and thirty-four (134) courses listed in the 2013-2015 CEWD catalog, one hundred and thirty-four (134) or one-hundred percent (100%) had course-level SLOs. Additionally, of the total one hundred and thirty-four (134) courses, thirty-one or approximately twenty three (23.13%) of CEWD-offered courses were assessed during this reporting period.

In an effort to increase the assessment compliance of CEWD-offered courses, the CCA and AIER will implement one-on-one sessions with individual assessment authors in the next academic year to assist with the specific data analysis and input of these courses into the TracDat assessment system. These individualized sessions have been effective in the past with helping

previously non-compliant assessment units with coming into compliance with the College's assessment requirements.

Table 3. Student Learning Outcomes (SLOs)
Continuing Education and Workforce Development
AY2013-2014

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Spring 2014 Catalog	134	134	100.00%
SLO COUNT		**TOTAL**	**PERCENT**
Total number of courses with SLOs being assessed		31	**23.13%**
Total count of courses		134	

The assessment of SLOs in GCC's Career and Technical Education (CTE) Secondary courses and programs has been an integral part of the College's institutional process of evaluation since its infancy. The CTE Secondary assessments have also been a key element in the quality and implementation of GCCs Dual Credit Articulated Programs of Study (DCAPS) which provides the opportunity for students enrolled in GCC's CTE courses in the five Guam public high schools to earn college credit in GCC postsecondary programs if they earn a grade of "B" or better in these CTE programs. Further details on the DCAPS program may be found on the College's public website at www.guamcc.edu.

Table 4 below shows that of the total forty-two (42) courses listed in the 2013-2015 CTE Secondary catalog, one hundred percent (100%) of the courses had course-level SLOs and all forty-two (42) courses were assessed during this reporting period.

Table 4. Student Learning Outcomes (SLOs)
Career and Technical Education Secondary
AY2013-2014

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
SY 2013-2014 Catalog	42	42	100.00%
SLO COUNT		**TOTAL**	**PERCENT**
Total number of courses with SLOs being assessed		42	**100%**
Total count of courses		42	

The linking of program and course-level SLOs to related goals in TracDat is a key feature of the TracDat assessment software and an important tool for demonstrating how assessments at the

course and program levels are linked to institutional goals and the College's overall mission. The next section reveals these linkages.

Linking Program and Course-Level SLOs to Related Goals in TracDat

Linking program and course-level SLOs to institutional related goals is a key element in developing assessment plans and reports in TracDat. How have program and course-level SLOs been linked to institutional goals such as Institutional Learning Outcomes (ILOs)[6], ISMP goals, program review goals, course-level goals, division-level goals, school-level goals, program/unit-level goals, Governing Board-level goals, institution-level goals, and ACCJC standards? Table 5 below reports the number of course-level SLOs linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 5, the most frequently linked goal in TracDat is program review (3307)[7] which incorporates budget-related goals and objectives. This is followed by ILOs (973), ISMP goals (804), and division level goals (591). Linking program and course-level goals to the related goals in TracDat is important because it shows how the efforts of these TracDat reporting units support the College's overall mission.

Table 5. Linking Course SLOs to Related Goals in TracDat
(n=412 postsecondary courses listed in the College catalog as of July 2014)

Related Goal Type	Count of Related Goal Type
Course Level	28
Division Level	591
Governing Board Level	388
Institution Level	291
Institutional Learning Outcome (ILO)	973
Institutional Strategic Master Plan (ISMP)	804
Program Review (Budget Related Goals & Objectives)	3307
Program/Unit Level	556
School Level	463
STANDARD I: Institutional Mission and Effectiveness	107
STANDARD II. Student Learning Programs and Services	562
STANDARD III: Resources	134
STANDARD IV. Leadership and Governance	1
Grand Total	**8205**

Source: Ad Hoc TracDat Report ran on July 17, 2014[8]

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[6] In the December 2, 2009 BOT meeting, the Board adopted six (6) Institutional Learning Outcomes (ILOs) that were developed by the General Education Committee with input from all faculty, the Faculty Senate, and the College Governing Council (CGC). ILOs represent the knowledge, skills, abilities, and values students should develop and acquire because of their overall experiences with any aspect of the College.

[7] SLOs are linked to planning and budgeting in TracDat. Budget goals/objectives, performance indicators, and anticipated outcomes were submitted to the Business Office in fall 2013 and subsequently entered into TracDat. This information will be entered into TracDat annually.

[8] Data was extracted from the Ad Hoc TracDat Report (run date July 17, 2014) which includes postsecondary and secondary courses. Furthermore, courses may have been archived prior to running the Ad Hoc report. When course assessment began in Fall 2008, the Committee

Table 6 below illustrates the number of program/unit outcomes linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 6, the most frequently linked goal in TracDat to program/unit outcomes is program review linked to budget goals (1975), followed by Program/unit level goals (818), division level goals (801), institutional level goals (670), and the four (4) Accreditation Standards (918).

Table 6. Linking Program/Unit Outcomes to Related Goals in TracDat
(n=78 program/units listed in the AY2013-2014 Taxonomy)

Related Goal Type	Count of Related Goal Type
Course Level	20
Division Level	801
Governing Board Level	295
Institution Level	670
Institutional Learning Outcome (ILO)	436
Institutional Strategic Master Plan (ISMP)	543
Program Review (Budget Related Goals & Objectives)	1975
Program/Unit Level	818
School Level	262
STANDARD I: Institutional Mission and Effectiveness	84
STANDARD II. Student Learning Programs and Services	549
STANDARD III: Resources	253
STANDARD IV. Leadership and Governance	32
Grand Total	**6738**

The assessment plans and reports found in the TracDat assessment system provide important evidence to the College and all stakeholders of how assessment is linked to the WASC/ACCJC Accreditation Standards. The following section provides an update of the progress the College has made in addressing the actionable improvement plans and recommendations for improvement found in the 2012 Accreditation Evaluation Report.

Accreditation Midterm Report
The Accreditation Midterm Report is developed to address the visiting team's recommendations for improvement from the March 2012 accreditation site visit as well as the actionable improvements plans (formerly planning agenda items) identified in the Guam Community College (GCC) 2012 Institutional Self-Evaluation Report.

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on College Assessment (CCA) required only one SLO per course to be assessed. The significant increase in assessing course SLOs have more than doubled compared to AY2011-2012 due to authors aggressively meeting the assessment deadlines. Furthermore, course assessment for associate degrees, certificate, secondary and adult education program course SLOs have completed at least three cycles since fall 2008 and have begun work on a fourth cycle.

The midterm report preparation involves various stakeholders of the College. For example, the Accreditation Standard Committees which is a committee under GCC's Faculty Senate along with the Accreditation Liaison Officer (ALO) and the Office of Assessment Institutional Effectiveness and Research (AIER) staff were extensively involved in the development of the report. In addition, many faculty, staff, students, and administrators contributed to the report preparation by providing meaningful input and data needed to develop the report.

The report development preparation began in fall 2012 soon after the team's departure. The report development process included monthly meetings with the ALO, the Accreditation Standard Committees (Standards 1. 2, 3, and 4), and AIER staff for the purpose of providing updates on the data collection process and disseminating accreditation related information. To strengthen the organization and coordination in developing the report, a Midterm Report Strategic Plan was created to specify action steps on the process to finalize the report, i.e. identification of the person(s) responsible for the specific action or task and the time frame the action/task must be completed.[9] The strategic plan included due dates for report draft, comment periods for feedback on the draft, Board of Trustees (BOT) review and approval of the report, and the established date for the report submission to ACCJC.

The midterm report will be finalized in the fall 2014 semester and will be sent to the BOT for their final review and approval in December of 2014. The report will then be transmitted to ACCJC in February of 2015.

A key element in GCC's assessment process is planning. Planning efforts are initiated at all levels of the institution, from course-level assessment plans to program-level, student services unit-level, and administrative unit-level assessment plans. Additionally, a significant point of interest is the tie-in of these unit-level plans to the overall plans of the institution. The following section highlights GCC's Institutional Strategic Master Plan.

Institutional Strategic Master Plan
During this reporting period, the final phase of the development of the new 2014-2020 Institutional Strategic Master Plan (ISMP) document draft concluded with the completion of more than a year-long development process comprised of various activities including the incorporation of improvement initiatives resulting from the 2009-2014 ISMP activities and closing the loop on the past five years of that plan's key initiatives of Pioneering, Educational Excellence, Community Interaction, and Dedicated Planning. The President formally closed the loop of the 2009 ISMP at the fall 2013 college assembly presentation (Appendix F). GCC has made significant progress in its partnerships with island businesses for employment and training opportunities. The College continues to maintain and sustain the assessment infrastructure in place by incorporating the assessment of all Continuing Education and Workforce Development

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[9] Please refer to the Midterm Report Work Plan in Appendix D

offered courses into the regular cycle of assessment. The Distance Education Strategic Plan draft (Appendix E) continues to be developed and feedback from campus stakeholders have been incorporated into the DE Strategic Plan and all its supporting documentation. A DE-specific pilot project is scheduled to commence in the spring of 2015.

The 2014-2020 ISMP incorporates four new goals of Retention and Completion, Conducive Learning Environment, Improvement and Accountability, and Visibility and Engagement. These four goals also align with the College's efforts to prepare for the spring 2018 Accreditation Site Visit. This six year plan brings with it a more global approach to workforce development, a student-centered curriculum, partnerships with on-island and global businesses, and additional initiatives to further upgrade the physical campus.

Program enrollment is an important data element to track course and program demands and the overall health of the program over time. The following section reveals enrollment trends in the different programs from fall 2006 to fall 2013.

Program Enrollment

Program enrollment is an essential element of program review. Table 7 below provides unduplicated enrollment numbers for postsecondary programs offered by GCC for the past eight (8) years (fall semester enrollment only).

Table 7. Postsecondary Unduplicated Enrollment by Program[10]
Eight-Year Trend (Fall 2006-Fall 2013)

Associate of Arts Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
AA in Culinary Arts	16	36	57	77	92	97	118	103
AA in Education	47	87	92	116	127	143	155	198
AA in Interdisciplinary Arts & Sciences[11]	42	76	107	137	148	182	194	206
Associate of Arts Grand Total	105	199	256	330	367	422	467	507

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
AS in Accounting	54	79	66	86	99	114	106	127
AS in Automotive Service Technology	11	21	31	56	72	86	80	93

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[10] Changes in program enrollment may be a result of student records management. Student records are reviewed and corrected on a continuous basis even after a semester has ended.
[11] Program changed from Liberal Arts to Liberal Studies in March of 2011 and from Liberal Studies to Interdisciplinary Arts & Sciences in February of 2013.

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
AS in Automotive Tech[12]	26	16	11	3	1	-	-	-
AS in Civil Engineering Technology[13]	-	-	-	-	-	-	0	0
AS in Computer Networking	8	15	21	33	40	55	56	61
AS in Computer Science	78	71	80	92	96	110	92	92
AS in Criminal Justice	55	68	86	143	169	237	223	225
AS in Early Childhood Education	57	79	99	112	119	127	110	116
AS in Electronics Networking[14]	4	4	1	-	-	-	-	-
AS in Emergency Management[15]	-	0	0	2	5	9	9	7
AS in Food & Beverage Management[16]	-	-	-	-	14	13	12	10
AS in Hospitality Industry Management[17]	51	53	59	60	-	-	-	-
AS in Hotel Operations & Management[18]	-	-	-	-	14	16	26	36
AS in Marketing	22	25	24	25	28	32	59	50
AS in Medical Assisting	94	113	113	102	97	101	98	236
AS in Office Technology	23	31	23	30	33	29	19	30
AS in Pre-Architectural Drafting[19]	-	-	-	-	7	15	23	31
AS in Sign Language Interpreting[20]	1	0	-	-	-	-	-	-
AS in Supervision & Management	27	43	43	59	76	84	81	75
AS in Surveying Technology[21]	-	-	-	-	3	4	3	2
AS in Tourism & Travel Management[22]	-	-	-	-	58	62	60	73
AS in Visual Communications	19	26	43	48	48	61	68	93
Associate of Science Grand Total	530	644	700	851	979	1155	1125	1357

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
CERT in Accounting[23]	9	4	2	2	1	-	-	-
CERT in Automotive Service Technology	2	11	11	15	20	24	20	6
CERT in Automotive Tech[24]	21	13	5	2	1	1	-	-

[12] Program replaced with AS in Automotive Service Technology in Fall of 2006.
[13] Program was reinstituted in November of 2011.
[14] Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.
[15] Program was adopted in April of 2007 and began in Fall of 2007.
[16] From Fall 2003 through Spring 2010, the Food & Beverage Manag73ement emphasis was under the AS in Hospitality Industry Management program.
[17] Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.
[18] From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.
[19] Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003catalog.
[20] Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.
[21] Program adopted in April of 2009.
[22] From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.
[23] Program archived in May of 2006; however, one student remains continuously enrolled.
[24] Program replaced with CERT in Automotive Service Technology in Fall of 2006; however one student remains continuously enrolled.

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
CERT in Computer Aided Design & Drafting[25]	-	-	-	-	2	2	1	2
CERT in Computer Science	11	6	5	9	4	8	2	3
CERT in Construction Technology	0	1	0	5	18	25	26	28
CERT in Cosmetology[26]	20	19	17	33	40	35	15	3
CERT in Criminal Justice	3	21	46	15	17	24	17	17
CERT in Early Childhood Education	5	4	4	9	21	9	9	4
CERT in Education	4	5	8	3	5	2	7	2
CERT in Emergency Management[27]	-	0	0	0	2	1	1	0
CERT in Family Services	-	-	-	-	-	-	-	5
CERT in Fire Science	1	0	0	1	27	4	0	4
CERT in Medical Assisting	17	21	24	34	30	21	18	31
CERT in Medium/Heavy Truck Diesel Technology[28]	-	-	-	0	0	0	0	0
CERT in Office Technology	5	4	4	3	2	0	4	2
CERT in Practical Nursing	27	24	36	42	37	23	21	22
CERT in Pre-Nursing	0	0	1	84	148	183	196	44
CERT in Sign Language Interpreting[29]	0	1	3	1	1	-	-	-
CERT in Supervision & Management	1	3	7	7	2	2	4	6
CERT in Surveying Technology[30]	-	-	-	0	0	1	0	0
CERT in Systems Technology[31]	2	10	6	3	-	-	-	-
Certificate Grand Total	128	147	179	268	378	365	341	179

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7, & 8.

As reflected in Table 7, there were fourteen associate degree programs continuously offered since fall 2006 (AA in Culinary Arts, AA in Education, AA in Interdisciplinary Arts & Sciences (Liberal Arts/Liberal Studies), AS in Accounting, AS in Automotive Service Technology, AS in Computer Networking, AS in Computer Science, AS in Criminal Justice, AS in Early Childhood Education, AS in Marketing, AS in Medical Assisting, AS in Office Technology, AS in Supervision and Management, and AS in Visual Communications). Of these fourteen associate degree programs, five (5) experienced continuous growth over the past eight (8) years (AA in Culinary Arts, AA in Education, AA in Interdisciplinary Arts & Sciences (Liberal Arts/Liberal Studies), AS in Computer Networking, and AS in Visual Communications).

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[25] Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.
[26] Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.
[27] Program adopted in April of 2007 and began in Fall of 2007.
[28] Program adopted in July of 2009.
[29] Program archived in September of 2008; however, one student remains continuously enrolled.
[30] Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.
[31] Program archived in April of 2009.

Of the twelve (12) certificate programs that have been continuously offered since fall 2006, which include Automotive Service Technology, Computer Science, Construction Technology, Criminal Justice, Early Childhood Education, Education, Fire Science, Medical Assisting, Office Technology, Practical Nursing, Pre-Nursing, and Supervision and Management, the number of students declared in these programs has fluctuated through the years. Ten (10) certificate programs are also offered at the associate degree level (Automotive Service Technology, Computer Science, Criminal Justice, Early Childhood Education, Education, Emergency Management, Medical Assisting, Office Technology, Supervision and Management, and Surveying Technology). In terms of the Fire Science certificate program, this program is offered through special arrangement with the Guam Fire Department on an as needed basis; consequently, enrollment varies from year-to-year. As for the Practical Nursing Certificate program, in order to declare in the program, students must meet special admissions requirements. Enrollment in the Practical Nursing and Medical Assisting programs are expected to steadily increase over the next several years. Additionally, a maximum of 40 students are accepted each year into the Practical Nursing program, limiting enrollment growth, which is a direct result of the Guam Board of Nursing Examiners mandate for quality training in Guam nursing programs.

Faculty involvement in program recruitment and retention efforts are very important. As mentioned in prior Student Ratings of Instruction Survey Reports, students indicated that faculty *sometimes* encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.). Faculty should continue to encourage students to communicate with them if they have any questions or concerns about their program or courses. Additionally, departments/faculty should continue to participate in recruitment events and should actively promote their own programs. Departments should also continue to work with the Office of Communications and Promotions to promote a greater awareness of their programs in the community, including the high schools. Departments should also continue to work with advisory committees to identify ways to improve programs, particularly in the areas of recruitment and retention.

The following section shows program completion rates over the course of eight academic years starting from AY05-06 to AY12-13. Completion rates also demonstrate program success and student success.

Program Completions
Program completion is another essential element of program review. Table 8 on the next page provides information on the number of postsecondary program completers for the past eight (8) years.

Table 8: Completers by Program- Eight-Year Trend
(AY05-06, AY06-07, AY07-08, AY08-09, AY09-10, AY10-11, AY11-12, AY12-13)

Associate of Arts Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
AA in Culinary Arts	1	1	0	2	9	6	9	10	38
AA in Education	3	0	6	7	20	16	14	15	81
AA in Liberal Arts	3	6	4	1	5	5	8	9	41
Associate of Arts Grand Total	**7**	**7**	**10**	**10**	**34**	**27**	**31**	**34**	**160**

Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
AS in Accounting	7	4	11	7	9	8	5	10	61
AS in Automotive Service Technology	0	0	0	0	3	3	4	3	13
AS in Automotive Tech[32]	3	1	1	1	2	0	-	-	8
AS in Computer Networking	0	0	1	3	1	3	7	3	18
AS in Computer Science	11	8	6	6	8	8	6	4	57
AS in Criminal Justice	4	5	14	14	11	21	12	11	92
AS in Early Childhood Education	12	9	6	10	17	20	13	15	102
AS in Electronics Networking[33]	0	0	1	-	-	-	-	-	1
AS in Emergency Management[34]	-	-	0	0	1	0	0	1	2
AS in Food & Beverage Management[35]	-	-	-	-	-	0	6	1	7
AS in Hospitality Industry Management[36]	2	1	5	2	3	4	-	-	17
AS in Hotel Operations & Management[37]	-	-	-	-	0	0	1	0	1
AS in Marketing	4	3	0	2	2	2	1	6	20
AS in Medical Assisting	15	9	11	5	12	13	9	24	98
AS in Office Technology	4	0	1	3	3	3	1	2	17
AS in Pre-Architectural Drafting[38]	-	-	-	-	0	0	0	0	0
AS in Sign Language Interpreting[39]	1	0	0	-	-	-	-	-	1
AS in Supervision & Management	6	6	11	0	5	8	4	8	48
AS in Surveying Technology[40]	-	-	-	0	0	0	0	0	0
AS in Tourism & Travel Management[41]	-	-	-	-	3	0	2	1	6
AS in Visual Communications	0	7	0	2	3	6	6	6	30
Associate of Science Grand Total	69	53	68	55	83	99	77	95	599

[32] Program replaced with AS in Automotive Service Technology in Fall of 2006.
[33] Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.
[34] Program was adopted in April of 2007 and began in Fall of 2007.
[35] From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.
[36] Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.
[37] From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.
[38] Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.
[39] Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.
[40] Program adopted in April of 2009.
[41] From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
CERT in Accounting[42]	0	0	6	0	1	0	-	-	7
CERT in Automotive Service Technology	-	0	0	0	1	1	1	1	4
CERT in Automotive Tech[43]	3	2	1	0	0	0	0	-	6
CERT in Computer Aided Design & Drafting[44]	-	-	-	-	0	0	0	0	0
CERT in Computer Science	3	3	2	1	0	1	0	0	10
CERT in Construction Technology	0	1	0	0	0	0	0	0	1
CERT in Cosmetology[45]	1	0	0	1	0	0	0	1	3
CERT in Criminal Justice	21	2	11	35	11	7	9	4	100
CERT in Early Childhood Education	4	3	2	3	3	27	1	1	44
CERT in Education	0	0	2	8	2	1	1	1	15
CERT in Emergency Management[46]	-	-	0	0	0	0	0	0	0
CERT in Fire Science	0	0	0	0	0	26	0	0	26
CERT in Medical Assisting	16	10	14	6	9	13	8	1	77
CERT in Medium/Heavy Truck Diesel Technology[47]	-	-	-	0	0	0	0	0	0
CERT in Office Technology	3	0	0	0	0	1	0	0	4
CERT in Practical Nursing	14	0	14	19	32	34	20	18	151
CERT in Pre-Nursing	0	0	0	0	0	0	3	10	13
CERT in Sign Language Interpreting[48]	0	0	0	0	0	1	-	-	1
CERT in Supervision & Management	0	0	1	0	0	0	0	0	1
CERT in Surveying Technology[49]	-	-	-	0	0	0	0	0	0
CERT in Systems Technology[50]	0	0	0	0	-	-	0	-	0
Certificate Grand Total	65	21	53	73	59	112	43	37	463

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7, & 8.

When conducting program review, it is important to bear in mind that implementation dates may vary between programs. In general, programs offered for several years have a higher completion rate than those offered for a few years. Additionally, the number of completers can vary by program based on program enrollment. Of the fourteen associate degree programs continuously offered by the College, the five (5) programs with the greatest number of completers over the eight-year period are AS in Early Childhood (102), AS in Medical Assisting (98), AS in Criminal Justice (92), AA in Education (81), and AS in Computer Science (57). Of the fourteen (14) associate degree programs continuously offered by the College, the five (5) with the least number of completers are AS in Automotive Service Technology[51] (13), AS in Office Technology (17), AS in Computer Networking (18), AS in Marketing (20), and AS in Visual Communications (30). It is possible that completion numbers have been impacted by course

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[42] Program archived in May of 2006; however, one student remains continuously enrolled.
[43] Program replaced with CERT in Automotive Service Technology in Fall of 2006; however, one student remains continuously enrolled.
[44] Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.
[45] Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.
[46] Program adopted in April of 2007 and began in Fall of 2007.
[47] Program adopted in July of 2009.
[48] Program archived in September of 2008; however, one student remains continuously enrolled.
[49] Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.
[50] Program archived in April of 2009.
[51] AS in Automotive Technology replaced AS in Automotive Service Technology in fall of 2006.

prerequisites that have been added throughout the years. These prerequisites are now being strictly enforced by Banner (the College's student information system) and the Admissions and Registration Office. In the past couple of years, only department chairpersons were allowed to override a course prerequisite. Prior to this, advisors were also allowed to override prerequisites. It is likely that this resulted in some delays in program completions.

As for certificate programs, of the twelve (12) certificate programs that have been continuously offered by the College, the five (5) with the greatest number of completers are Practical Nursing (151), Criminal Justice (100), Medical Assisting (77), Early Childhood Education (44), and Fire Science[52] (26). Of the twelve (12) certificate programs continuously offered by the College, the five (5) with the least number of completers are Supervision and Management (1), Construction Technology (1), Office Technology (4), Automotive Service Technology (4), and Computer Science (10). Enrollment in the Certificate in Supervision and Management, Construction Technology, Office Technology, Automotive Service Technology, and Computer Science programs has been relatively low over the past eight (8) years. Completions are consequently affected by this trend. In the case of the Automotive Service Technology program, the low number of completers may be due to additional requirements resulting from substantive program changes that were implemented in fall 2006. The Certificate in Cosmetology curriculum had been revamped and the implementation of the Cosmetology Industry Certification became effective in the spring of 2013. Academic departments should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.

Advisory Committees serve as an important link to industry as a valuable feedback tool for improving courses and programs in line with industry standards and requirements. The following section presents statistics on department meetings with industry partners through these advisory committees in an effort to improve programs and keep them current with the changing times.

Advisory Committee Meetings
An important factor in program success is dialogue between industry representatives and program faculty. The exchange of ideas is essential for program currency and improvement. In fall 2013, of the eight (8) departments required to submit advisory committee meeting minutes to AIER, four (4) submitted minutes (50%). In spring 2014, two (2) departments submitted minutes (25%). Departments should commit to the importance of industry feedback through advisory committee meetings each semester and minutes should be documented and posted online on MyGCC. The tables on the next page reflect the compliance of various departments with this requirement.

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[52]The Fire Science Technology program provides basic training for recruits from the Guam Fire Department and other Pacific Basin fire departments. There was a fire cycle offered in AY2010-2011.

Table 9: Advisory Committee Meetings by Program (AY2013-2014)
Meeting Minutes Matrix

Fall 2013 (Aug. 2013 – Dec. 2013)		
Department/Program	School	Program Meeting/Minutes Dated
1. Adult Basic Education Department • Adult Education Program (Adult High School Diploma) • Adult Education Program (Basic Skills) • Adult Education Program (English as a Second Language) • GED®	TPS (4)	Not required to provide Advisory Committee minutes (not included in the compliance report)
2. Nursing and Allied Health Department • Health Careers and Science (formerly Introduction to Health Occupations) Secondary Program • Medical Assisting Certificate Program • Medical Assisting AS • Practical Nursing Certificate Program • Pre-Nursing Certificate Program	TPS (5)	No meeting held.
3. Construction Trades Department • Civil Engineering Technology AS • Computer Aided Design & Drafting Certificate • Construction Technology Certificate • Construction Trades Secondary • Pre-Architectural Drafting AS • Surveying Technology Certificate • Surveying Technology AS	TPS (7)	No meeting held.
4. Social Science/Criminal Justice Department • Criminal Justice Certificate • Criminal Justice AS • Emergency Management Certificate • Emergency Management AS • Fire Science Technology Certificate • Family Services Certificate	TPS (6)	No meeting held.
5. Education Department • Early Childhood Education Certificate • Early Childhood Education AS • Early Childhood Education Secondary • Education Certificate • Education AA	TPS (5)	• Cosmetology Courses (11/18/2013) • Early Childhood Education AS (11/8/2013) • Early Childhood Education Secondary (11/8/2013) • Early Childhood Education Certificate (11/8/2013) • Education AA (11/8/2013) • Education Certificate (11/8/2013)

Fall 2013 (Aug. 2013 – Dec. 2013)		
6. Business Department • Accounting AS • Marketing AS • Marketing Education Secondary • Supervision & Management Certificate • Supervision & Management AS • Visual Communications AS • Visual Communications Secondary	TPS (7)	• Accounting AS (No meeting held.) • Marketing AS (No meeting held.) • Marketing Education Secondary (No meeting held.) • Supervision & Management Certificate (No meeting held.) • Supervision & Management AS (No meeting held.) • Visual Communications AS (12/6/2013) • Visual Communications Secondary (12/6/2013)
7. Technology Department • Computer Networking AS Program • Computer Science Certificate • Computer Science AS • Electronics & Computer Networking Secondary • Office Technology Certificate • Office Technology AS	TSS (6)	• Computer Networking AS Program (11/12/2013) • Computer Science Certificate (No meeting held.) • Computer Science AS (No meeting held.) • Electronics & Computer Networking Secondary (11/12/2013) • Office Technology Certificate (11/26/2013) • Office Technology AS (11/26/2013)
8. Tourism & Hospitality Department • Culinary AA • Food & Beverage Management AS • Hotel Operations & Management AS • Lodging Management Secondary • ProStart Secondary Program • Tourism & Travel Management AS	TPS (6)	• Culinary AA (08/15/2013) • Food & Beverage Management AS (08/15/2013) • Hotel Operations & Management AS (08/15/2013) • Lodging Management Secondary (08/15/2013) • ProStart Secondary Program (08/15/2013) • Tourism & Travel Management AS (08/15/2013)
9. Transportation Department • Automotive (Collision Repair & Refinishing Technology Secondary) • Automotive Services Technology Certificate • Automotive Services Technology AS • Automotive Services Technology Secondary • Medium/Heavy Truck Diesel Technology Certificate	TPS (5)	No meeting held.
Number of TPS programs	19/41	46%
Number of TSS programs	6/6	100%

Spring 2014 (Jan 2014 – May 2014)		
Department/Program	School	Program Meeting/Minutes Dated
1. Adult Basic Education Department • Adult Education Program (Adult High School Diploma) • Adult Education Program (Basic Skills) • Adult Education Program (English as a Second Language) • GED®	TPS (4)	Not required to provide Advisory Committee Minutes (not included in the compliance report)
2. Nursing and Allied Health Department • Health Careers and Science (formerly Introduction to Health Occupations) Secondary Program • Medical Assisting Certificate Program • Medical Assisting AS • Practical Nursing Certificate Program • Pre-Nursing Certificate Program	TPS (5)	No meeting held.
3. Construction Trades Department • Civil Engineering Technology AS • Computer Aided Design & Drafting Certificate Program • Construction Technology Certificate Program • Construction Trades Secondary Program • Pre-Architectural Drafting AS Program • Surveying Technology Certificate Program • Surveying Technology AS & Certificate Programs	TPS (7)	No meeting held.
4. Social Science/Criminal Justice Department • Criminal Justice Certificate • Criminal Justice AS • Emergency Management Certificate • Emergency Management AS • Fire Science Technology Certificate • Family Services Certificate	TPS (6)	No meeting held.
5. Education Department • Cosmetology courses • Early Childhood Education Certificate • Early Childhood Education AS • Early Childhood Education Secondary Program	TPS (5)	• Cosmetology Courses (No meeting held) • Early Childhood Education AS (3/28/2014) • Early Childhood Education Secondary (3/28/2014)

Spring 2014 (Jan 2014 – May 2014)		
• Education Certificate • Education AA		• Early Childhood Education Certificate (3/28/2014) • Education AA (3/28/2014) • Education Certificate (3/28/2014)
6. Business Department • Accounting AS • Marketing AS • Marketing Secondary • Supervision & Management Certificate • Supervision & Management AS • Visual Communications AS • Visual Communications Secondary	TPS (7)	No meeting held.
7. Technology Department • Computer Networking AS Program • Computer Science Certificate • Computer Science AS- • Electronics & Computer Networking Secondary • Office Technology Certificate • Office Technology AS	TSS (6)	No meeting held.
8. Tourism & Hospitality Department • Culinary AA • Food & Beverage Management AS • Hotel Operations & Management AS • Lodging Management Secondary • ProStart Secondary Program • Tourism & Travel Management AS	TPS (6)	• Culinary AA (01/16/2014) • Food & Beverage Management AS (01/16/2014) • Hotel Operations & Management AS (01/16/2014) • Lodging Management Secondary (01/16/2014) • ProStart Secondary Program (01/16/2014) • Tourism & Travel Management AS (01/16/2014)
9. Transportation Department • Auto Body Secondary Program • Automotive Services Technology Certificate • Automotive Service Technology AS • Automotive Services Technology Secondary • Medium/Heavy Truck Diesel AS	TPS (5)	No meeting held.
Number of TPS programs	10/41	24%
Number of TSS programs	5/6	83%

Updated curriculum is an important factor in ensuring that programs are current and meets the ever changing demands of industry to prepare students for the workforce. The following section

provides information on the currency of technical, related technical, related general education and technical elective course requirements.

Curriculum Revision Activities
In order to ensure the quality of a program, it is important that the courses required for the program be regularly updated to coincide with the skills required in the workplace. Input from advisory committees helps to guide curriculum revisions at both the program and course level. The Summary of Program and Course Review Audit by Department for Academic Year 2013-2014 table, found on Appendix C, contains an audit of courses for academic year 2013-2014. The table provides information on the currency of technical, related technical, related general education and technical electives and departmental course curriculum based on the College's requirement that all course guides be reviewed every five years to be current with industry and national standards for the various programs offered by the College.

The summary table reveals that out of the twenty-one (21) associate programs offered by the College in academic year 2013-2014, ten programs (48%) have program guides with dates over five (5) years old. It also reveals that out of the seventeen (17) certificate programs offered by the College in the same timeframe, nine programs (53%) have program guides with dates over five (5) years old. As for the GCC Career and Technical Education Secondary Programs, the summary table reveals that out of the ten (10) secondary CTE programs, four secondary programs (40%) have course guides with dates beyond the College's five (5) year rule.

The summary table reveals that out of the seventeen (17) certificate programs offered by the College and the twenty-one (21) associate degree programs in academic year 2013-2014, all thirty-eight programs had courses that were five (5) years old and older.

Of the ten (10) secondary CTE programs offered by GCC, four (4) programs (40%) do not have any course that is five (5) years old and older. These programs are: Early Childhood Education Secondary, Marketing Secondary, Lodging Management Program Secondary, and ProStart Secondary.

As for the Continuing Education and Workforce Development (CEWD) offered courses, the summary table reveals that out of the one hundred and thirty-four (134) CEWD-offered courses, twenty-four courses (18%) have course guides with dates beyond the College's five (5) year rule.

For a program to be current, the general education requirements, technical requirements, and related general and technical requirements must all be current. This requires communication between departments since some courses required by a program may be under the oversight of another department. This dialogue should be part of the curriculum review process.

Part IV. Closing the Loop

What is *closing the loop*? It is the last phase in the assessment cycle where assessment data is turned back into program/course improvements. *Closing the loop* is important because it informs program review, planning, and budgeting; improves teaching and learning; promotes continuous improvement; strengthens programs; promotes collegiality; and enhances retention and graduation rates.

Based on GCC's two-year assessment schedule, for AY 2013-2014, Group A programs (Associate Degree) were required to enter their program-level and course-level assessment reports and implementation status to close the loop in Fall 2013 thru Spring 2014 in TracDat. Specifically they had to enter their assessment results and indicate how the results will be used to improve their particular units. They also had to report on their implementation status in TracDat. Group B programs (Certificate) were required to enter their program and course-level data collection statuses and assessment reports. Group C programs (Administrative and Student Services) were required to input their new unit assessment plans to start their new Fall 2013 through Spring 2015 assessment cycle. Administrative and Student Services Units also had to enter their unit data collection statuses into TracDat. Group D (Special Programs) was required to enter their program and course-level implementation status to close the loop on the Spring 2012 through Fall 2013 assessment cycle and input a new assessment plan to start their new Spring 2014 through Fall 2015 assessment cycle. The *closing the loop* information for AY2013-2014 is demonstrated by the results of assessments completed by Group A and Group D as summarized below.

The results of assessment show how individual departments and programs closed the loop during academic year 2013-2014. They include programs that were *out of sync*, but were able to *close the loop* during the academic year.

Of the twenty (20) assessment units under Group A, 80% or sixteen (16) units completed their program-level and course-level assessment cycles and closed the assessment loop. The sixteen (16) assessment units include: Accounting AS, Automotive Service Technology AS & Certificate, Civil Engineering Technology AS, Computer Networking AS, Computer Science AS & Certificate, Criminal Justice AS & Certificate, Early Childhood Education AS & Certificate, Education AA & Certificate, Interdisciplinary Arts and Sciences AA, Marketing AS, Medical Assisting AS & Certificate, Office Technology AS & Certificate, Pre-Architectural Drafting AS, Supervision & Management AS & Certificate, Surveying Technology AS & Certificate, and Visual Communications AS.

Of the twenty-five (25) assessment units under Group D, twenty-two (22) were required to complete their assessment cycle and close the loop. Of the twenty-two (22) Group D units, 100% (22) completed their assessment cycle and closed the loop. The twenty-two (22) assessment units include: Allied Health (Health Careers and Science) (Secondary), Automotive (Automotive

Service Technology) (Secondary), Automotive (Collision Repair & Refinishing Technology) (Secondary), Business Department Courses (AC, MK, SM, VC), Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW), Construction Trades (Carpentry & AutoCAD) (Secondary), Early Childhood Education (Secondary), Education/Cosmetology Department Courses (ASL, CD, ED, CM), Electronics-Computer Networking (Secondary), English Department Courses (EN, TH), General Educational Development Test Program (GED®), Marketing (Secondary), Math & Science Department Courses (MA, SI), Nursing & Allied Health Department Courses (EMS, HL, MS, NU), Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY, SO, SS), Technology Department Courses (CS, EE, OA, PV, RE), Tourism (Lodging Management Program) (Secondary), Tourism (ProStart) (Secondary), Tourism & Hospitality Department Courses (CH, CI, HS, JA, KE), Transportation Department Courses (AST, ME, MHT), Visual Communications (Secondary), and Work Experience (Secondary).

Of these programs that closed the loop, improvements reported include a refinement in business processes, use of results to refine the assessment method or to implement new assessment methods, to increase the number of full time faculty, to establish further articulation agreements, to hire more tutors, to utilize computer software to enhance course delivery, to draft legislative proposals, and to implement changes in course guides. As for courses, reported improvements include changes in instructional emphasis for faculty, use of results to refine the assessment method or to implement new assessment methods, and changes in course guide after review.

All the assessment information reported in this report was harvested from TracDat. TracDat has a reporting feature that provides useful information for program review, planning, and decision-making.

Part V. Actionable Plans for Improvement

The following recommendations are made based on a review of assessment and program review activities reported for academic year 2013-2014 and include similar recommendations from the 13th AIAR:

- The Committee on College Assessment and the Office of Assessment, Institutional Effectiveness & Research should hold one-on-one or dedicated workshops to focus on improving the assessment rates of CEWD-offered courses.
- The Learning Outcomes Committee should work directly with the Committee on College Assessment to ensure curriculum currency with the five year curriculum rule and align those updates with the semester-specific assessment requirements for all instructional programs of the College.
- Departments/units chairs/assessment authors should hold regular meetings with their respective faculty/staff to discuss assessment plans and reports in order to increase "buy in" of assessment processes.

- Departments/units assessment authors should mentor individuals who are new to the assessment process.
- Department chairs should work collaboratively with advisory committees to identify ways to improve programs and ensure that advisory committee meetings are held each semester. They should also document meeting minutes and post it online on MyGCC.
- Deans/Academic department chairs, along with counselors, should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.
- Department chairs need to review and update their curriculum documents to ensure the currency of their courses and programs.
- Department chairs should communicate with other departments regarding general education requirements, technical requirements, and related general and technical requirements necessary for each of their programs in order to ensure the currency of all program-required courses. This dialogue must be included as part of the curriculum review process.

Appendix A

Assessment Taxonomy for

(AY 2013-2014)

GCC ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2013-2014

GROUP A
Associate Degree Programs

Accounting AS
Automotive Service Technology AS & Certificate
Civil Engineering Technology AS
Computer Networking AS
Computer Science AS & Certificate
Criminal Justice AS & Certificate
Culinary Arts AA
Early Childhood Education AS & Certificate
Education AA & Certificate
Food & Beverage Management AS

Hotel Operations & Management AS
Interdisciplinary Arts and Sciences AA
Marketing AS
Medical Assisting AS & Certificate
Office Technology AS & Certificate
Pre-Architectural Drafting AS
Supervision & Management AS & Certificate
Surveying Technology AS & Certificate
Tourism & Travel Management AS
Visual Communications AS

GROUP B
Certificate Programs

Computer Aided Design & Drafting Certificate
Construction Technology Certificate
Family Services Certificate
Fire Science Technology Certificate
Medium/Heavy Truck Diesel Technology Certificate

Practical Nursing Certificate
Pre-Nursing Certificate

GROUP C
Administrative & Student Services Units

Academic Technologies*
Accommodative Services
Admissions & Registration Office
Apprenticeship Training Program
Assessment & Counseling
Board of Trustees +
Business Office*
Center for Civic Engagement
Center for Student Involvement
College Access Challenge Grant Program
Communications & Promotions Office
Continuing Education & Workforce Development
Development & Alumni Relations
Environmental Health & Safety*

Facilities
Foundation Board +
Health Services Center
Human Resources Office*
Learning Resources Center
Management Information Systems Office*
Materials Management*
Office of the President +
Planning & Development Office
Project AIM/TRiO
Student Financial Aid*
Student Support Services

*Units under Finance & Administration are due November 5th and April 1st of every year.
+These administrative units do not follow the standardized assessment schedule. They report every other year.

(All federally funded instructional programs, general education, developmental courses, career & technical education secondary programs, and Related Technical Requirements/Electives)

Adult High School Diploma Program (AHS)	Technology Department Courses (CS, EE, OA, PV, RE)
Adult Basic Education (ABE)	Tourism (Lodging Management Program) (Secondary)
Allied Health (Introduction to Health Occupations) (Secondary)	Tourism & Hospitality Department Courses (*CH, CI, HS, JA, KE)*
Automotive (Automotive Service Technology) (Secondary)	Transportation Department Courses (AST, ME, MHT)
Automotive (Collision Repair & Refinishing Technology) (Secondary)	Visual Communications (Secondary)
Business Department Courses (AC, MK, SM, VC)	Work Experience (Secondary)
Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)	Tourism (ProStart) (Secondary)
Construction Trades (Carpentry & AutoCAD) (Secondary)	
Early Childhood Education (Secondary)	
Education/Cosmetology Department Courses (ASL, CD, ED, CM)	
Electronics-Computer Networking (Secondary)	
English Department (EN,TH) Courses	
General Education Development Test Program (GED)	
Health Careers & Science (Secondary)	
Marketing (Secondary)	
Math & Science Department Courses (MA, SI)	
Nursing & Allied Health Department Courses (EMS, HL, MS, NU)	

Appendix B

GCC's Two-Year Assessment Cycle Schedule

Effective Fall 2013

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE
EFFECTIVE FALL 2013

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D Special Programs
FALL 2013	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 14, 2013**	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 14, 2013**	**Admin/Student Services Unit AUO/SSUO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle **DEADLINE: October 14, 2013**	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 14, 2013**
SPRING 2014	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 10, 2014**	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 10, 2014**	**Admin/Student Services Unit AUO/SSUO Data Collection Status** Gather data continuously; Enter status of data collected for the AUO/SSU0 in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 10, 2014**	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE: March 10, 2014**
FALL 2014	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE: October 13, 2014**	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 13, 2014**	**Admin/Student Services Unit AUO/SSUO Assessment Report** Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab **DEADLINE: October 13, 2014**	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 13, 2014**
SPRING 2015	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 9, 2015**	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE: March 9, 2015**	**Admin/Student Services Unit AUO/SSUO Implementation Status** Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 9, 2015**	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 9, 2015**

The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

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Office of Assessment, Institutional Effectiveness & Research

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE
EFFECTIVE FALL 2015

	GROUP A **Associate Degree**	GROUP B **Certificate Programs**	GROUP C **Administrative & Student Services Units**	GROUP D **Special Programs**
FALL 2015	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-Tabs **DEADLINE: October 12, 2015**	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-Tabs **DEADLINE: October 12, 2015**	**Admin/Student Services Unit AUO/SSUO Assessment Plan** Go to Program/Unit-Level and Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle **DEADLINE: October 12, 2015**	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 12, 2015**
SPRING 2016	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 14, 2016**	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 14, 2016**	**Admin/Student Services Unit AUO/SSUO Data Collection Status** Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 14, 2016**	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE: March 14, 2016**
FALL 2016	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE: October 10, 2016**	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 10, 2016**	**Admin/Student Services Units AUO/SSUO Assessment Report** Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab **DEADLINE: October 10, 2016**	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 10, 2016**
SPRING 2017	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-Tabs **DEADLINE: March 13, 2017**	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field box for the new cycle **DEADLINE: March 13, 2017**	**Admin/Student Services Unit AUO/SSUO Implementation Status** Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 13, 2017**	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 13, 2017**

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Appendix C

Summary of Program and Course Review Audit

By Department

(AY 2013-2014)

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[53]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Adult Education	Adult High School Diploma (AHS)	4/15/2013	15[54]	3	20%
	Adult Basic Education (ABE)	Course-specific	CEWD[55]		
	English-as-a-Second Language (ESL)	Course-specific	CEWD[56]		
	General Educational Development Testing Program (GED®)	Course-specific	CEWD[57]		

In a memo transmitted to the Committee on College Assessment (CCA) dated February 17, 2014, the Program Specialist assigned to the Adult Education Office indicated that the Adult High School Diploma Program, the Adult Basic Education, and the English as a Second Language programs were undergoing program and course revisions to incorporate College & Career Readiness Standards and Common Core State Standards. The CCA approved the request to extend assessment requirements for these programs to the official curriculum revisions approval dates due to the extensive changes proposed for these programs.

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[53] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

[54] The courses required for the Adult High School Diploma Program are maintained by other departments of the College and are included under each department's course statistics found within this appendix.

[55] Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

[56] Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

[57] Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[58]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Business	Business Department Courses (AC, MK, SM, VC)	Course-specific	11	8	73%
	Accounting AS	3/27/2007	7	4	57%
	Marketing AS	3/27/2007	7	7	100%
	Marketing Secondary	4/21/2010	4	0	0%
	Supervision & Management AS	4/20/2007	9	8	89%
	Supervision & Management Certificate	5/19/2004	7	6	86%
	Visual Communications AS	3/5/2007	10	10	100%
	Visual Communications Secondary	9/25/2006	4	2	50%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	38	**73%**
Total Department-owned Courses	52	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	6	**86%**
Total Department-owned Programs	7	

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[58] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[59]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Construction Trades	Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)	Course-specific	20	11	55%
	Civil Engineering Technology AS	1/3/2012	7	2	29%
	Computer Aided Design & Drafting Certificate	5/3/2010	6	5	83%
	Construction Technology Certificate	3/18/2009	19	19	100%
	Construction Trades (Carpentry & AutoCAD) Secondary	4/29/2010	4	4	100%
	Pre-Architectural Drafting AS	5/7/2010	7	5	71%
	Surveying Technology AS	4/1/2009	11	10	91%
	Surveying Technology Certificate	3/31/2009	7	6	86%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	50	**77%**
Total Department-owned Courses	65	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	3	**43%**
Total Department-owned Programs	7	

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[59] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Continuing Education & Workforce Development	CEWD Department Courses[60]	Course-specific	134	24	18%

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[60] Effective Spring 2014, the Office of Continuing Education and Workforce Development incorporated the assessment of all courses offered through the CEWD office. In partnership with the Office of Assessment, Institutional Effectiveness & Research, CEWD-offered courses and workshops have been created in the College's TracDat assessment management system and the regular monitoring of assessment compliance now includes these courses.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[61]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Education/ Cosmetology	Education/Cosmetology Department Courses (ASL, CD, ED, CM)	Course-specific	20	12	60%
	Early Childhood Education AS	4/15/2013	9	1	11%
	Early Childhood Education Certificate	1/03/2012	9	1	11%
	Early Childhood Education Secondary	4/15/2013	5	0	0%
	Education AA	12/5/2011	7	2	29%
	Education Certificate	12/05/2011	7	2	29%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	14	**37%**
Total Department-owned Courses	38	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	0	**Compliant**
Total Department-owned Programs	5	

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[61] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[62]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
English	English Department Courses	Course-specific	9	0	0%
	Interdisciplinary Arts & Sciences, A.A.	2/4/2013	19	8	42%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	0	**Compliant**
Total Department-owned Courses	13	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	0	**Compliant**
Total Department-owned Programs	1	

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[63]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Math and Science	Math and Science Department Courses (MA, SI)	Course-specific	28	2	7%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	2	**7%**
Total Department-owned Courses	28	

[62] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

[63] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[64]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Nursing and Allied Health	Nursing & Allied Health Department Courses (EMS, HL, MS, NU)	Course-specific	14	11	79%
	Health Careers and Science (formerly Introduction to Health Occupations) Secondary	4/15/2013	3	3	100%
	Medical Assisting AS	9/20/2005	13	13	100%
	Medical Assisting Certificate	9/20/2005	10	10	100%
	Practical Nursing Certificate	3/17/2012	8	6	75%
	Pre-Nursing Certificate	(4/10/2014)	0	0	0%

CURRICULUM SUMMARY

Total Department-owned Courses exceeding the 5-year Curriculum Rule	35	**88%**
Total Department-owned Courses	40	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	2	**40%**
Total Department-owned Programs	5	

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[64] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[65]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Social Science/Criminal Justice	Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY, SO, SS)	Course-specific	23	14	61%
	Criminal Justice AS	12/24/2009	14	5	36%
	Criminal Justice Certificate	3/13/2013	10	5	50%
	Emergency Management AS[66]	4/25/2007	27	0	0%
	Emergency Management Certificate[67]	4/19/2007	27	0	0%
	Family Services Certificate	2/28/2013	5	1	20%
	Fire Science Technology Certificate	9/07/2010	6	3	50%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	30	**52%**
Total Department-owned Courses	58	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	1	**25%**
Total Department-owned Programs	4	

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[65] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

[66] Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

[67] Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[68]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Technology*	Technology Department Courses (CS, EE, OA, PV, RE)	Course-specific	12	2	17%
	Computer Networking AS	5/11/2011	12	9	75%%
	Computer Science AS	3/23/2011	17	6	35%
	Computer Science Certificate	3/03/2003	6	3	50%
	Electronics & Computer Networking Secondary	9/29/2008	6	2	33%
	Office Technology AS	4/30/2004	10	5	50%
	Office Technology Certificate	12/12/1996	8	4	50%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	24	**41%**
Total Department-owned Courses	58	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	4	**67%**
Total Department-owned Programs	6	

*The Technology Department had submitted numerous program and course curriculum revisions during this reporting period and as of the publication of this report, approximately 90% of those revisions are pending data entry into the Banner student information system, upload into the TracDat assessment management system, and submission of the final approved copy to the author and Department Chairperson. There were approximately three (3) program curriculum revisions that were returned Back To Author (BTA) for some recommended revisions from the Learning Outcomes Committee (LOC).

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[68] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[69]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Tourism & Hospitality	Tourism and Hospitality Department Courses (CH, CI, HS, JA, KE)	Course-specific	12	6	50%
	Culinary Arts AA	4/15/2013	9	1	11%
	Food & Beverage Management AS	5/13/2013	7	1	14%
	Hotel Operations & Management AS	5/10/2010	7	5	71%
	Lodging Management Secondary	1/24/2006	3	0	0%
	ProStart Secondary Program	5/28/2012	3	0	0%
	Tourism & Travel Management AS	3/29/2010	8	7	88%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule			22	**46%**	
Total Department-owned Courses			48		
Total Department-owned Programs exceeding the 5-year Curriculum Rule			1	**17%**	
Total Department-owned Programs			6		

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[69] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog[70]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Transportation	Transportation Department Courses (AST, ME, MHT)	Course-specific	4	4	100%
	Automotive Service Technology Secondary (Collision Repair & Refinishing Technology)	2/17/2011	4	4	100%
	Automotive Services Technology AS	4/6/2006	18	18	100%
	Automotive Service Technology Certificate	4/6/2006	18	18	100%
	Automotive Services Technology Secondary	3/10/2009	6	6	100%
	Medium/Heavy Truck Diesel Technology Certificate	7/19/2009	12	2	17%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	34	**77%**
Total Department-owned Courses	44	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	4	**80%**
Total Department-owned Programs	5	

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[70] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Appendix D

GCC Accreditation Midterm Report Work Plan

MIDTERM REPORT TIMELINE				
ACTION STEP	**RESPONSIBILITY**	**TASK ASSIGNED DATE**	**TASK COMPLETION DEADLINE**	**SUBMISSION DATE TO AIER OFFICE**
Distribute working draft with ALO's comments to committee members via email.	Planner IV, AIER office	8/19/2014	8/19/2014	N/A
Address ALO's comments and incorporate changes to the midterm report working draft.	Standard Committees	8/20/2014	9/12/2014	On or before 9/15/2014
Consolidate changes made from the standard committees to create new version of working draft.	AIER office, Assistant Director AIER/Planner IV	9/16/2014	9/24/ 2014	N/A
Forward new version of working draft to deans/administrators for feedback on sections of the report that apply to their respective departments/units.	AIER office	9/25/2014	9/25/2014	N/A
Review and provide feedback on sections of the report that apply to their respective departments or units.	Deans/administrators	9/26/2014	10/10/2014	On or before 10/13/2014
Compile and review feedback from deans/administrators and make recommendations (if any) to standard committees to incorporate feedback into the working draft as requested.	ALO/Assistant Director AIER/Planner IV	10/13/2014	10/17/2014	N/A
Incorporate Deans/Administrators' feedback into the report as recommended by ALO.	Standard committees	10/20/2014	10/24/2014	On or before 10/27/2014

MIDTERM REPORT TIMELINE				
ACTION STEP	RESPONSIBILITY	TASK ASSIGNED DATE	TASK COMPLETION DEADLINE	SUBMISSION DATE TO AIER OFFICE
Post midterm draft onto MyGCC for campus stakeholders' review and feedback.	AIER office	10/29/2014	10/29/2014	N/A
AVP and AIER meet with governance bodies (Faculty Senate, Staff Senate, COPSA) to gain additional feedback (if any).	Campus stakeholders – Faculty Senate, Staff Senate, COPSA.	10/30/2014	11/12/2014	On or before 11/13/2014
Review feedback from stakeholders and make recommendations (if any) to the standard committees to incorporate feedback into the report.	ALO/Assistant Director AIER/Planner IV	11/14/2014	11/21/2014	N/A
Forward ALO's recommendation to the standard committees to incorporate stakeholders' feedback into the report as requested.	AIER office	11/24/2014	11/24/2014	N/A
Incorporate campus community's feedback into the report as per the ALO's recommendation.	Standards committee	11/25/2014	12/3/2014	On or before 12/4/2014
Post draft report via MyGCC to the campus community/stakeholders for second review and feedback.	AIER office	12/9/2014	12/9/2014	N/A
Review and provide feedback on draft report.	Campus community/stakeholders.	12/10/2014	12/19/2014	On or before 12/22/2014

MIDTERM REPORT TIMELINE				
ACTION STEP	**RESPONSIBILITY**	**TASK ASSIGNED DATE**	**TASK COMPLETION DEADLINE**	**SUBMISSION DATE TO AIER OFFICE**
Perform quality review on draft report. Compile and review comments from stakeholders and make recommendation to standard committees for incorporation of feedback into the report as directed.	ALO/Assistant Director AIER/Planner IV	12/23/2014	12/31/2014	N/A
Distribute ALO's recommendation of stakeholders' feedback to standard committees for incorporation into the report.	AIER office	1/9/2015	1/9/2015	N/A
Incorporate stakeholders' comments into the report as recommended by the ALO.	Standard committee	1/12/2015	1/22/2015	On or before 1/23/2015
Finalize midterm report.	ALO/Assistant Director AIER/Planner IV.	1/26/2015	1/30/2015	N/A
Submit midterm report to president and BOT for review, approval, and signature.	ALO	February's scheduled BOT meeting.	February's BOT meeting	Pending President's/BOT's review and approval of midterm report.
Prepare and package midterm report for submission to ACCJC	AVP's office	2/16/2015	2/18/2015	N/A

Appendix E

GCC Distance Education Strategic Plan

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Guam Community College: Distance Education Strategic Plan - Draft

May 13th, 2014

Table of Contents

Distance Education Strategic Plan (2014 – 2020)

Introduction

Guam Community College is a leader in career and technical workforce development and provides the highest quality, student-centered education and job training for students in Micronesia. To further this mission, Guam Community College (GCC) has set a goal to be a provider of Distance Education (DE) to its students. Distance education is a vehicle that the college can engage to achieve its mission of supporting students in Guam and Micronesia attain their academic goals, while still providing high quality accredited programs in career and workforce development. The resources needed to provide access to students will be carefully determined, and student, faculty, and staff readiness for DE will be assessed and measures put in place to address any gaps. In this strategic plan, all mention of staff includes; administrative, operational, and technical DE staff.

The college is considering a broad range of DE courses which will fall into two distinct categories as defined in DE Policy 340:
1. Hybrid – This course type is offered in such a manner that 50% of the classes are held on campus (traditional face-to-face) while 50% is held fully online.
2. Fully Online – Course is offered fully online with no expectation for the student to come on campus.

Guam Community College realizes the opportunity DE would afford students seeking flexible learning options. A recent anecdotal poll taken on the college website, had 87% of the respondents select that they would like to take online courses at GCC due to the convenience of taking courses on a flexible schedule. GCC students have various needs such as flexible scheduling and increased access to higher level courses, both factors which may not be readily available due to resource constraints primarily on the part of the student but also at the college. Fully online or even hybrid courses would reduce the burden on current institutional physical infrastructure such as parking and computer labs, yet avail GCC students' access to courses. Implementation of a sustainable DE offering could have the benefit of curbing attrition, with a consequent increase in retention, persistence and completion. Furthermore, a thorough review of business processes and incorporation of additional automation, will strengthen student records management, improve student experiences and enhance data acquisition. In addition, improving the working environment for both faculty and staff will have an overall positive impact on college culture, and will elevate the culture of productivity which is already present on the college. In order to establish a viable and sustainable distance education offering at the college, it is also recommended that the college establish an academic technology working group that supports both institutional and DE academic technology needs.

DE at Guam Community College will support the four key institutional goals presented below. Also outlined are the specific DE goals that align with institutional direction. To attain these goals, exceptional effort must be made to address current students' needs, but also to improve faculty and staff engagement and access to efficient and effective tools. Excellence in online degree programs will attract new students, while excellence in support services will support high levels of student retention. To achieve these goals, GCC has developed a five-year strategic plan to guide the institutional efforts. The impact of rapid change in educational technologies, and increased need for technology support from the college continue to strain college resources. This strategic plan takes into consideration the various factors that impact DE such as academic planning and technology services that enable the promotion of growth, effectiveness, and efficiency of robust DE implementations.

In order to comply with federal and local regulations on Distance Education, it is recommended that GCC take several factors into consideration during the planning process. When creating the Distance

Education Strategic Plan, GCC should consider library services to distance learners, means for ensuring learner integrity, appropriate support services for distance learners, adequate technical resources, faculty training and support services, and evaluation of DE courses. Beyond the Distance Education Strategic Plan, GCC should comply with federal and local regulations by investigating, selecting and supporting those tools necessary for the delivery of distance education. These may include sustainable investment in the course management system and 3rd party tools that support distance education. Going forward, GCC might consider separating online from hybrid and face-to-face (which includes Web-Enabled) data in order to best demonstrate that online courses meet academic quality and integrity as well as engage distance learners in addressing course outcomes.

An added benefit of tracking fully online DE students is that the college would be able to address the five key regulatory factors that directly impact DE (US Department of Education), which include:

- Credit Hour – Ensure that GCC DE courses meet the contact hours as outlined by ACCJC
- Prohibition against Incentive Compensation – Ensure that GCC does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any person or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance
- Misrepresentation – Guard against any false, erroneous, or misleading statement made to a student, prospective student, or any member of the public, or to an accrediting agency, a state agency, or Department of Education by the institution, or one of its representatives or persons with whom an institution has an agreement to provide educational programs or marketing, advertising, recruiting, or admissions services
- Last Day of Attendance – Ensure that GCC records the last date that a student had academic engagement in the eLearning environment; just logging into course does not constitute engagement. This date is used to calculate the Title IV refund amount a student receives when withdrawing from a program.
- Gainful Employment – Select programs that offer at least one year of training that leads to a certificate or degree that prepares students for gainful employment in a recognized occupation. The new metric also looks at the debt-to-income ratio and loan repayment rates.

Ellucian, in partnership with key academic leaders, performed a Distance Education assessment of Guam Community College in spring 2014. That assessment coupled with ensuing recommendations from the DE taskforce and institutional stakeholders (Appendix 7) form the foundation for this Strategic Plan.

Alignment of GCC Institutional Strategic Masterplan with DE goals.

As the college seeks to develop and strengthen Distance Education, the alignment of this goal with institutional priorities remains essential. As part of the strategic planning process, DE taskforce members in collaboration with Ellucian consultants provided input on DE goals and direction. The tasks associated with achieving these goals were developed and ranked based on feedback from the taskforce and are an aggregate of these rankings. A five-year DE implementation and assessment plan has also been developed as part of the strategic plan (Appendix 2). A substantive application to the ACCJC requesting authorization to offer full DE programs has been included in the Five-year planning process. This will ensure accreditation compliance for the DE program at GCC. Also included in the plan is the rollout of a DE pilot project. The college would like to have all DE student, faculty and staff support in place prior to initiating the pilot.

Institutional Goal 1: Guam Community College will increase retention and completion

Purpose: Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Excellence in teaching will be achieved by providing a rigorous professional development program. All faculty members engaged will be provided the opportunity to participate in a professional development program focused on best practices that encompasses skills, knowledge and pedagogy for online learning in an ever-changing digital age.

Online courses will meet the institutional requirements for certification of excellence as a result of participation in an internal review process. Courses that attain certification will serve as models for the development and continuous improvement of all Guam Community College online courses.

To meet the challenge of an anytime/anyplace educational model, the college will expand delivery options to include virtual collaborations, mobile technologies, digital learning modules and e-textbooks.

Distance Education will support the institutional goal of increasing retention and completion by pursuing the following goals:

DE Goal 1.1: Provide a full range of student services for both on-campus and off-campus students

DE Goal 1.2: Provide the organizational structure that will support active student advising and career counseling

DE Goal 1.3: Develop online degree programs that will meet current industry needs

Institutional Goal 2: Guam Community College will foster an environment that is conducive to learning

Purpose: Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

Excellence in teaching in traditional classrooms will be achieved by providing faculty with technology tools within the classroom that will enhance the learning experience through innovative use of communication, collaboration, and presentation tools. Additionally, instructional technologies that are discipline specific will be available in designated classrooms and student computer labs. The reliance on innovative technologies requires that rapid technology support is provided to resolve technical issues.

Excellence in the provision of an environment conducive to learning will be accomplished by pursuing the following goals:

DE Goal 2.1: Provide faculty with innovative tools, including Internet access and multimedia presentation capabilities within each classroom, to support teaching and learning, communication, and collaboration.

DE Goal 2.2: Provide faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

DE Goal 2.3: Apply institutional standards and best practices that will serve as online course development models.

Institutional Goal 3: Guam Community College will support an environment of improvement and accountability

Purpose: Enhance the existing integrated planning, review, and evaluation processes that provide for the allocation of resources based on assessment results and college-wide priorities, in order to boost improvement and accountability.

Excellence in technology support will be provided by the combined efforts of Academic Technologies , and the MIS departments with collaboration from the Campus Technology Committee. This will include support for classroom technologies, online teaching and learning, in addition to administrative functions and services for all students, faculty, and staff supporting distance education.

Faculty, staff, and students must be proficient in the technologies that support their learning. Training will be provided for a full range of administrative and productivity applications.

The growth of online learning requires a full range of student support services available to students that may not have access to the campus. Excellence in student services will be provided online utilizing "online support services" that will avail course enrollments, advising, library access, tutoring services (if needed) and access to textbooks from the bookstore.

Creating a culture of improvement and accountability will be accomplished by pursuing the following DE goals:

DE Goal 3.1: Provide a high level of technology reliability and technical support.

DE Goal 3.2: Establish a separate DE Department that provides leadership and oversight through effective policies and procedures.

DE Goal 3.3: Provide the technical staff with services and tools needed to make DE courses an effective and efficient means of learning.

DE Goal 3.4: Provide training for faculty, staff and administrators on the use of administrative and productivity technologies and applications.

DE Goal 3.5: Evaluate effectiveness of services provided to DE students and faculty.

Institutional Goal 4: Guam Community College will institute measures to increase visibility and global engagement

Purpose: Promote the Guam Community College brand to achieve regional, national, and international recognition.

Expansion of institutional brand within Guam, surrounding islands and internationally will be coordinated by the Office of Communication and Promotion. The development of appropriate marketing material and active marketing strategies will be supported by the individual program departments. Furthermore, GCC already has a strong partnership with local industry leaders and this will continue to be a great added advantage when rolling out new marketing campaigns for programs that target working adult populations seeking to improve their job prospects. Of keen interest to the college is an ability to engage the adult education population, and a concerted marketing effort would be needed to not only reach this demographic but relay the value of a distance education to them.

DE Goal 4.1: Provide a structured marketing and communication plan for distance education courses and programs.

Comparing Resource Needs for GCC Courses Types

As the college seeks to review service needs for DE courses, it is important to look at functions/services that are deemed essential for the course type being offered. In addition, as GCC seeks to expand into the DE market, the type of program that is developed would require various levels of support for the students, faculty members and administrative staff. The chart below provides a listing of services that would enable efficient course delivery and student and faculty support services. The selected options give a general view of service needs for each type of DE program, however once GCC selects programs/courses then the appropriate service delivery will be determined. Some services may be optional for a given course type and are noted as being possible depending on the course and instructor teaching the given section.

Service	Web-Enabled	Hybrid	Fully Online
LMS	Possible	✓	✓
Faculty training	✓	✓	✓
Student training	Possible	✓	✓
AT support	✓	✓	✓
MIS support	✓	✓	✓
Advising /Counseling Services	✓	✓	✓
Tutoring Services	✓	✓	✓
Health Services	✓	✓	Possible
Tutoring	✓	✓	✓
Placement testing	✓	✓	✓
Proctoring Services	✓	Possible	✓
Software acquisition	✓	✓	✓
ADA compliance	✓	✓	✓
Lecture capture services	Possible	Possible	✓
Onsite computer lab utility	Possible	✓	Possible
Student ID services	✓	✓	✓
Onsite parking	✓	✓	Possible
Onsite wireless utility	✓	✓	Possible
Remote Library support (24-7 library access)	Possible	✓	✓
Physical Classroom Utility	✓	✓	✓
Online course evaluation		✓	✓
Onsite computer lab utility	✓	✓	✓

Service	Web-Enabled	Hybrid	Fully Online
Helpdesk support	Possible	✓	✓
Remote bookstore support		✓	✓
Virtual student authentication		✓	✓
Helpdesk		✓	✓
Fully online student support services (Admissions, Registration, FA, etc.)			✓

Course Development and Faculty Training

As GCC considers training options for hybrid and fully online courses it could incorporate the following types of training for its faculty. All faculty would benefit greatly from the LMS training, however if the college wants to gradually train its faculty then faculty teaching fully online or hybrid courses should get first priority. It typically takes between 8-12 months to train faculty in LMS use, online pedagogy and course development. Hybrid course faculty training typically takes 3-6 months because 50% of the course is offered in the face-to-face method. *(NOTE: This is an estimate of the time it takes to train faculty members and support course development. An assumption that has been made is that the course is being developed by both a faculty member and an instructional designer).*

As part of the faculty training process, faculty members will be able to determine their online readiness through taking a *Faculty Online Readiness* Survey[1]. As part of the strategic planning process, preliminary data obtained from the survey indicates that 16% of faculty members responded that they had taught at least one course online (11/67). 89.3% of the respondents (50/56) have not received any formal training for online instruction, and none indicated that there was mandatory training that they have participated in. Only 1.8 % of the respondents indicated that they were trained using a quality standard for teaching online (1/56) and they have adopted them in the course. About 77% of the respondents stated that they have never used an LMS whereas the other 23% have used LMSs such as Moodle and Blackboard. Of the faculty who had taught online, about 14.3% had used Blackboard and 8.9% used Moodle. Seventeen faculty members who responded to the survey stated that they have developed online courses with varying levels of support. Interestingly, about 58% of the faculty members responded that they have taken an online course previously. From their experiences, the faculty seemed to think that they would spend more time teaching their online course (~68%). Put together, these responses suggest that as GCC considers incorporating training faculty members there may be three tiers of faculty training required; training for faculty members who are very familiar with LMS use and course development (Experts), training for those who have had some LMS and course development experience but do not use it frequently (Amateur) and training for faculty members who have no LMS or online course experiences (Novices).

In addition to determining faculty readiness, a student online readiness survey was administered by the college[2]. About 72% (400/557) of the student respondents indicated that they can work independently without the traditional class arrangement, while 64% expect to spend more time in a DE course as compared to their traditional course. About 17% of the students expect to spend 6-9 hours on an online course (meets expectations for success in online courses), while about 8% expected to spend more than 9 hours. Almost 75% of the students responded that they would expect to spend less than 6 hours and suggests that orientation would be important to ensure that students are aware of online course expectations.

Strategic Plan Objectives Items – Aligned with DE Strategic Goals

DE Goal 1.1: Provide a full range of student services online for both on-campus and off-campus students

Objective	Area of Focus	Description
1.1a	Virtual Student Support	Develop an online student system that enables remote students access to admissions, registration, course enrollments, counseling, library access, textbooks, advising, financial aid, transcript requests and access to diplomas.

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[1] Data Obtained from Faculty Online Teaching Readiness Survey administered between February and April, 2014

[2] Data obtained from Student Online Teaching Readiness Survey administered between February and April, 2014

1.1b	**Faculty and Staff Awareness program**	As the enrollment in GCC online courses/programs grow, the need for staff and faculty understanding of the importance of support activities for students outside the local region will consequently increase. The development of the virtual processes requires staff and faculty member support.
1.1c	**Develop support services for faculty and students in the full range of DE courses**	Students may be enrolled in fully online, Hybrid or Web-enabled courses and they will have varied needs based on the type of course they are engaged in. It is the intention of the college to provide a full repertoire of services to support both faculty and students taking the wide range of DE courses. *(See above chart on Resources aligned to GCC courses types)*

DE Goal 1.2: Provide the organizational structure that will support active student advising and career counseling

Objective	Area of Focus	Description
1 .2a	**Advisor assignment**	Develop an online student advising system whereby advisors (faculty or staff) can be assigned to an incoming DE student upon their acceptance at the college.
1 .2b	**Advising management**	Develop a system whereby DE students must meet with advisors every semester prior to course enrollment throughout their tenure at the college.
1 .2c	**Advisor training**	Implement an advisor training / professional development system to ensure that all advisors for DE students utilize the institutional system and have access to all tools that would enable them to successfully accomplish their advising tasks.

DE Goal 1.3: Develop online degree programs that will meet current industry needs

Objective	Area of Focus	Description
1 .3a	New Online Program Market Analysis	Facilitate an online program market analysis for determination of appropriate online program development. Commission a market analysis for determination of appropriate online program development. This analysis is a prerequisite for understanding long-term opportunities for expansion in the higher education market space.
1 .3b	Hybrid Program Development	Increase number of hybrid courses offered at the college. A hybrid course offers 50% of the course instruction remotely, and 50% on campus. This initiative will enable more students to experience online course delivery but also provide faculty an opportunity to provide instruction remotely where pertinent. Furthermore, scheduling of courses that require scarce lab resources would be supported by utilizing a hybrid model.
1 .3c	Web-Enhanced Courses	Increase the use of web-enabled technologies in onsite courses in all GCC programs. This initiative will enable faculty to utilize various technologies to support their pedagogy, but also provide students with an opportunity to experience varied learning structures. Some faculty who develop Web-Enhanced courses may in future consider developing hybrid or even fully online courses if a need arises for this type of delivery. Each program should offer at least 1 WE course (Target date is by year 3)
1 .3d	DE Course Experience for GCC Students	40% of programs should offer at least one DE course. It was recommended that if GCC programs offer at least one DE course then a majority students graduating from a GCC program would have had an online course experience, therefore preparing them for future learning experiences as they enter the workforce or transfer to other institutions.
1 .3e	Student Course Evaluations and Retention Survey Mechanisms	Review current student course evaluation mechanisms and surveys to enable data driven decisions about course and program effectiveness.

DE Goal 2.1: Provide faculty with innovative tools; Internet access and multimedia presentation capabilities within each classroom to support teaching and learning, communication, and collaboration.

Objective	Area of Focus	Description
2.1a	**Learning Management System**	As part of the global strategy to support effective online learning, a formal LMS review should be undertaken. In collaboration with the College Technology Committee, the Academic Technology, department and the DE taskforce should conduct a formal review of the current LMS to determine if the Moodle LMS will support GCC's commitment to faculty and student support in addition to future increase in DE student enrollment. As part of this review, the college will determine if the current LMS service is to be continued, switched to 3rd party hosting vendor, or if the selected LMS should be cancelled and the college embark on a search for a different LMS.
2.1 b	**Video Streaming**	In collaboration with Campus Technologies and Academic Technology Governance system, develop a long-term web-conferencing strategy and solution, then make it available in a consistent manner across all web-enhanced, hybrid, and online courses.
2.1c	**Funding Allocation and Grant Support for DE at GCC**	GCC has strong fiscal responsibility and compliance in grant management. The grants can seek foundation and federal grants to support DE institutionalization at GCC.
2.1d	**Special Technology - Innovation Support**	Develop a formal process of project approval for creative use of innovative technology in DE courses. Academic Technology resources and support need to be provided to accommodate creativity and innovation through faculty experimentation. To limit the scope of activity, experimental projects should be formalized, and faculty participation should include reporting of findings to the grants team in order to facilitate recommendation for use and adoption with wider support.
2.1e	**Mobile Learning Initiative**	Develop plans for a formal initiative on the development of a mobile learning strategy.
2.1 f	**Classroom Technology Training**	Providing tools and training on the use and support of classroom technology.
2.1g	**Classroom Technology Inventory**	Review the current inventory of classroom technology and all available utilization data.
2.1h	**Classroom Technology Upgrades**	Reviewing process and procedures for identifying, evaluating, and making decisions on acquiring and replacing classroom technology.

Objective	Area of Focus	Description
2.1i	**Wireless Access to Support Mobile Learning**	Review wireless availability in all areas to provide for large scale student access. This will serve as a foundational technical requirement for expanded mobile learning.

DE Goal 2.2: Provide faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

Objective	Area of Focus	Description
2.2a	**Amend DE Policy**	Amend DE policy to include guidelines for faculty member responsibilities and training requirements.
2.2b	**Faculty Certification for Online Teaching**	Develop a standard required faculty training program for online course delivery based on institutional guidelines.
2.2c	**Professional Development Plans**	Create and maintain instructor development programs to build faculty expertise in a variety of professional and technical areas such as mobile learning, pedagogy and effective use of online learning technologies.
2.2d	**Innovative Technologies in DE**	Conduct an ongoing series of presentations open to all faculty members that showcase innovative technologies that can be incorporated in DE courses.

DE Goal 2.3: Apply institutional standards and best practices that will serve as online course development models.

Objective	Area of Focus	Description
2.3a	**Syllabus Template**	Facilitate the development of a campus-wide syllabus template to ensure GCC standards are being met across all delivery methods. Confidence in choosing GCC for a program means that ALL courses associated with that program have the same level of quality, no matter which delivery method is being used.
2.3b	**Course Design Standards**	Create and review course development standards for all DE courses, to ensure effective delivery and assessment of student content mastery.
2.3c	**Online Course Evaluations**	Create and evaluate process for reviewing online course readiness prior to the course being delivered. Include in this review process a periodic and systematic review of all courses. Amend current policies to include the review of DE courses.

DE Goal 3.1: Provide high level of technology reliability and technical support.

Objective	Area of Focus	Description	
3.1a	BPM Revitalization	Run a BPM to determine current areas of opportunity within Banner for automation improvement.	
3.1 b	Academic Technology (AT)	Review current AT resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.	
3.1 c	Information Technology (MIS)	Review current MIS resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.	
3.1d	Helpdesk Services	Establish and maintain a helpdesk service for DE students and faculty members. This will require the collaboration of various departments such as AT, MIS, and student support services and an escalation system will also need to be developed.	
3.1e	Technical Support	Collaborate with MIS and Academic Technology to ensure appropriate and sufficient technology support for DE faculty members, staff and students. See appendix 5 for the varied support provisions of AT versus information technology.	
3.1f	Periodic Equipment Checks	Develop a standard process for classroom technology equipment checks to ensure the highest level of reliability.	Online Classroom
			On-Campus
			Back-End and Cloud-Based DE support systems
3.1g	Review of Helpdesk Process	Develop a system for student helpdesk process, and establish an evaluation of the effectiveness of the implemented methodology	
3.1h	Online Training Documentation and Training Videos	Develop a library of online training aids that will provide training on all technologies currently being used to support DE at GCC.	
3.1i	Faculty Support Alternatives	Collaborate with AT and MIS to identify possible immediate response help for faculty if work is being impacted by technical problems or software questions	

Note: See Appendix 5 for delineation of IT and AT roles and responsibilities.

DE Goal 3.2: Establish a DE department that provides leadership and oversight of DE delivery.

Objective	Area of Focus	Description
3.2a	Determine Structure of DE Department	Develop and maintain a framework for the DE department within GCC which coordinates/manages DE delivery in collaboration with institutional divisions, to enable sustainable and reliable resource allocation. This DE department will also support the creation and maintenance of a budget for all DE functions.
3.2b	DE Policy	Review DE policy to support DE program compliance.
3.2c	DE Standard Operating Procedures	Review DE standard operating procedures guiding faculty and staff to include expectations for integration of online techniques and technologies across web-enhanced, hybrid, and fully online platforms.
3.2d	College Technology Governance	The DE department will work with the College Technology Committee (CTC) to comply with GCC's technology plan. The DE department will provide regular reports to the CTC.
3.2e	DE Taskforce	This group will oversee all aspects of DE at GCC. They may consist of the current DE taskforce which represents all college constituents.

DE Goal 3.3: Provide the technical and support staff and administrators with training, services, and tools needed to facilitate and make DE courses an effective and efficient means of learning.

Objective	Area of Focus	Description
3.3a	**Review DE Organizational Structure, Roles, and Responsibilities**	Review the organizational role and responsibilities of departmental course developers, MIS, academic technology department staff, and A/V support team to ensure adequate effective support in all activities related to academic technologies – online and in the campus classrooms. (See Appendix 4)
3.3b	**Develop Shared Resources Model for Course Development (Course Guides)**	Develop shared resources model for online program development in order to maximize the growth potential, standardize the learner experience, and simplify the training requirements for instructor participation
3.3c	**Course Development Models**	Review current course development models and establish a DE course development model that incorporates timeline, quality control, instructor interactions with instructional designers, and instructor compensation for course development. In addition to the instructor, the library should be an integral part of this process to ensure that copyright matters and access to instructional resources are addressed during the course development process.

DE Goal 3.4: Provide training for faculty, staff and administrators on the use of administrative and productivity technologies and applications.

Objective	Area of Focus	Description
3.4a	Online Access to Software Training	Review current access to online training on common productivity software – students, faculty and staff
3.4b	Administrative Technical Training	Develop and maintain an ongoing systematic schedule of training in key administrative applications such as; Banner and Luminis, equipment training, networking systems, operating systems, cloud, and virtualization, in addition to any training that will improve administrator and staff competency in supporting DE.
3.4c	Faculty and Staff	Develop and maintain a formal onboarding process and orientation session for all DE faculty (full time and adjunct), support staff, and administrators. Existing faculty would also be included in these processes.
3.4d	Course Evaluator Training	Develop course evaluator training for DE courses that covers the following areas; course guides, course navigation and courser delivery.

DE Goal 3.5: Evaluate effectiveness of services provided to DE students and faculty.

Objective	Area of Focus	Description
3.5a	Establish Key Performance Indicators (KPI)	Establish and review current student service KPIs and create indicators that will assess and improve service effectiveness across all student service sectors that support DE students. This will be done on an annual basis. (See Appendix 6)
3.5b	Service Management	Review current service protocols and incorporate a ticket / tracking system to ensure that service delivery to DE students can be measured. This will ensure that the college can track service requests and ticket resolution. Tracdat system can be used to support process improvement.
3.5c	Instructor pay-model	Review the per-student instructor pay model based on current contracts. Determine instructor compensation model for online course development.

DE Goal 4.1: Provide a structured marketing and communication plan for distance education courses and programs.

Objective	Area of Focus	Description
4.1a	Establish Key Performance Indicators (KPI) for Marketing	Review current marketing KPIs and establish indicators that will enable assessment of marketing effectiveness (See Appendix 6).
4.1b	DE Market Analysis	Promote periodic market research on DE needs in Guam and Micronesia will inform the college on regional and international opportunities. Continuous review of market trends and employer needs play a significant role in the selection and development of new DE programs and courses. Polling of current and prospective students will be included in the strategies.
4.1c	DE Marketing Plan	Develop a marketing plan for the DE programs and courses, so as to attract prospective DE students for the online courses/programs that GCC will deliver. This will reduce the chance for internal student cannibalization and will support the college in expanding its reach within Guam, Micronesia and other International Markets.
4.1d	DE Marketing Working Group	Create a DE working group (Office of Communication & Promotions, Department Chairs, and Associate Deans) that periodically meets to review market opportunities for DE courses and programs.
4.1e	Marketing Fulfillment Process	Develop a clear fulfillment process for prospective students who are seeking additional information on DE programs/courses. Assign departmental " Point of Contact" for each DE program to ensure that there is follow through on fulfillment requests.
4.1f	Utilization of Media by GCC	Leverage GCC Media as a resource for growing online programs

Appendix 1 – Recommendations from Needs and Capabilities Assessments

Note: These recommendations are also found in the Needs and Capabilities Assessment documents provided by Ellucian on 3-30-2014

Recommendations on Service Capabilities and Current Resources

1) Consider Moodle as an LMS for the whole institution. Due to familiarity, inexpensiveness, and ease of use, GCC should continue using the Moodle environment for distance education delivery. Furthermore, faculty members are already primed for Moodle acceptance per their responses to the academic technology survey.
2) Consider hosted Moodle Solutions – GCC should consider this as a scalable LMS utility and management option, due to the instability of the Moodle instance, lack of backup, failover, and sandbox, and lack of personnel, hardware, and time to technically host and support this LMS.
   a. There are a number of companies that host Moodle that would require very little setup for minimal expense compared to what internal hosting would cost. One host company that matches the needs of GCC well, is remote-learner.net; however, MoodleRooms is also a common third party hosting company.
   b. Factors to take into account when choosing an external hosting provider:
      i. Level of technical support;
      ii. Availability/uptime;
      iii. Plans for integrating Moodle updates;
      iv. Redundancy;
      v. Scalability;
      vi. Sandbox availability;
      vii. Ease of data migration in case a different solution is chosen;
      viii. Cost/pricing plan structure.
3) Course and program selection for pilot and full DE rollout: Possible options include, but are not limited to:
   a. Redeveloping the existing Education courses;
   b. Identifying courses that suffer from limited availability of large labs on campus, and running them as hybrid, meeting half as often and doubling the availability of lab time;
   c. Developing GED completion and/or Continuing Education courses to reach the adult population of Guam that may desire high school degree completion;
   d. Expansion of Math courses that utilize Math XL to fully online offerings;
   e. Selecting general education required course that would hold value as a stand-alone course to non-GCC students (for example, a Microsoft Office proficiency course).
   f. Identifying courses that affect student completion rates but that have enough volume per year to remain viable for online delivery.
4) Offer training for students and faculty. Within the context of the adopted LMS environment, design and offer training courses for both students and faculty who would participate in distance education.
5) Partner an Ellucian Instructional Designer with selected faculty to develop selected courses and train on instructional practices.
6) Investigate the feasibility of adding Ellucian DBA support to address shortcomings in Banner support at GCC that would enable the integration of Banner and Moodle, as well as potentially automating other manual processes (e.g. Banner integration with bookstore software).
7) Develop a long-term plan to integrate Banner and Moodle, to provide SSO access to Moodle via MyGCC, and utilize a Moodle course shell to supplement every residential course to provide a cohesive and easy-to-access resource for instructors to share content and materials with students.
8) Review of student advising: Faculty at the departmental level are assigned advisees, however both the counselors and students indicated that very few faculty actually advise the students and in most instances the students go to counselors for advising support.
9) Review both library support services and textbook provision protocol for distance students.
10) Review process for course retake and the role that counselors play in this process.

11) Review student admissions and course registration process to enable more automation that can support remote student application and admissions processes.
12) Review policy compliance especially as relates to student payment deferral systems. Inconsistent approval of payment plans to students can pose a risk to the college in the event that a student is denied access while others are being granted deferrals.
13) Review automation of add/drop and withdrawal from courses for fully online students.
14) Consider including "prior online instruction experience" in the job descriptions for faculty seeking to teach online courses at GCC. Especially relevant for the adjunct faculty.
15) Develop procedures for remote transcript request completion.
16) Develop a communication and change management plan for the college so that there is transparency in DE implementation and environmental impacts.
17) Review current DE policy on;
    a. Intellectual Property and Strategy for Online Course Creation
    b. Assessment of Online Courses to Ensure Integrity in Distance Education

Recommendations on DE Pilot
- ✓ Review service capabilities and resources to determine if Fall '14 remains feasible for pilot of courses.
    - o Prioritize tasks per recommendations and determine which will be critical in supporting the pilot.
- ✓ Develop an organizational structure that oversees the functioning of DE at GCC.
- ✓ Develop policies and procedures that will guide DE pilot and future DE offerings.
- ✓ Determine the Key Performance Indicators for the pilot and set benchmarks. This will help gauge the success of the pilot.
- ✓ Develop an aggressive marketing and fulfillment plan for the pilot courses so as to minimize cannibalization of current students.
- ✓ Develop courses and train faculty who will be engaged with the pilot project.
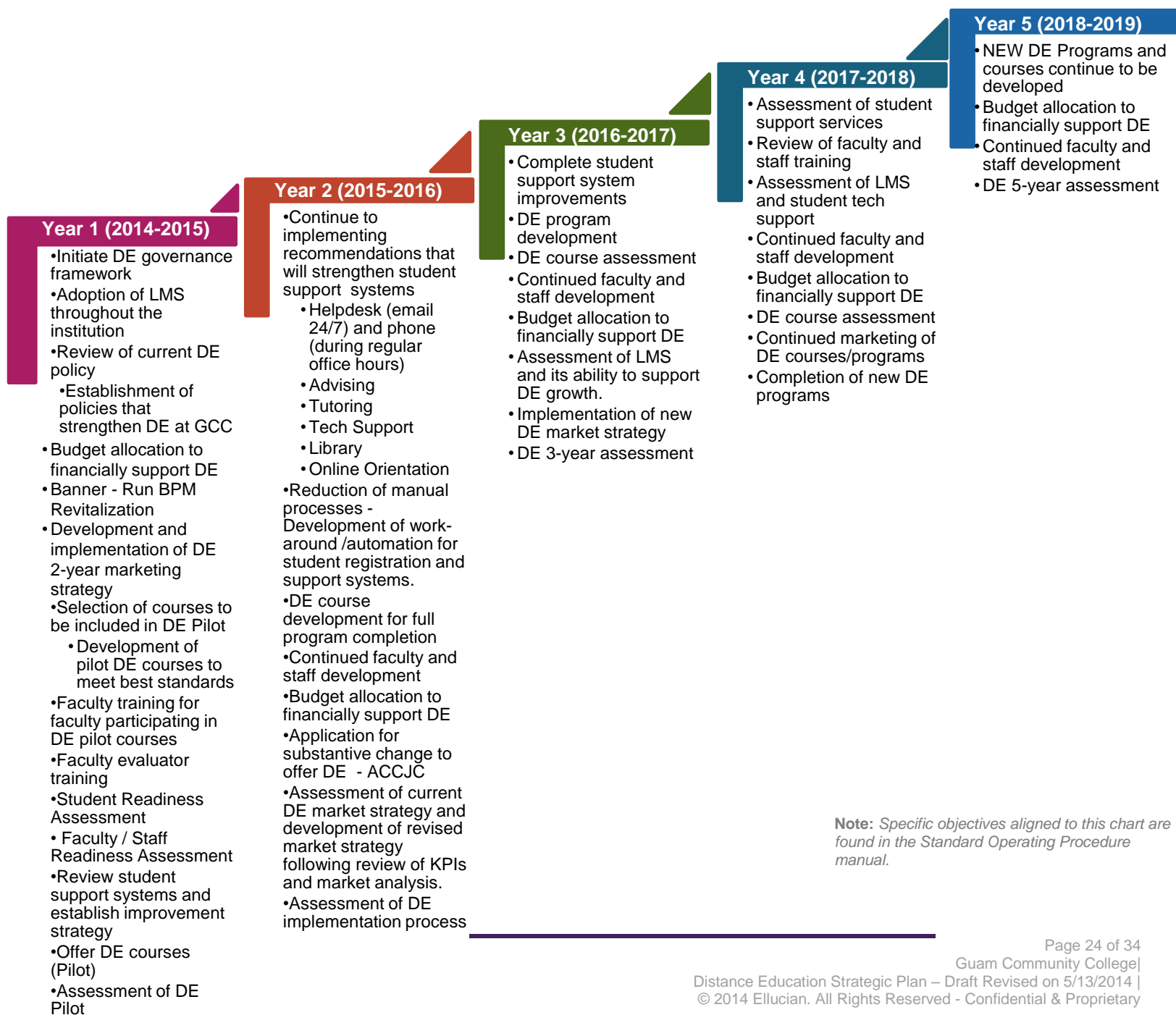- ✓ Train DE course evaluators.

Market Differential
1. In drawing conclusions regarding effectiveness of program and instructional strategies, systematic and regular collection and evaluation of timely data is required. Best practices require regular feedback from students as customers in their experiences with DE programs and courses.   Regular review of survey data designed to identify improvement, success and further work in DE is necessary. Preliminary results from the following surveys will enable the college to determine its current readiness to enter the DE market.
    a. Online student readiness -- This survey explores student expectations of online classrooms, technology preparedness, study skills and habits, access to computers and knowledge of common software.   Students receive immediate feedback upon completion of the survey, and the college ensures that each student is provided with both thoughtful responses about their intrinsic knowledge of technology, study habits and organization, learning style, and directions on how to increase their abilities to follow focused directions and attention to detail. Students then decide whether or not to wait to take an online class while they improve one or two skills needed to be successful.
    b. Faculty self-evaluation of online teaching readiness. In this case, faculty members complete a survey that measures online teaching philosophy, DE awareness, DE expectations and overall online skills and preparedness. As a result, faculty members often receive additional training for improvements in managing their online classroom.

Taken together, an assessment of institutional faculty and students in addition to prospective faculty and students will provide the college with a clear perspective on student and faculty needs and gaps. The investment in creating a culture of online learning would then be assessed relative to the benefit

obtained from developing online programs, and a Return-On-Investment determined -- insufficient student and faculty readiness have been shown to cripple online programs.

2. Also worthy of review is the development of higher level courses that meet the needs of rising graduates and the Guam workforce. Students that see extended time to completion while awaiting 200 level courses would have their needs met, in addition to providing an avenue for the local workforce to enroll in courses offered by the college, but at their own time.

3. There are about 18,000 potential adult education students on Guam. Diploma readiness courses that are flexible but interactive may be appealing to this demographic on Guam, however a clear needs and technology capability assessment would be required to determine whether who would be best suited for DE at GCC.

4. Lastly, research has shown that most online students prefer to enroll in a program that is within a 100 mile radius of their home. The college attracts close to 500 students/year/high school in dual enrollment and college readiness programs. There are five high schools directly affiliated with GCC, suggesting that there are anywhere from 2,000 – 2,400 students directly impacted by GCC culture on an annual basis. It was noted that there is an attrition rate of about 50% from $10^{th} \rightarrow 11^{th}$ grade and an additional 50% attrition from 11th- 12th grade. These students are already primed for a college experience when they first engage with GCC in 9th grade and would be a ready market for online courses that meet their needs. A survey of these students interest in DE would be beneficial in determining whether GCC has an opportunity to cater to their needs since they already see the value of a GCC education. This mitigates risk involved in seeking students that are greater than 100 miles away from the college.

Appendix 2 – DE Implementation Plan (Five Year)

Year 1 (2014-2015)
- Initiate DE governance framework
- Adoption of LMS throughout the institution
- Review of current DE policy
  - Establishment of policies that strengthen DE at GCC
- Budget allocation to financially support DE
- Banner - Run BPM Revitalization
- Development and implementation of DE 2-year marketing strategy
- Selection of courses to be included in DE Pilot
  - Development of pilot DE courses to meet best standards
- Faculty training for faculty participating in DE pilot courses
- Faculty evaluator training
- Student Readiness Assessment
- Faculty / Staff Readiness Assessment
- Review student support systems and establish improvement strategy
- Offer DE courses (Pilot)
- Assessment of DE Pilot

Year 2 (2015-2016)
- Continue to implementing recommendations that will strengthen student support systems
  - Helpdesk (email 24/7) and phone (during regular office hours)
  - Advising
  - Tutoring
  - Tech Support
  - Library
  - Online Orientation
- Reduction of manual processes - Development of work-around /automation for student registration and support systems.
- DE course development for full program completion
- Continued faculty and staff development
- Budget allocation to financially support DE
- Application for substantive change to offer DE - ACCJC
- Assessment of current DE market strategy and development of revised market strategy following review of KPIs and market analysis.
- Assessment of DE implementation process

Year 3 (2016-2017)
- Complete student support system improvements
- DE program development
- DE course assessment
- Continued faculty and staff development
- Budget allocation to financially support DE
- Assessment of LMS and its ability to support DE growth.
- Implementation of new DE market strategy
- DE 3-year assessment

Year 4 (2017-2018)
- Assessment of student support services
- Review of faculty and staff training
- Assessment of LMS and student tech support
- Continued faculty and staff development
- Budget allocation to financially support DE
- DE course assessment
- Continued marketing of DE courses/programs
- Completion of new DE programs

Year 5 (2018-2019)
- NEW DE Programs and courses continue to be developed
- Budget allocation to financially support DE
- Continued faculty and staff development
- DE 5-year assessment

Note: *Specific objectives aligned to this chart are found in the Standard Operating Procedure manual.*

## Appendix 3: Key LMS Features to Consider

- Level of technical support provided;
    - o Vendor support
    - o Active community support
- Availability/uptime;
- Plans for facilitating LMS updates;
- Redundancy;
- Scalability;
- Sandbox availability;
- File storage capacity and limitations;
- Design and branding options;
- Built-in tool capability, including:
    - o Forums
    - o Assignments
    - o Lessons
    - o Quizzes
    - o Blogs
    - o Wikis
- Integrated tools, such as:
    - o ePortfolio
    - o Web conferencing
    - o Analytics
    - o Streaming video
- Ease of data migration in case a different solution is chosen;
- Interface;
- Social learning tools;
- Accessibility and compliance;
- Integration with third-party tools;
- Email functionality;
- Security;
- Administrative monitoring;
- Availability of content libraries;
- Implementation and training;
- Mobile support;
- Cost/pricing plan structure.

Appendix 4 - DE Organizational Structure and Student Support Systems.

As part of the DE assessment process, it was recommended that an organizational framework be developed to support the full DE student life cycle at the college. The DE director will work in collaboration with Finance, Marketing, Academic Affairs, Student Support, and AIER to build and develop a sustainable DE program at GCC. The student support infrastructure includes a direct interaction between student support services, MIS, Academic Technology (AT) and the Helpdesk. The Academic Affairs division would support the Helpdesk when specific program questions arise. In addition, this division would ensure that all DE programs are compliant with all legal and regulatory guidelines for DE including state authorizations and accreditation.

The Helpdesk, Student Support Services (SSS) and a 3rd Party LMS provider, are the first responders to student issues and require consistent updates and business continuity. The SSS includes but is not limited to: Admissions and Registration, Financial Aid, Bookstore, Library Services, Counseling and Advising, Tutoring, Accommodations and Testing Services. Issues that cannot be resolved by the Helpdesk would be escalated to the appropriate department within the college, to ensure that all matters are responded to appropriately and in a timely manner. Continuous collaboration and planning will be maintained between groups that are critical to process improvement in student support services. Assessment of the DE programs / courses, Helpdesk and Marketing (Office of Communication and Promotions, OCP) will support the institutional goal of enabling a culture of improvement and accountability. The level of support to the courses will vary depending on whether they are web-enhanced, hybrid or fully online.

Most institutions have their IT department report to a Chief Information Officer. The MIS department at GCC currently reports to finance, and supports the IT infrastructure for most of the academic and administrative automated processes. The MIS and AT departments play key roles in DE support, and would work together to manage technology needs across the academic and administrative functions of DE, albeit they have varied functions (Appendix 5). The MIS and AT departments will provide support to DE students and faculty when relevant helpdesk tickets are escalated to them.
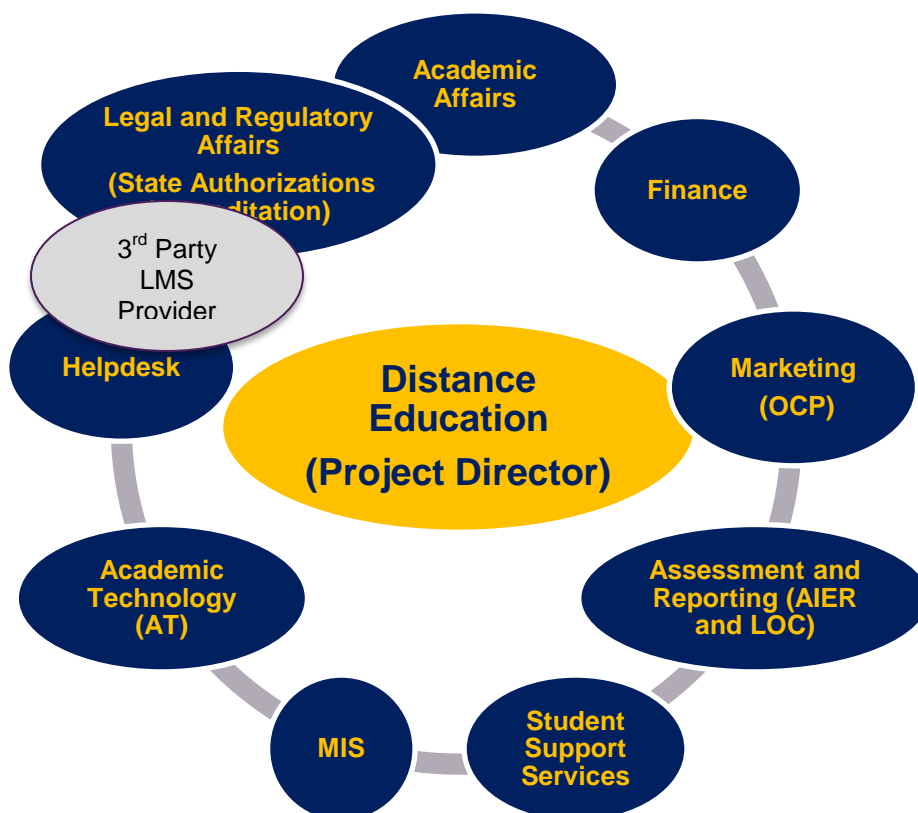
Appendix 5– Information Technology Vs. Academic Technology: Roles and Responsibilities.

Introduction

In most institutions of higher education, a distinct line is drawn between the Department of Information Technology and the Department of Academic Technology. Each department has specific tasks and responsibilities. There is a clear relationship between the two departments, and often they are tasked to work together to solve issues and provide solutions for end users. Though it may seem that there is overlap between the two departments, if responsibilities between the two are clearly defined, there seldom is. Typically, the departments are each headed by a director, and they typically report to the Chief Information Officer (CIO) or Vice President (VP) of Information Technology. In addition to reporting to the CIO, the Director of Academic Technology reports to a senior position in academics, such as the Vice President of Academic Affairs (VPAA).
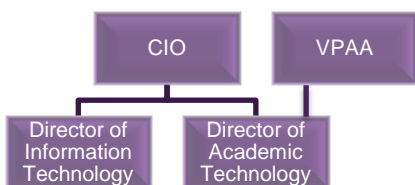
Presently, GCC does not have a position of CIO or VP of Information Technology. Frank Camacho, as Systems Administrator, holds a position that is similar to a Director of Information Technology. Presently, there is no individual at GCC that is tasked with the full responsibilities of a Director of Academic Technology. Wes Gima, as Program Specialist is currently tasked with some of the responsibilities of this position, but his job description is not perfectly aligned with it.

The purpose of this document is to assist GCC in developing a model for the management of academic technology (AT) services in the development of a distance education program. An analysis of the present dynamics at GCC reveals that there is a gap in Academic Technology leadership. Due to the difference in skill sets and objectives, involving Frank Comacho more heavily in Academic Technology deliverables is not a practical solution.

To demonstrate, the position of Director of Academic Technology requires a Master's or Doctorate in Education, Distance Education, or Curriculum and Instruction. A Director of Information Technology, on the other hand, has a Master's in IT at a minimum with extensive certifications in the industry being highly desirable.

This document provides a sample list of responsibilities for a Director of Information Technololgy (IT) and a Director of AT. Both lists are somewhat generalized and certainly not comprehensive, but they are a reflection of best practices in higher education. Note that it would be exceptionally rare to find one individual who is qualifed to serve both of these roles effectively as they are vastly different in scope and necessary competencies.

IT builds the roads, AT drives on the roads. The Department of Academic Technology, to some degree, is a 'customer' of the Department of Information Technology in the sense that IT provides for the network, infrastructure, and server integration necessary for AT to function. However, the two departments are vastly different in their deliverables. To successfully operate an IT department, little understanding of academics is truly necessary—just a knowledge of best practices, data security (FERPA), hardware, and software infrastructure. To successfully operate an AT department, a great degree of academic knowledge such as teaching and learning theory and best practices is required—and little knowledge of the details of the underlying support structure provided by IT is necessary to be effective. This document includes a few scenarios that demonstrate how the roles of AT and IT differ in practice.

Scenarios: Problem Resolution

ONE

A teacher is teaching a course in Moodle. She wants to know if she can set up a discussion forum that allows students to participate anonymously for a discussion on a sensitive topic. Who does she direct her question to?

A: Academic Technology. This is a question on the use of an academic system for academic purposes. In addition to knowledge of the configuration of the LMS, the AT is also responsible to know the best practices and potential legal ramifications of sharing information in this context.

TWO

A teacher wants to use a website in class. The website requires software plug-in to be installed in the browser but is having trouble getting the plug-in to install due to limited permissions. Who does he ask for support?

A: Information Technology. Since IT is responsible for all software deployments and installations, and is knowledgeable about security risks and installation policies, IT can make a determination on the need for the software and provide necessary support.

THREE

A student is in a computer lab on campus, attempting to upload a document to an online course, and is having difficulty. The instructor can't determine the issue. To whom should the student be directed?

A: Academic Technology (first), then Information Technology. It is up to AT to determine if the student issue is due to an LMS restriction or problem first, and to resolve the issue if possible (e.g. the document is too large, inappropriate filename, etc.). If AT support determines that the student has followed all steps properly, and the LMS vendor indicates that everything is functioning as normal (or a successful test was completed on another computer), the issue can be directed to IT as a possible hardware, software, or network issue. This is an example of AT and IT working together. There is no overlap in responsibilities, but both departments are responsible for service delivery and determining where the failure is occurring.

Appendix 6 – Key Performance Indicators

Several institutions do not segment online course and program data from their traditional courses and programs. At Guam Community College (GCC), online courses are currently noted as "online" under schedule type and can therefore be tracked and data used to support future improvement of Distance Education (DE) courses. As GCC considers implementing a robust online DE offering, it will be important to establish benchmarks / Key Performance Indicators that can be used to measure the effectiveness of the courses/programs through student, faculty and institutional successes. The student population that these benchmarks would be relevant to would be those with the student type of "**online**" in the general student record. Currently there are no students with this designation at GCC.

This document proposes the following Key Performance Indicators (KPI) for GCC's DE initiative. Although the KPIs are somewhat prescriptive, they actively support DE growth, and can inform the current institutional KPIs, as reported in the Annual ACCJC Report. As DE grows, it will be important to track the impact of the online learning delivery mode on matters such as;

- Market Penetration: GCC has an opportunity to expand its market share within the island of Guam and in Micronesia, in addition to expanding its student body through increased delivery to dual-enrolment students and career professionals seeking workforce development programs. GCC's DEAL/DCAPS programs and the CTE Secondary programs provide additional opportunities (introductory/foundation) for DE.
- Student access and success: Tracking student ability to access and successfully complete GCC's high quality and affordable online courses and programs is critical, as the college strives to meet the 4 key institutional goals (Ref: Institutional Strategic Master Plan 2014 – 2020: Goals and Initiatives)
- Access to and use of technology to augment online learning or online student management: The College has support structures that can improve/enhance the experience of the online student in addition to traditional students by continually addressing opportunities that exist to provide additional Advising, Tutoring, Proctoring, Testing and other services.
- Student Satisfaction in their programs of study: Monitoring student satisfaction in online programs is critical in providing feedback that can be utilized for process improvement in online course development &delivery, faculty interaction and student wrap around services.

KPI	KPI Measure	Definition
DE Market Penetration	Guam Resident	Guam students taking credit programs (PT or FT)
		Guam students taking credit courses
	Non Resident (student whose permanent residence is not in Guam and does not pay local Guam taxes)	Non-Resident students taking credit programs (PT or FT)
		Non-Resident students taking credit courses
	Foreign Students (non-citizen with a non-immigrant visa)	Foreign students taking credit programs (PT or FT)
		Out-of-State students taking credit courses

KPI	KPI Measure	Definition
	Dual Credit Articulated Programs of Study (DCAPS) and Dual Enrollment Accelerated Programs of Study (DEAL)	High school students taking credit courses
		High school students taking credit programs (PT or FT)
	Non-Credit (NC)	# of students enrolled in NC programs
DE Student Enrollment	Fall Credit Students	
	Fall Non-credit Headcount	
	Spring Credit Students	
	Spring Non-credit Headcount	
	Fiscal Year Headcount	
	Percent Transfer Credit Hours	
	Percent Technical/Career Credit Hours	
	Percent Developmental Credit Hours	
	Fall Credit FTE numbers	
	Spring Credit FTE numbers	
DE Student Persistence	Course completion rate (based on course withdrawals)	
	Within-term retention rate (headcount)	
	FT FTIC Fall-to-Spring persistence rate	
	PT FTIC Fall-to-Spring persistence rate	
	FT FTIC Fall-to-Fall Persistence rate	
	PT FTIC Fall-to-Fall Persistence rate	
	2-year FTIC Fall-to-Fall Persistence rate	
	2-year FTIC Fall-to-Fall	

KPI	KPI Measure		Definition
	Persistence rate		
	Productive grade rates		
	Single term certificate persistence rate		
	Dual term certificate persistence rate		
Distance Learning Grades	Percent of grades in each DE course	A and B Grades	
		Completers (A, B, C, D, F, P)	
		Completers Success(A, B, C, P)	
		Withdrawals	
DE Student Graduation	Percentage of students that completed degree or certificate and transferred within three years		
	Percentage of students that completed degree or certificate and transferred within three years		
	Student goal attainment	Completers	
		Non-Completers	
	Career program completers		
DE Student Satisfaction			*Recommend Community College Survey of Student Engagement (CCSSE) or Noel Levitz(NL)*
Financial Access and Affordability	In-County Tuition and Fees		
	% First Generation Student		
	Financial Aid Default Rates		
Resources and Services	IT FTE staff/per VC student		
	Help Desk Services (E.g. hrs. of access, ticket resolution rate etc)		
	Other Resources and Services (hrs.	Orientation	

KPI	KPI Measure		Definition
	of access)	Advising	
		Tutoring	
		Proctoring	
		Testing	
		Library services	
		Helpdesk Support	
Financial	Unrestricted Operating Funds for DE		
	Operating Fund Sources for DE		
	Cost per Credit Hour and DE FTE student		
Student: Faculty Ratio	Number of FTE online faculty divided by online credit student FTE		
Faculty Load	Average # of online courses taught by faculty		
Faculty training	Total development or training expenditures divided by Total # of faculty teaching online		

Appendix 7- Ellucian on-site meetings with DE taskforce, students, faculty and other institutional stakeholders.

Administrators
Carmen Santos (Vice President, Business)
Dr. Ray Somera (Vice President, Academic Affairs)
Michael Chan (Associate Dean, TSS)
Marlena Montague (Assistant Director, AIER)
Patrick Clymer (Coordinator, Admissions & Registration)
Esther Rios (Coordinator, Financial Aid)
Joanne Ige (Associate Dean, Student Support Services)
Francisco Camacho (Data Processing Systems Administrator, MIS)
Wesley Gima (Program Specialist, Academic Technologies)

Faculty
Christine Matson (Assistant Professor, Learning Resource Center)
Troy Lizama (Associate professor, Assessment & Counseling)
Vera DeOro (Assistant Professor, English)
Sara Leon Guerrero (Professor, Early Childhood Education)
Lisa Baza-Cruz (Professor, English)
Simone Bollinger (Instructor, English)
Tressa Dela Cruz (Instructor, English)
Desiree Ventura (Instructor, English)

Student
Vicenta Lundgred

On campus forum attendance: 16 students and 26 faculty attended the session over a period of two days.

Resources

- GCC ISMP 2014 – 2020 (draft)
- Capabilities and Needs Assessments (Ellucian)
- DE Policy 340 – Board of Trustees DE resolution
- http://elearningindustry.com/top-open-source-learning-management-systems
- http://i1.wp.com/mfeldstein.com/wp-content/uploads/2013/11/LMS_MarketShare_20131104-Home.jpg
- http://www.ajer.org/papers/v2(7)/O027124130.pdf
- http://moodle.com/partners/
- https://sakaiproject.org/try-sakai-cle
- http://www.instructure.com/
- http://www.desire2learn.com/
- http://www.blackboard.com/Platforms/Learn/Overview.aspx
- http://www.edweek.org/dd/articles/2013/06/12/03lms-evaluation.h06.html
  http://www.learningsolutionsmag.com/articles/1181/five-steps-to-evaluate-and-select-an-lms-proven-practices
- http://lectora.com/factors-to-consider-when-choosing-an-lms

Appendix F

2009-2014 ISMP Closing the Loop Presentation

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guåhan

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan

CLOSING THE LOOP

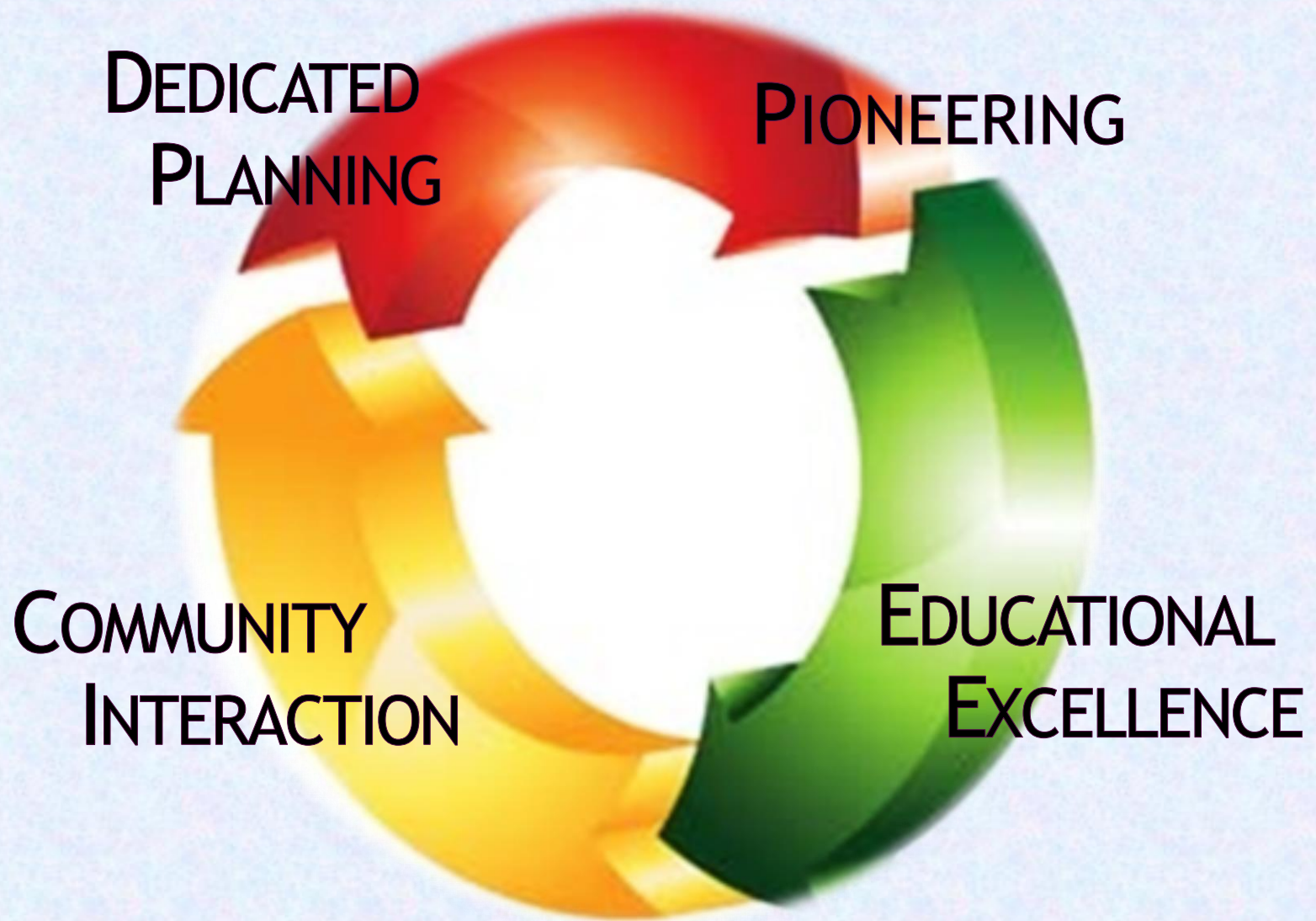# INSTITUTIONAL STRATEGIC MASTER PLAN (ISMP) 2009-2014

Friday, November 22, 2013
Multi-Purpose Auditorium

Initiative I ~

Pioneering

IDENTIFY CAREER, TECHNOLOGY, EDUCATION, AND SKILLS TO IMPROVE GUAM'S WORKFORCE

Pioneering

Identify employer needs assessment

Develop program to partner with workforce training providers

STRATEGIES

➢ Develop needs assessment

➢ Create program to partner

Pioneering ~ Closing the Loop

Annual survey **[continuous]**

Networking activities **[ongoing]**

➢ Develop needs assessment

➢ Create program to partner

INITIATIVE II ~

Educational Excellence

SUSTAINED ACCREDITATION THROUGH ASSESSMENT AND PROGRAM REVIEW

Educational Excellence

Reaffirmation of accreditation status

SLO driven courses & programs

Assessment for programmatic change

STRATEGIES

➤ Sustained accreditation

➤ Link program review, assessment, institutional planning & resource allocation to SLOs

Educational Excellence ~ Closing the Loop

✔ CEWD course assessment

➤ Sustained accreditation

✔ Participatory Governance Self Assessment Report

✔ Direct resource allocation linked with assessment

Educational Excellence ~ Closing the Loop

✔ Curriculum Manual

✔ Technology Plan | DE Plan **[ongoing]**

Resource allocation based on program review **[ongoing]**

Curriculum integrity **[ongoing]**

Implement electronic storage **[ongoing]**

➢ Link program review, assessment, institutional planning & resource allocation to SLOs

INITIATIVE III ~

Community Interaction

IMPROVE AWARENESS & INCREASE PUBLIC AND FISCAL SUPPORT

Community Interaction

Community awareness & affinity for GCC

Support of GCC's vision

Diverse resources

STRATEGIES

➢ Enhance GCC's brand identity

➢ Increase & improve student retention

Community Interaction

Grant funding

Support "green" events

Workplace Giving Program

Increase Outreach Programs

STRATEGIES

➢ Grow Programs / Go Green / Give Now

➢ Outreach program

➢ Enrollment Campaign

Community Interaction ~ Closing the Loop

Marketing survey [continuous]

➢ Enhance GCC's brand identity

Branding campaign [continuous]

➢ Increase & improve student retention

Awareness of college activities [continuous]

Community Interaction ~ **Closing the Loop**

- ✔ Grant submittals

- ✔ Renewable energy grants

- ✔ Workplace Giving participation

- ✔ Community interaction

➢ Grow Programs / Go Green / Give Now

➢ Outreach program

➢ Enrollment Campaign

INITIATIVE IV ~

Dedicated Planning

MEASURE PROGRESS THROUGH A SYSTEMATIC REVIEW & EVALUATION PROCESS

Dedicated Planning

Improve institutional effectiveness

Qualitative assessments

STRATEGIES

➢ Develop measurement orientation program

➢ Utilize assessment planning cycle

Dedicated Planning ~ Closing the Loop

Tool & process (TracDat)

[ongoing]

Process/timeline/template to measure institutional effectiveness **[ongoing]**

➢ Develop measurement orientation program

➢ Utilize assessment planning cycle

2014-2020 ISMP

Student-Centered Learning

Professional Development

GOAL 1

Retention and Completion

2014-2020 ISMP

GOAL 2

Physical Master Plan

Conducive Learning Environment

Participatory Governance

2014-2020 ISMP

GOAL 3

Improvement and Accountability

Financial/Resource Allocation Master Plan

Resource Allocation

2014-2020 ISMP

The GCC Brand

Internationalizing GCC

GOAL 4

Visibility and Engagement

The GCC Wellness Center