Guam Community College

Assessing Assessment Survey Report

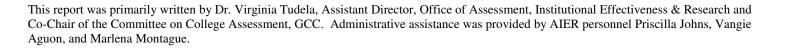## 2011

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Executive Summary

How has the College assessed its eleven-year old assessment initiative, in particular, its implementation? Utilizing a survey instrument jointly developed by the Assessment, Institutional Effectiveness and Research (AIER) Office and the Chair of the College Committee on Assessment (CCA), current CCA members, former CCA members, and TracDat[1] users were surveyed in order gauge their perceptions regarding the implementation of the College's comprehensive assessment initiative.

Survey results reveal the following:

- Respondents understand the value of program review and the importance of documenting their program review efforts.

- Respondents are aware of institutional supports provided for the College's comprehensive assessment initiative (i.e., training, assessment reminders, consultation and guidance from AIER staff, and feedback from CCA reviewers).

- Assessment plans are linked to institutional and departmental mission, goals, and objectives as well as the ISMP. Assessment results are also linked to decision making about curriculum and planning and budgeting.

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[1] TracDat is the College's assessment data management software which was installed in July 2003 (TracDat Version 2.x). The College is currently on Version 4.2.0.2 and will be upgrading to Version 4.3 this summer. GCC was a beta college when the software was purchased and therefore was given a discounted rate. The annual maintenance fee for TracDat is $7,500.00 annually.

- Although assessment results have been made available to the campus community, the information needs to be directly disseminated to those affected by the assessment findings.

- Assessment at GCC is comprehensive and institutionalized. Results reveal, however, that not everyone is involved in the assessment process and there appears to be ambivalent feelings about assessment.

- Based on the types of training requested, not all respondents are familiar with the assessment process itself or have the same level of expertise with TracDat.

The following recommendations are made based on the findings of the study:

- AIER should survey assessment users to determine the type of training they need to carry out their assessment activities. Perhaps it would be best to conduct separate training sessions for new users.

- AIER should upload a Quick Step Guide to navigating TracDat onto the AIER website.

- AIER should upload an assessment and TracDat tutorial onto the AIER website.

- AIER should provide new and existing users with an updated TracDat User Guide. Updates to the guide should be provided whenever new features are added to the database.

- Departments/units should hold regular meetings with their respective faculty/staff to discuss their assessment plan and report.

- Departments/units should mentor individuals who are new to the assessment process at GCC.

- Utilize MyGCC[2] and <u>Chachalani</u> [3]to disseminate overviews of institutional assessment reports to create an awareness of the reports and an interest in reading them.

GCC's comprehensive assessment initiative is constantly evolving and maturing. At the center of the College's assessment activities is the understanding that assessment is primarily conducted to achieve successful student learning outcomes for instructional programs and successful administrative and student services outcomes for non-instructional programs. Although GCC has made many strides in its over-a-decade-old assessment initiative, continuous quality improvement is the College's goal.

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

[3] *Chachalani* is the College's monthly online newsletter posted on *MyGCC*.

2011 ASSESSING ASSESSMENT SURVEY REPORT

I.   *Brief History of Assessment at GCC*

In response to the recommendations from the Western Association of Schools and

Colleges (WASC) team that visited the campus on March 14-16, 2000, GCC began to

institutionalize assessment through the development of assessment procedures and templates

designed to standardize assessment activities at the College. In fall 2000, the Committee on

College Assessment (CCA)[1] was formed. Subsequently, the Academic Vice President's (AVP's)

Office developed the College's Institutional Assessment Plan. The Plan was disseminated to all

stakeholders on campus and workshops were conducted by CCA to raise awareness and

acceptance among faculty, staff, and administrators. On September 4, 2002, GCC formalized its

assessment initiative through the approval of Board of Trustees' (BOT) Policy 306 entitled

Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units

and the Board of Trustees (Appendix A).

With the objective of organizing and facilitating assessment reporting, CCA classified

academic programs, student services and administrative units into four groups: Group A

(Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student

Support Services), and Group D (Special Programs[2]). Based on these four groups, a two-year

assessment cycle was developed (Appendix B).

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[1] CCA is an institution-wide committee whose membership is comprised of faculty, administrators, and a student representative. For the first few years of the committee's existence, the Chair position was filled by an administrator. In order to promote a faculty-driven assessment program, the Chair position was later filled by a faculty member and the Assistant Director of Assessment became co-Chair.

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

In compliance with the 2002 Standards of Accreditation, GCC added student learning outcomes (SLOs) to its program guides, course syllabi, curriculum manual, and the College catalog. SLOs are assessed regularly as indicated in the College's Two-Year Assessment Cycle Schedule.

To facilitate the College's evolving assessment initiative, in February 2003, the BOT approved the creation of a new Assistant Director position which consequently led to the establishment of the College's Assessment and Institutional Effectiveness (AIE)[3] Office. In addition to the Assistant Director, the office is staffed with a Program Specialist and an Administrative Assistant. In November 2006, an Institutional Researcher was hired to expand the College's assessment efforts and in fall 2009, a Planner IV was transferred to AIE.

In November 2003, GCC purchased a site license for TracDat (assessment data management software) in order to cope with the challenge of organizing, managing, and reporting assessment data. Hence, the College moved from a hardcopy, paper-driven process to an automated online process. Because of a super typhoon (Pongsona) that hit the island in December of the same year, full implementation of TracDat only became possible beginning fall 2004.

In response to GCC's self-study recommendations for academic years 2000-2001, 2001-2002, and 2002-2003, to create an assessment website, and in order to make the College's assessment process more transparent, GCC launched its dedicated assessment website in AY2003-2004. As mentioned in GCC's 4th Annual Institutional Assessment Report, the website's primary intent is "to be the first stop for faculty, staff, and other interested stakeholders

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[3] AIE was renamed the Office of Assessment, Institutional Effectiveness, and Research (AIER) on October 2010.

who need assessment information and resources to fulfill their program assessment reports for accountability and continuous institutional improvement." As mentioned in the College's 3rd Annual Institutional Assessment Report, the website serves as a repository of assessment-related documents that includes model assessment plans and reports, assessment updates, memos, program statistics, and other materials that document GCC's assessment efforts. On January 2009, GCC/AIE entered into an agreement with a vendor to transfer all the files, documents, and photos from the AIE website link to the new GCC public website. The previous website was built under obsolete technology that became too expensive to maintain and also had limited web-centric capability.

In academic year 2008-2009, the College's Adjunct Associate Dean compiled course-level SLOs for summer 2008, fall 2008 and spring 2009 into a *Course Level SLO Booklet* which lists the course-level SLOs extracted from syllabi submitted during summer 2008, fall 2008, and spring 2009 semesters.

In the December 2, 2009 BOT meeting, the Board adopted six Institutional Learning Outcomes (ILOs) that were recommended by the Faculty Senate and approved by the President. These outcomes have been entered into TracDat and are used, along with the ISMP goals, to link with SLOs and program, services, and unit outcomes.

In summer 2010, the College published its first Continuing Education (CE) Catalog. The *Continuing Education Catalog 2009-2012* lists non-credit and credit courses offered through the CE Office. Similarly, a catalog for the College's secondary programs was also developed. The *GCC Secondary Programs Career and Technical Education 2010-2011 Catalog* was published in fall 2010. SLOs for each of the secondary programs are highlighted in the catalog. Course-

level SLOs are also included. Postsecondary program and course-level SLOs are published annually in the College catalog.

In acknowledgement of the commitment that the College community has shown for institutional assessment, CCA publicly recognizes departments or units that have consistently shown dedication to the assessment initiative[4]. This recognition occurs annually during fall Convocation prior to the start of classes. An additional assessment incentive that is given is the Academic Vice President's Small Assessment Grant Award (AVP Saga) which was introduced on February 18, 2008. The incentive program provides monetary awards to instructional departments who develop innovative approaches that improve practice in course assessment to enhance SLOs. It also serves as an incentive for faculty who are interested in engaging in small assessment research projects that are not covered under course assessment.

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[4] The following six categories of awards are given annually to reporting units: (a) Commitment to Assessment Award, (b) Best Assessment Model Award, (c) Most Improved Assessment Effort Award, (d) Best Instructional Program Effort Award, (e) Best Administrative Unit Effort Award, and (f) Best Student Services Effort Award.

II.   Introduction and Objectives

In academic year 2003-2004, an end-of-the-year survey of fourteen former and current CCA members was conducted to gauge their perceptions of committee effectiveness with regard to the implementation of the College's comprehensive assessment initiative and to provide the College with some insight on the progress of the three-year old assessment initiative in place at the time. The Fourth Annual Institutional Assessment Report (4th AIAR) mentions that the results of that survey "implies a seeming consensus among CCA members that a culture of evidence is gradually developing on campus, based on a shared understanding of assessment and the infrastructure necessary to sustain its momentum". Another finding is that there is a lack of visible link between assessment, planning, and budgeting.

Since then, there has been no formal review of GCC's now eleven-year old assessment initiative. This is due in part to the unprecedented growth of the College's physical and information technology (IT) infrastructure (i.e., new student information system, TracDat upgrades). While improvements were being made, the College had to prioritize its efforts in order to accommodate the changes. In an attempt to gauge perceptions of TracDat users as well as current and former CCA members concerning the implementation of the College's assessment initiative, a survey instrument was jointly developed by the AIER Office and the CCA Chair. The survey questions were based on best practices of assessment that have been implemented at community colleges nationwide. Current CCA members, former CCA members, and TracDat users were surveyed in order to determine their perceptions about the implementation of the College's comprehensive assessment initiative.

III.   Methodology

The *Assessing Assessment* survey instrument is comprised of twenty-four multiple choice questions and two open-ended questions (Appendix C). The multiple choice questions are based on a six-point Likert-scale where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree. The instrument is designed to gather feedback on program review at the College, the assessment data management software used at GCC, institutional support for assessment, and awareness of campus assessment efforts.

Surveys were administered from March 14, 2011 to April 1, 2011. The survey administration period was extended from March 25, 2011, which was the original end date for the survey, to April 1, 2011 to provide more people with an opportunity to respond. A total of one hundred and forty individuals (TracDat users and current and past CCA members) were provided a link to the survey created and administered via Survey Monkey[5], a free survey tool that enables users to create their own web-based surveys. Individuals who currently hold or who have held multiple roles in assessment at the College (i.e., past CCA member and current TracDat user) were instructed to complete the survey only once. Of the 140 individuals who were provided a link to the survey, 88 completed it, representing a 62.9% response rate.

IV.   Results and Discussion

Table 1 on the next page summarizes the **mean**, **mode** and **standard deviation** of survey responses. As noted in Table 1, the **mean** is the average value in all responses, the **mode** is the most frequently occurring value, and the **standard deviation** is the measure of how widely values are dispersed from the mean or the average value. It is important to note that some survey

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[5] AIER purchased an annual subscription to use Survey Monkey's professional plan on an annual basis.

items were stated negatively in order to encourage respondents to be more thoughtful when

responding to a combination of positively and negatively worded statements.

Table1

Assessing Assessment Survey Respondent's MEAN, MODAL RESPONSES, and STANDARD DEVIATION on 24 Variables (N=88)

	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	**Mode**, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
The College's program review process involves various stakeholders (i.e., faculty, administrators, students, staff).	4.91	5.00	1.11
The organizational culture of the College is supportive of assessment efforts.	4.74	5.00	1.42
Assessment at GCC helps institute a culture of accountability, learning, and improvement at the College.*	4.78	5.00	1.29
The College documents its program review efforts.	5.06	5.00	0.95

*One person skipped this question; **Two people skipped this question; ***Three people skipped this question; ****Four people skipped this question.

	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	**Mode**, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
The 2-year program review process provides useful information for improvement of services, courses, and programs.*	4.76	5.00	1.23
TracDat, the College's assessment data management software, is user-friendly and easy to use.	3.43	4.00	1.49
Institutional support is not provided for assessment (i.e., training, consultation, deadline reminders, etc.)*	2.37	2.00	1.37
Faculty and other stakeholders recognize the value of assessment for accreditation purposes and accept ownership and responsibility for it.	4.22	5.00	1.36

*One person skipped this question; **Two people skipped this question; ***Three people skipped this question; ****Four people skipped this question.

	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	**Mode**, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
Assessment is the collective responsibility of all individuals across our campus community.***	5.14	6.00	1.20
Department personnel and faculty are made aware of assessment results for their respective departments or units.	4.33	5.00	1.39
GCC is clear and public about the learning outcomes to which it aspires for its students.	4.95	5.00	1.18
Assessment plans are not linked to institutional and departmental mission, goals, and objectives.**	2.31	2.00	1.19
Assessment deadlines that are set by AIER are fair and reasonable.*	4.46	5.00	1.20
GCC's assessment website is regularly updated.**	4.63	5.00	0.87

*One person skipped this question; **Two people skipped this question; ***Three people skipped this question; ****Four people skipped this question.

	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	**Mode**, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
Assessment is not linked to GCC's institutional strategic master plan.*	2.24	2.00	1.11
Assessment recognition and awards are given for assessment efforts.**	4.65	5.00	1.08
GCC's assessment system is not linked to decision making about curriculum.*	2.74	2.00	1.37
The College evaluates the Board, administrators and staff on a regular basis.****	4.23	5.00	1.28
The College regularly gathers student feedback regarding their College experience.***	4.26	5.00	1.21
Program review is linked to planning and budgeting.**	4.33	5.00	1.26
Assessment data are not used to continuously improve programs and services.	2.80	2.00	1.51

*One person skipped this question; **Two people skipped this question; ***Three people skipped this question; ****Four people skipped this question.

	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	**Mode**, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
TracDat training is sufficient and effective.**	3.92	5.00	1.34
The campus community is aware of the results of institutional assessment studies conducted at the College.*	4.13	5.00	1.19
People want to "do" assessment at GCC because improvements made to services, courses, and programs benefit students.	4.01	5.00	1.61

*One person skipped this question; **Two people skipped this question; ***Three people skipped this question; ****Four people skipped this question.

The survey items listed in Table 1 are divided into five general themes: program review; institutional support for assessment; links to planning and decision making, awareness and acceptance of assessment, and TracDat.

<u>Program Review</u>

Program review is an appraisal of the effectiveness of an educational program with the purpose of improving institutional effectiveness and student learning. Regular program review includes the review of a degree or certificate program and comprehensive program review involves the review of a coherent educational experience such as the College's Work Experience Program.

Respondents *agree* that the College documents its efforts in program review (mean 5.06, s.d. 0.95). When asked to identify 2-3 strengths of the GCC's assessment process, one respondent mentioned "good documentation of activities", a second reported that "documentation helps to focus in on goals", and a third noted that "it produces data to keep the college moving forward. It forces accountability of information".

Respondents expressed *disagreement* with the statement that assessment data are not used to continuously improve programs and services (mean 2.80, s.d. 1.51); however, since this survey item is negatively worded, this implies that respondents feel that assessment data are in fact used to improve programs and services. A strength reported by one respondent is that GCC's assessment processes "attempts to make overall improvements at the College." A second respondent indicated that "Assessment provides: -Accountability to program's objectives – Trends to plan new activities – Allows creative solutions/activities to address challenges". A third respondent mentioned that the College's assessment processes "Gets departments looking at the big picture. Need for continual improvement". Likewise, a fourth respondent stated that it "identifies areas and programs for improvement".

Documented in CCA Update #133 (03/01/06 meeting minutes), one of the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) visiting team members asked the committee, "What has happened since the inception of the assessment program?" One faculty member on the committee responded that "Since the assessment program/process began, the Business Department has had several revisions to the accounting degree program. Several courses were revised and deleted and they have added the federal income tax accounting on the computer and several marketing courses as well as identified prerequisite courses to the degree course requirements". She further stated that "without the assessment program/process and meeting with advisory members and members of the community, she wouldn't have had enough evidence to convey to management that an accounting computer lab was needed".

Respondents *agree slightly* that the College's program review process involves various stakeholders (i.e., faculty, administrators, students, and staff) (mean 4.91, s.d. 1.11); the program review process provides useful information for improvement of services, courses, and programs (mean 4.76, s.d. 1.23); and program review is linked to planning and budgeting (mean 4.33, s.d. 1.26). In terms of involvement of stakeholders, one respondent reported that "almost all stakeholders are actively involved". Another respondent mentioned that "aside from authors, regular faculty/staff may not be involved in assessment process". A third respondent reported that "some faculty appear to be cooperating with assessment."

As for use of assessment results and link to planning and budgeting, one respondent reported that "it can serve as part of the impetus for curriculum and budget adjustments." A second respondent mentioned that "Assessment results when done with conviction, identifies strengths and weaknesses of a program, section and/or division. Units can then make meaningful

decisions for improvements and prioritizing funding needs". A third respondent noted that GCC's assessment processes "allows departments to show justification for budget requests."

With respect to comprehensive program review, an assessment of the Liberal Arts program was completed in fall 2010. Consequently, existing courses will be revisited and more general education options in Humanities are being planned. Likewise, a special program review of the Work Experience program was completed in fall 2010 and a program review of the Driver's Education Program has just been completed.

Institutional Support for Assessment

As for institutional support for assessment, respondents reported that they *disagree* that institutional support is not provided for assessment (i.e., training, consultation, deadline reminders, etc.) (mean 2.37, s.d. 1.37). Given that the survey item is negatively worded, it implies that respondents feel that institutional support is indeed provided for assessment. Respondents *agree slightly* that the organizational culture of the College is supportive of assessment efforts (mean 4.74, s.d. 1.42) and that assessment at GCC helps institute a culture of accountability, learning, and improvement at the College (mean 4.78, s.d. 1.29). Responses to the open-ended survey questions indicate that respondents are aware of assessment support provided by the College. When asked to identify 2-3 strengths of the College's assessment process, one respondent reported that "The AIER Team is patient, supportive and helpful which is important to the assessment process". Similarly, a second respondent mentioned that "Another strength is the AIER division. They are a dedicated, hardworking team that has put in a lot of effort to educate and train everyone in the assessment process. A lot of credit should go to them." Likewise, a third respondent reported that the "office staff (AIER) are readily

available to provide the support needed whenever necessary". Similarly, a fourth respondent

mentioned that "assistance is provided when requested". A fifth respondent noted that there is

"support from college administration, including the President."   A sixth respondent reported

"the support and training is always available simply by making a phone call." An additional

strength that was mentioned by a seventh respondent is that "there are timely notices and

reminders and lots of training." An eighth respondent reported the following strengths: "1)

Organized schedule (2-year cycle) with deadlines provided in advance, 2) Timely and helpful

feedback given to assessment authors by CCA reviewers, 3) Support and help given by Priscilla

to assessment authors."[6]

TracDat training is conducted every semester for all TracDat users as well as departments

and individuals upon request. Training includes topics such as expectations for assessment

deadlines, how to navigate the database, and new database features. The AIER Office is

available to assist TracDat users year-round. Additionally, CCA review teams are assigned to

assessment reporting units and are available for consultation. Moreover, assessment deadline

reminders are emailed to assessment authors every semester, notices are posted on MyGCC[7], and

announcements are made during Department Chair training and TracDat training. Posters of

GCC's two-year assessment cycle schedule are disseminated to department and unit heads to

remind them of assessment deadlines. These posters are also placed strategically around campus

for visibility.

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[6] Priscilla is a Program Specialist for Assessment with the AIER Office.
[7] *MyGCC* is the College's integrated database system with web accessible information combining student, financial aid, finance, and human resources into one system.

<u>Links to Planning and Decision Making</u>

The following three survey statements related to assessment linkages are worded negatively; thus the *disagreement* with these statements implies that respondents feel that linkages do exist: assessment plans are not linked to institutional and departmental mission, goals, and objectives (mean 2.31, s.d. 1.19); assessment is not linked to GCC's Institutional Strategic Master Plan (ISMP) (mean 2.24, s.d. 1.11); and GCC's assessment system is not linked to decision making about curriculum (mean 2.74, s.d. 1.37).

In TracDat, outcomes are linked to institutional and departmental mission, goals, and objectives as well as the ISMP. When asked to identify 2-3 strengths of the College's assessment processes, one respondent mentioned that "It is comprehensive. It is linked to all relevant aspects of the College. It allows flexibility for authors to identify what is most important to assess." Another respondent mentioned that it is "continuous, comprehensive". A third respondent indicated that the College's assessment processes "align the College's Mission and Vision with all departments".

As indicated in GCC's annual institutional assessment reports, the College has used assessment findings to make more informed decisions. For example, as a result of assessment data, specialized equipment and software has been purchased, additional personnel hired, curriculum modified, etc. One respondent reported the following strengths of the assessment process "1. Improved courses for students. 2. Awareness of the overall performance of the College". A second respondent noted that "when done correctly, planning of curriculum can be better accomplished. It forces the creation of good SLOs." A third respondent mentioned that the College's assessment processes can "provide ideas to faculty in curriculum writing".

Respondents indicated that they *agree slightly* with the following two survey statements related to awareness: department personnel and faculty are made aware of assessment results for their respective departments or units (mean 4.33, s.d. 1.39) and the campus community is aware of the results of institutional assessment studies conducted at the College (mean 4.13, s.d. 1.19). When asked to list 2-3 ways that GCC's assessment process can be improved, one respondent suggested that "sharing of results should be targeted in a more systematic way, with details related to a specific department, office or program contacted when results from another relate to them". This is important because, if a department, office or program is aware of the results, it can take appropriate action if necessary.

Respondents *agree* that assessment is the collective responsibility of all individuals across our campus (mean 5.14, s.d. 1.20). One respondent reported that the College's assessment processes "Is systematic and done routinely. It is institutionalized, and embedded in the College's culture." Similarly, a second respondent mentioned that the College's assessment processes "is part of the College culture". Another respondent reported that "One of the strengths of the College's assessment processes is that it is comprehensive. A lot of effort was put in to cover all the divisions, departments, functions, and programs within GCC." A third respondent also noted that the College's assessment process is "dynamic and all inclusive". Likewise, a fourth respondent described the College's assessment processes as "inclusive, campus-wide".

In terms of acceptance, respondents *agree slightly* that faculty and other stakeholders recognize the value of assessment for accreditation purposes and accept ownership and responsibility for it (mean 4.22, s.d. 1.36) and people want to "do" assessment at GCC because improvements made to services, courses, and programs benefit students (mean 4.01, s.d. 1.61). One respondent mentioned that "Authors have begun to appreciate the value of assessment, having a better understanding of how results address accreditation standards, and maintaining our good standing with ACCJC." A second respondent indicated that "the concept of the need for assessment has changed drastically over the last ten years from negative to more positive".

When asked to list 2-3 ways that GCC's assessment process can be improved, one respondent suggested "more faculty involvement/ownership in the assessment process". A second respondent noted that "Assessing a program or department's objectives are important. However, it has become a taxing, and cumbersome task that most do not care for, on top of all the additional duties one has it can be a nightmare. Having to do this on a year-round basis is too much. If we had to do assessment every two years it may have a greater impact on our programs and services." A third respondent reported that "People do assessment MOSTLY because they are made mandatory by upper management and linked to their performance evaluation and not really because everyone thinks it's the best way to make improvements in their areas." The College's program-level and course-level assessment process follows a two-year cycle. The comments reveal that there are ambivalent feelings about assessment because of workload issues, though time management may be a greater issue to consider. Additionally, there are some new assessment authors and TracDat users who may not have taken advantage of the training and assistance provided by AIER. The added responsibility of assessment and limited understanding of the assessment process as well as lack of training may have contributed to their frustration.

Also, when department chairs resign or retire, a discussion related to the department's assessment activities may not have transpired between the outgoing and incoming department chair. Although respondents acknowledge the value of assessment, some may feel disengaged from it.

TracDat

An area where respondents expressed *slight disagreement* is with the College's current assessment database management software, TracDat. In particular, respondents expressed *slight disagreement* with the following two statements: TracDat, the College's assessment data management software, is user-friendly and easy to use (mean 3.43, s.d. 1.49) and TracDat training is sufficient and effective (mean 3.92, s.d. 1.34). In terms of being user friendly, one respondent reported that "TracDat is a wonderful tool and makes the process easier. CCA meets regularly and time is spent to improve the process." On the other hand, another respondent reported that "the software and system for doing assessment is extremely time consuming and not user-friendly." Likewise, another respondent noted that "TracDat needs to be more user friendly".

In terms of training, one respondent indicated that "there is adequate training provided" and that "there is ample time given to the assessment". A strength reported by a second respondent is "TracDat training conducted by AIER. Support (technical, etc.) provided by AIER to those who need it." A third respondent stated that one of the strengths of the College's assessment process is that "TracDat training is readily available". A fourth respondent mentioned that "TracDat training makes the assessment process less intimidating." When asked to list 2-3 ways that GCC's assessment process can be improved, several recommendations were

made in relation to TracDat.   One recommendation is to "Make training sessions less intimidating". A second respondent suggested "more training on TracDat". A similar suggestion was made by a third respondent-"more TracDat training (more training with simple instructions and not many information at one time, 1:1 training with departments)". Though a fourth respondent suggested that the College "look into purchasing a more user friendly assessment software," too much institutional investment into the acquisition and maintenance of this electronic tool has to be likewise considered.

In addition to program review, institutional support for assessment, links to planning and decision making, awareness and acceptance of assessment, and TracDat, statements related to other areas of assessment were also included in the survey instrument. Respondents *agree slightly* that GCC is clear and public about the learning outcomes to which it aspires for its students (mean 4.95, s.d. 1.18), that assessment deadlines that are set by AIER are fair and reasonable (mean 4.46, s.d. 1.20), that GCC's assessment website is regularly updated (mean 4.63, s.d. 0.87), that assessment recognition and awards are given for assessment efforts (mean 4.65, s.d. 1.08), that the College evaluates the Board, administrators and staff on a regular basis (mean 4.23, s.d. 1.28), and that the College regularly gathers student feedback regarding their College experience (mean 4.26, s.d. 1.21).

In terms of SLOs, these are included in course syllabi, program and course documents, and the College catalog. As for assessment deadlines, there is one assessment deadline each semester (October for fall, March for spring) and advance reminders of upcoming deadlines are provided to assessment authors via email and MyGCC. One respondent noted that the assessment process is "spaced out to allow for effective assessment of programs and courses". On the other hand, another respondent noted that "deadlines need to improve," without

specifying what improvements are expected.   Some recommendations made in relation to assessment deadlines include "maybe provide a heads-up for approaching deadlines", "weekly-email reminders about when deadlines are coming up," which are already currently being practiced.

With regard to GCC's assessment website, it is updated regularly by AIER staff. Institutional assessment reports and CCA minutes are uploaded as soon as they become available and changes to the content of the website are made whenever necessary. As for assessment recognition and awards, they are given every year during the College's Convocation in August. A suggestion was made by one respondent to "UP the rewards for the departments to get motivated to work TOGETHER, not per individual (professor, instructor, etc.)". In terms of BOT, administrator and staff assessment, this is done regularly. The BOT is assessed every other year by the AIER Office and administrators and staff are assessed by means of the College's existing human resources processes. Administrators have also been assessed using a survey instrument developed by the IDEA Center[8].

As for student involvement in assessment, one respondent noted that "students need to be actively involved in assessment". Another respondent recommended that the College "implement student concerns in a timely manner". A third respondent recommended "exposure of results to students and support staff". It is important to note that CCA membership includes a student representative. Additionally, student feedback regarding their College experience is

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[8] The IDEA Center is a non-profit organization based at Kansas State University. See http://www.idea.ksu.edu for a preview of the instruments used in this study.

collected regularly through the *Faces of the Future Survey*[9] and the *IDEA Student Ratings of Instruction Survey*[10]. The *Faces of the Future Survey* is administered every other year and the *IDEA Student Ratings of Instruction Survey* is administered every semester by AIER. Informational *Brown Bag* sessions coordinated by AIER have been conducted in fall 2010 and spring 2011 to discuss the results of institutional assessment reports. Additionally, in fall 2010, the results of the Faces of the *Faces of the Future Survey* were presented and discussed during department chair training. All institutional assessment reports are uploaded to the College's public website under the "Public Reports" tab as well as the AIER website.

Of the twenty-four statements included in Table 1, the two with the lowest standard deviations are: the College documents its program review efforts (mean 5.06, s.d. 0.95) and GCC's website is regularly updated (mean 4.63, s.d. 0.87). The standard deviations reveal a greater consensus among respondents with respect to these two areas. The standard deviation for the other twenty-two statements range between 1.08 and 1.61. These standard deviations reveal a divergence of opinion among respondents. The highest standard deviation is reported for the following statement: people want to "do" assessment at GCC because improvements made to services, courses, and programs benefit students (mean 4.01, s.d. 1.61). Perhaps the high standard deviations can be attributed in part to the number of new TracDat users. The number of TracDat users increased greatly in fall 2009 due to the CCA requirement that certificate and degree programs assess 50% of their technical course requirements. Their level of familiarity

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[9] The *Faces of the Future Survey* is conducted annually by the American Association of Community Colleges (AACC) and American College Testing (ACT), Inc. Survey questions are designed to gather student data including demographic characteristics, goals, and college experiences.

[10] The *IDEA Student Ratings of Instruction System* is designed to assess teaching effectiveness by its impact on students. Its principal indicators of effectiveness are derived by answering the question: Do students make progress in achieving objectives selected by the instructor? The survey was developed by the IDEA Center, a non-profit organization based in Kansas.

with the software possibly contributed to the divergence in opinion. Additionally, there are a number of TracDat users who have not accessed TracDat in a while, and hence, software familiarity has not improved at all. A review of TracDat users' last login date reveals that ten users have not logged on to TracDat since their user account was created. Eight users have not logged on to TracDat for over a year (since last April), one TracDat user has not logged on to TracDat since last May, another TracDat user has not logged on to TracDat since summer 2010, and thirty-two users have not logged on to TracDat since fall 2010. Since July 2000, TracDat has been upgraded from Version 2.X to 4.3[11]. With each upgrade come modifications in database features. If TracDat users do not access the database regularly, they may find it difficult to navigate. This is an area where regular training regarding these upgrades becomes necessarily important.

In addition to their familiarity with the TracDat database, new users may not be familiar with assessment in general. This is evident when reading some of the recommendations made to improve GCC's assessment process. For instance, one respondent suggested "1. Providing a training session in goal setting/how to develop goals, data collection/tools/how to create a data collection tool, and report writing/how to report the data for accreditation for assessment. 2. Providing "sample" data collection tools". Another respondent suggested "providing training on mission and vision statements". A third respondent noted that "authors need guidance and support in the creation of rubrics, the appropriate measuring tool, how to analyze the results and the best way to report its usefulness". A fourth respondent suggested "more training to thoroughly understand the process and the TracDat inputting". Despite these comments,

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[11] TracDat Version 2.X (July 2000); TracDat Version 3.0 (April 2004); TracDat Version 4.0 (Nov. 2007); TracDat Version 4.1 (Feb. 2009); TracDat Version 4.2 (Jan. 2010); and TracDat Version 4.3 (scheduled for May 2010).

assessment authors have been able assess their programs and courses through informal

mentorships among department members and members of other departments.

V.   Conclusions

- Respondents understand the value of program review and the importance of documenting their program review efforts.

- Respondents are aware of institutional supports provided for the College's comprehensive assessment initiative (i.e., training, assessment reminders, consultation and guidance from AIER staff, and feedback from CCA reviewers).

- Assessment plans are linked to institutional and departmental mission, goals, and objectives as well as the ISMP. Assessment results are also linked to decision making about curriculum and planning and budgeting.

- Although assessment results have been made available to the campus community, the information needs to be directly disseminated to those affected. As suggested by one respondent "sharing of results should be targeted in a more systematic way, with details related to a specific department, office or program contacted when results from another relate to them".

- Assessment at GCC is comprehensive and institutionalized. Results reveal, however, that not everyone is involved in the assessment process and there appears to be ambivalent feelings about assessment. As mentioned earlier, the highest standard deviation was reported for the following survey item: people want to "do" assessment at GCC because improvements made to services, courses, and programs benefit students (mean 4.01, s.d. 1.61)

- Based on the types of training requested, not all respondents are familiar with the assessment process itself or have the same level of expertise with the database.

VI.   Recommendations

Based on the above findings, the following recommendations are made:

- AIER should survey assessment users to determine the type of training they need to carry out their assessment activities. Perhaps, it would be best to conduct separate training sessions for new users.

- AIER should upload a Quick Step Guide to navigating TracDat onto the AIER website.

- AIER should upload an assessment and TracDat tutorial onto the AIER website.

- AIER should provide new and existing users with an updated TracDat User Guide. Updates to the guide should be provided whenever new features are added to the database.

- Departments/units should hold regular meetings with their respective faculty/staff to discuss their assessment plan and report.

- Departments/units should mentor individuals who are new to the assessment process at GCC.

- Utilize MyGCC and Chachalani to disseminate overviews of institutional assessment reports to create an awareness of the reports and an interest in reading them.

Appendix A

GUAM COMMUNITY COLLEGE
Board of Trustees

COMPREHENSIVE ASSESSMENT OF INSTRUCTIONAL PROGRAMS, STUDENT SERVICES, ADMINISTRATIVE UNITS AND THE BOARD OF TRUSTEES

WHEREAS, Guam Community College remains steadfast in its commitment to provide the citizens of Guam and the region with quality educational programs and services that undergo systematic and continual assessment, and

WHEREAS, Board Policy 305, adopted on April 6, 1994, provided for a 5-year cycle of program evaluation to fulfill the following objectives:

Assess program quality, productivity, need and demand;

Improve the quality of academic offerings and vocational training;

Ensure wise allocation of resources;

Determine the program's effectiveness and to implement program improvement strategies, and

WHEREAS, newly-approved accreditation standards mandate a more comprehensive assessment process for all instructional programs, student services and administrative units on campus, and

WHEREAS, assessment of student learning outcomes must be the cornerstone of all assessment activities, as indicated in new accreditation standards, and

WHEREAS, the regular cycle of assessment should be on an annual or two-year cycle as determined by a staggered assessment schedule of programs, services, and administrative units, and

WHEREAS, the Board of Trustees and its sub-group, the Foundation Board, shall set an example of compliance with the new accreditation standards.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees assigns the responsibility to the President and/or his designee, with consultation from the Committee on College Assessment, to refine, monitor and strengthen the campus-wide assessment plan and schedule, as well as report assessment results in a timely manner to all stakeholders of the college, and

BE IT FURTHER RESOLVED, that the Comprehensive Assessment for Instructional Programs, Student Services, Administrative Units and the Board of Trustees Policy shall supercede Board Policy 305, and shall take effect in the 2002-2003 Academic Year and each academic year thereafter.

Amended & Adopted: November 17, 2008
Resolution 58-2008

Adopted: September 4, 2002
Resolution 13-2002

Appendix B

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE
EFFECTIVE FALL 2010

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D[1] Special Programs
FALL 2010	**Program & Course SLO** Assessment Plan Go to Program/Unit and Course Assessment Plan Tab[2] and each sub-tab and enter data in each field/box for the new cycle **DEADLINE: October 11, 2010**	**Course Level SLO** Implementation Status Go to TracDat's Data Collection/Summary of Results (N=?) Tab and by Course Sub-tab and enter status on how column 5 was implemented **DEADLINE: October 11, 2010**	**Admin/Student Services Units** Assessment Report – key in assessment results and how results will be used to improve the unit in TracDat's Data Collection/Summary of Results (N=?) Tab **DEADLINE: October 11, 2010**	**Course Level SLO** Collection Status Go to TracDat's Data Collection/Summary of Results (N=?) Tab and By Course Sub-tab and key in data for each course level SLO assessed during this cycle **DEADLINE: October 11, 2010**
SPRING 2011	**Program & Course SLO** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs & Sub-tabs **DEADLINE: March 14, 2011**	**Program & Course SLO** Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle **DEADLINE: March 14, 2011**	**Admin/Student Services Units** Implementation Status Go to TracDat's Data Collection/Summary of Results (N=?) Tab and key in how column 5 was implemented **DEADLINE: March 14, 2011**	**Course Level SLO** Assessment Report Go to TracDat's Data Collection/Summary of Results (N=?) Tab and by Course Sub-tab and record the results and how it will be used for course improvement **DEADLINE: March 14, 2011**
FALL 2011	**Program & Course SLO** Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 10, 2011**	**Program & Course SLO** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs & Sub-tabs **DEADLINE: October 10, 2011**	**Admin/Student Services Units** Assessment Plan; Incorporate modifications of what was said on how to improve the unit by inputting the **new** AUOs/SSUOs in TracDat's Unit Assessment Plan Tab and Sub-tabs **DEADLINE: October 10, 2011**	**Course Level SLO** Implementation Status; Go to TracDat's Data Collection/Summary of Results (N=?) Tab and by Course Sub-tab to key in course level status on how column 5 was implemented **DEADLINE: October 10, 2011**
SPRING 2012	**Program & Course SLO** Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle **DEADLINE: March 12, 2012**	**Program & Course SLO** Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 12, 2012**	**Admin/Student Services Units** Gather unit level AUO/SSUO data continuously; Input status of data collection in TracDat's Data Collection/Summary of Results (N=?) Tab **DEADLINE: March 12, 2012**	**Program & Course SLO** Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle **DEADLINE: March 12, 2012**

ACCJC/WASC VISIT: SPRING 2012

[1] Group D = General Education, Developmental Courses (course that does not have specific programs), Secondary Programs and Related Technical Requirements/Electives

[2] Tab is also defined as Form

The schedule is set up to meet ACCJC/WASC's requirement to systematize the assessment of **ALL program, course, administrative, and student service units** and annually report on how each impacts student learning outcomes (SLOs). Refer to Part V. AY2007-2008 Institution-Wide Assessment Activities of the 8th Annual Institutional Assessment Report (AIAR). The report is available in the AIE office and the AIE website **http://www.guamcc.edu/aie**.

Updated: May 7, 2010

Appendix C

Assessing Assessment at GCC

How effective is GCC's assessment process? The College Committee on Assessment (CCA) and the Office of Assessment, Institutional Effectiveness, and Research (AIER) jointly developed the following survey instrument to gauge assessment authors' as well as current and former CCA members' perceptions of the effectiveness of the implementation of the College's comprehensive assessment process and to provide the college community with information for improvement relative to the College's progress on its eleven-year old assessment initiative.

Your honest and thoughtful response to this survey is greatly appreciated.

1. The College's program review process involves various stakeholders (i.e., faculty, administrators, students, staff).

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Disagree slightly
- ◯ Agree slightly
- ◯ Agree
- ◯ Strongly Agree

2. The organizational culture of the College is supportive of assessment efforts.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Disagree slightly
- ◯ Agree slightly
- ◯ Agree
- ◯ Strongly Agree

3. Assessment at GCC helps institute a culture of accountability, learning, and improvement at the College.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Disagree slightly
- ◯ Agree slightly
- ◯ Agree
- ◯ Strongly Agree

4. The College documents its program review efforts.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Disagree slightly
- ☐ Agree slightly
- ☐ Agree
- ☐ Strongly Agree

5. The 2-year program review process provides useful information for improvement of services, courses, and programs.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Disagree slightly
- ☐ Agree slightly
- ☐ Agree
- ☐ Strongly Agree

6. TracDat, the College's assessment data management software, is user-friendly and easy to use.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Disagree slightly
- ☐ Agree slightly
- ☐ Agree
- ☐ Strongly Agree

7. Institutional support is not provided for assessment (i.e., training, consultation, deadline reminders, etc.)

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Disagree slightly
- ☐ Agree slightly
- ☐ Agree
- ☐ Strongly Agree

8. Faculty and other stakeholders recognize the value of assessment for accreditation purposes and accept ownership and responsibility for it.

j∩ Strongly disagree

j∩ Disagree

j∩ Disagree slightly

j∩ Agree slightly

j∩ Agree

j∩ Strongly Agree

9. Assessment is the collective responsibility of all individuals across our campus community.

j∩ Strongly disagree

j∩ Disagree

j∩ Disagree slightly

j∩ Agree slightly

j∩ Agree

j∩ Strongly Agree

10. Department personnel and faculty are made aware of assessment results for their respective departments or units.

j∩ Strongly disagree

j∩ Disagree

j∩ Disagree slightly

j∩ Agree slightly

j∩ Agree

j∩ Strongly Agree

11. GCC is clear and public about the learning outcomes to which it aspires for its students.

ⓙ Strongly disagree

ⓙ Disagree

ⓙ Disagree slightly

ⓙ Agree slightly

ⓙ Agree

ⓙ Strongly Agree

12. Assessment plans are not linked to institutional and departmental mission, goals, and objectives.

ⓙ Strongly disagree

ⓙ Disagree

ⓙ Disagree slightly

ⓙ Agree slightly

ⓙ Agree

ⓙ Strongly Agree

13. Assessment deadlines that are set by AIER are fair and reasonable.

ⓙ Strongly disagree

ⓙ Disagree

ⓙ Disagree slightly

ⓙ Agree slightly

ⓙ Agree

ⓙ Strongly Agree

14. GCC's assessment website is regularly updated.

ⓙ Strongly disagree

ⓙ Disagree

ⓙ Disagree slightly

ⓙ Agree slightly

ⓙ Agree

ⓙ Strongly Agree

15. Assessment is not linked to GCC's institutional strategic master plan.

- *jn* Strongly disagree
- *jn* Disagree
- *jn* Disagree slightly
- *jn* Agree slightly
- *jn* Agree
- *jn* Strongly Agree

16. Assessment recognition and awards are given for assessment efforts.

- *jn* Strongly disagree
- *jn* Disagree
- *jn* Disagree slightly
- *jn* Agree slightly
- *jn* Agree
- *jn* Strongly Agree

17. GCC's assessment system is not linked to decision making about curriculum.

- *jn* Strongly disagree
- *jn* Disagree
- *jn* Disagree slightly
- *jn* Agree slightly
- *jn* Agree
- *jn* Strongly Agree

18. The College evaluates the Board, administrators and staff on a regular basis.

- *jn* Strongly disagree
- *jn* Disagree
- *jn* Disagree slightly
- *jn* Agree slightly
- *jn* Agree
- *jn* Strongly Agree

19. The College regularly gathers student feedback regarding their College experience.

- ◌ Strongly disagree

- ◌ Disagree

- ◌ Disagree slightly

- ◌ Agree slightly

- ◌ Agree

- ◌ Strongly Agree

20. Program review is linked to planning and budgeting.

- ◌ Strongly disagree

- ◌ Disagree

- ◌ Disagree slightly

- ◌ Agree slightly

- ◌ Agree

- ◌ Strongly Agree

21. Assessment data are not used to continuously improve programs and services.

- ◌ Strongly disagree

- ◌ Disagree

- ◌ Disagree slightly

- ◌ Agree slightly

- ◌ Agree

- ◌ Strongly Agree

22. TracDat training is sufficient and effective?

- ◌ Strongly disagree

- ◌ Disagree

- ◌ Disagree slightly

- ◌ Agree slightly

- ◌ Agree

- ◌ Strongly Agree

23. The campus community is aware of the results of institutional assessment studies conducted at the College.

- jn Strongly disagree

- jn Disagree

- jn Disagree slightly

- jn Agree slightly

- jn Agree

- jn Strongly Agree

24. People want to "do" assessment at GCC because improvements made to services, courses and programs benefit students.

- jn Strongly disagree

- jn Disagree

- jn Disagree slightly

- jn Agree slightly

- jn Agree

- jn Strongly Agree

25. Identify 2-3 strengths of the College's assessment processes.

26. List 2-3 ways that GCC's assessment process can be improved.