Unit Assessment Report - Four Column
Guam Community College
Accounting AS

Mission Statement: The mission of the Accounting program is to develop an accounting workforce reflecting the needs arising from the continual changing economic business environment in the Guam community and the region.

Vision Statement: The program envisions to produce accounting graduates who are knowledgeable and skillful in generally accepted accounting principles so that they will meaningfully contribute to the financial record keeping and management of their respective organizations.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Accounting AS - KNOWLEDGE IN ACCOUNTING_1 - SLO#1 FA12-SP14 Students will apply accounting theory and principles to accounting procedures and practices for either financial and/or hospitality accounting systems. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** None **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Improve on assessment results from last cycle.	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will take the National Examination sponsored by the Educational Institute of the American Hotel & Lodging Association in course AC225 Hospitality Industry Accounting during the last week of the semester. **Type of Artifact/Instrument/Rubric/Method/Tool:** National & International Certification Exam **Criterion (Written in %):** 70% of accounting majors taking the national examination sponsored by the Educational Institute of the American Hotel & Motel Association will pass the national standard (70%) and receive a certificate. **Related Documents:** AC225TestResultsFall2012.pdf	02/20/2013 - N=6 students signed up and completed the AC225 Hospitality Industry Accounting class last Fall 2012. 83.3% or 5 out of the 6 passed the certification exam on the first try. In Spring 2013, the student who did not pass the test by 1 question will retake the exam. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Under $500 **Related Documents:** AC225TestResultsFall20120001[1].pdf	09/18/2013 - The student who did not pass the test in Fall was given the opportunity for a retake of the exam in the Spring, but they did not pass again. As an instructor, as long as AHLA provides one free retake of the certification, students should be given this extra opportunity to retake the exam. **Implementation Status:** 02/27/2014 - This certification test is a good indicator to see if students are learning what is necessary in the accounting program and emphasizes the hospitality industry. We will continue to offer the class in the Fall and allow students who did not pass the first time another opportunity to take the exam again. (This may be harder to commit/implement to if adjunct faculty are used to teach the course.)
Accounting AS - COMPUTER SKILLS IN ACCOUNTING_1 - SLO#2 FA12-SP14 Students will demonstrate computer-based knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of business. **Outcome Types:** SLO-Behavioral outcomes SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete four computerized accounting projects: (1) service business, (2) merchandising business, (3) nonprofit business (4) manufacturing. **Type of Artifact/Instrument/Rubric/Method/Tool:** Course Projects **Criterion (Written in %):** 70% of students completing the computerized simulation projects will score a minimum of 3.5/4.5 rubric designed to measure a computerized project. **Related Documents:**	10/17/2013 - AC233 from Course Level Assessment Fall 2012: Project 2 and 3 both allowed students to practice these skills. For Project 2, N = 14 students all completed the project with a score of 80% or better. For Project 3, N = 14, 79% or 11 out of 14 scored 80% or better. Fall 2013: This course is currently being offered and the adjunct instructor has not assessed these 4 projects yet. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Implementation Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:**	10/17/2013 - Additional faculty for the department can aid in growing both the accounting and supervision management programs and ensure that students are receiving consistent training / education that meets assessment guidelines. Faculty are now being evaluated regularly using a rubric that verifies this. Adjunct faculty are not as accountable as full-time faculty. It has also been difficult to get data and evidence for assessment from adjuncts. **Implementation Status:**

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Program Level SLO Industry National Certification: N/A **Type of Industry National Certification:** None **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Improve on assessment results from last cycle.	AC233GradesFall2012.pdf	This course has been taught by adjunct faculty for the last two years. We should consider hiring an additional full-time faculty who is versed in accounting and supervision management to augment both of these programs. **Related Documents:** AC233 Grades Fall 2012	**Implementation Status:** 10/17/2013 - For two assessement cycles, it has been recommended that additional faculty are necessary for the program to grow/sustain. Due to budget issues it still has not materialized. We will continue to request for additional faculty each year and try to meet the growing demands of our student base.

Accounting AS - ACCOUNTING STUDENT DISPOSITIONS & VALUES_1 - SLO#3 FA12-SP14
Students will develop dispositions and values suitable to the practice of accounting in the real world.

Outcome Types:
SLO-Affective outcomes

Start Date:
10/08/2012
End Date:
03/10/2014
Outcome Status:
Completed the Assessment Cycle
Program Level SLO Industry National Certification:
N/A
Type of Industry National Certification:
None
Program SLO/AUO Plan reflects/incorporates:
Use and Implementation of Results from the previous cycle
Historical Assessment Perspective:
Improve on assessment results from last cycle.
Budget Goals:
1. Students will develop practices demonstrating their capacity to apply accounting theories and principles to accounting procedures and practices.

Mission Statement: GCC's Adult Education Programs mission statement seeks to help Guam's adult learners realize their educational, career, and quality of life goals.

Vision Statement: The vision of the Adult Education Programs is to introduce adult learners to the English language (ESL), prepare them to obtain their GED® or Adult High School Diploma, and assist them to transition into postsecondary career and technical education programs.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Adult Basic Education (ABE) - ABE: To Perform Basic Mathematical Operations_1 - SLO #1: SP2012-FA13 Upon successful completion of this program, adult learners will be able to perform basic mathematics operations. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The previous cycle data serves as a springboard to enhance this plan. The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from previous and current findings will be used for future program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled).	**Artifact/Instrument/Rubric/Method/Tool Description:** GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by the administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System), Educational Functioning Levels (EFL). **Type of Artifact/Instrument/Rubric/Method/Tool:** Standardized Test **Criterion (Written in %):** At least 75% of adult leaners will gain at least 5 points in their pre and post test results. **Related Documents:** CASAS	10/21/2013 - Back in March, last assessment deadline, data wasn't available and will be collected after P&D exports/imports Comprehensive Adult Student Assessment Systems (CASAS) posttest results and TOPSpro records scanned. SLO#1: Upon successful completion of this program, adult learners will be able to perform basic mathematics operations. As such, criterion results (At least 75% of adult leaners will gain at least 5 points in their pre and post test results) follow: Gains for basic mathematic operations refer to students who were appraised in CASAS math and enrolled in one of these CABE031/CABE041/CGED051 basic skills math course and took the CASAS math posttest. There were 1114 adult learners who were appraised via CASAS beginning October 1, 2012 for placement in the mentioned basic skills courses. 217 or 19% (n=217/1114) of the same learners took the posttest. 96 or 44% of the 217 learners had a 5 + gain. The student performance indicated 121 or 56% of the 217 students did not meet the 5+ gain. As a result, criterion for SLO#1 wasn't met. Based on the PDF supporting document, it does not report whether the learner was enrolled in more than one math course within the days data was collected, October 1, 2012 to October 23, 2013, little over 12 months. If learner enrolled in more than one math course, his/her ID number should be listed as such. Furthermore, adult learners who took the CASAS appraisals April 2013 to August 10, 2013 were preparing for fall 2013 semester enrollment and they will be scheduled to take the posttest between November and December 2013, semester end.	10/21/2013 - AEO will work with CASAS eTest/TOPSpro to determine if gains report is capable of including each learners' course hours attended to evaluate if the large percentage of negative gain has a correlation of class instructional hours missed, instructional methods and course curriculum as it relates to each specific course (CABE031/CABE041/CGED051). Adult learners expressed the course material did not correlate with the actual CASAS posttest. They also voiced concerns with instructional delivery and course content. AEO PS will coordinate with AIER to include ABE/ESL courses in this year's IDEA Student Reactions to Instruction and Courses Survey to assess if instructors and/or course materials impacted learning objectives. **Implementation Status:** 10/25/2013 - AEO PC, PS and P&D PC and Assistant Director participated in CASAS eTest (ET) Online training on August 21, 2013 and September 12, 2013. The CASAS eTest (ET) Online features will allow the college to set up and register off site computers so adult learners have access to take pre and posttests online. Till such time, laptops will be distributed to Merizo, Inarajan and Umatac mayors. During the training session,

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		Therefore, data for fall 2013 gains is not included in this report. Refer to the uploaded PDF "Related Documents" file: Adult Education Programs – Basic Education 22-Oct-2013 Math Gains for details. Back in March 2013, there was also mention AEO should revise course curriculum to incorporate Common Core State Standards (CCSS). Since CASAS is the resource to assess learner's English & math skill levels, PS was concerned if CASAS pre and posttest correlate with CCSS and College and Career Readiness Standards. October 21 email reported CASAS eTest Online has made changes and is piloting such changes. Soon as CASAS implements, AEO PS will coordinate with TPS dean and faculty assigned to revise all ABE/ESL curriculum. Refer to the email from CASAS regarding College and Career Readiness Standards and Common Core State Standards progress uploaded under "Related Documents". **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** Adult Education Programs (ABE) funding is available through WIA, Title II, "Adult Education and Family Literacy" federal grant. So CCA Committee Members have a clear understanding of the AEO functions, uploaded is the department's "Grant 2013 application Workschedule Plan" per AEO staff. **Related Documents:** Adult Education Programs - Basic Education 22-Oct-2013 Math Gains.pdf CASAS eTests Online Update on Common Core State Standards & College & Career Rediness Standards.msg CASAS email regarding eTest-TOPSpro August & September 2013 training.pdf Assessment & Database Management Features.pdf complete-topspro-enterprise-help-	**Implementation Status:** participants were introduced to the dynamic features where instructors will have access to adult learner's tests scores and view common math skill weaknesses. CASAS eTests (ET) Online is an Internet-delivered assessment tool that may be used independently to provide immediate test-scoring and basic student-level reports. It shares a database with TOPSpro Enterprise (TE) Online, a data management system designed to support classroom and learner management as well as provide accountability functions, including NRS reports. Such feature allows instructor access to learner reports anywhere there is an Internet connection. Test results from paper-and-pencil assessments can be scanned into TOPSpro Enterprise which also tracks learner progress and inform instruction. Enhanced access to the database provides additional reporting capabilities, such as class performance reports to assist classroom instructors to organize and deliver instruction more efficiently. Refer to October 21, 2013 email from CASAS regarding eTest/TOPSpro training "Related Documents".

		documentation.zip Grant application 2013 WORKSCHEDULE PLAN evidence.pdf	
		03/11/2013 - The CASAS post test for fall 2012 term was administered during the months of November and December 2012 which is required at the end of each semester. Export/import of pre and posttest results from CASAS database to P&D must occur. TOPSpro entry and update record must then be scanned before gains report can be produced. The gains report will determine adult learner's skills progression from the time class began to the end of such class/course. Transmittal of the TOPSpro records to State Office (P&D) was not submitted in a timely manner because AEO was moving from A8 & A9 to its new location at the Foundation Building at the same time administration of pretest for spring 2013 continued. Therefore, Learner's gains report was not produced for spring 2013 assessment deadline. State Office reported AEO will be required to merge/incorporate Common Core State Standards with ABE/ESL/AHS program and course curriculum. This will be addressed at the Advisory Committee meeting scheduled for April 4, 2013. Refer to the uploaded PDF email for additional information regarding the standards. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** The Adult High School Diploma Program is federally funded through the "Adult Education and Family Literacy" grant. Adjunct instructors, student textbooks, instructor's materials are funded through this grant. Funding will be needed to support training for curriculum author who will be revising the basic skills course guides. **Related Documents:** AHS SLO#2 Email from Karllin regarding Learning Gains data.pdf AHS SLO#2 Email regarding State Common Core Standards.pdf	03/11/2013 - Soon as the State Office is able to scan TOPSpro records, export/import the posttest results for fall 2012, AEO will provide information regarding the use of results. AEO program specialist and faculty assigned to review/revise the existing course guides for the Adult Basic Skills program needs time for researching and training to determine how best to merge/incorporate Common Core State Standards with existing curriculum. AEO is addressing this with curriculum author as well notifying Adult Education Programs Advisory Committee to determine if the standards will impact the core courses for the Adult Education High School Diploma program since there is a correlation between the basic skills courses and AHS courses. Advisory Committee's next meeting is scheduled for April 4, 2013. CASAS appraisal is used to determine adult learners' reading, writing and math skills levels in order to properly place them in the specific basic skills courses. It is not known at this time if CASAS skills level pre and posttest correlate with Common Core State Standards. ———————————————————
		10/08/2012 - For the period July 2011 - April 2012:	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		37% (n= 30 out of 81) of the students who took the pre- and post-test met the 5-points gain in the math component of the CASAS test. Refer to Related Document "AHS Program Level SLO#1 Matrix on AHS students who gained 5-points and above." As of this reporting period (October 8,2012), data for Fall 2012 has not yet been gathered because the semester has not ended. However, there is a combined total of 232 students enrolled in the following math courses: Note: data will be reported on or before March 11, 2013 when the "Assessment Report" is due. 73 = CABE031 Basic Skills Math 87 = CABE041 Low Intermediate Math 72 = CGED051 High Intermediate Math Refer to the Related Document "AHS GAINS FIRST TO LAST-090612 updated 10-Sept-2012.pdf" **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbook. **Related Documents:** AHS GAINS FIRST TO LAST-090612 updated 10-Sept-2012.pdf	
Adult Basic Education (ABE) - ABE: To Read Simple Descriptions and Narratives_1 - SLO#2: SP2012-FA013 Upon successful completion of this program, adult learners will be able to read simple descriptions and narratives. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2014 **Outcome Status:**	**Artifact/Instrument/Rubric/Method/Tool Description:** GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by the administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System), Educational Functioning Levels (EFL). **Type of Artifact/Instrument/Rubric/Method/Tool:** Standardized Test **Criterion (Written in %):**	10/21/2013 - Back in March, last assessment deadline, data wasn't available and will be collected after P&D exports/imports CASAS posttest results and TOPSpro records scanned. SLO#2: SP2012-FA013 Upon successful completion of this program, adult learners will be able to read simple descriptions and narratives. As such, criterion results (At least 75% of adult leaners will gain at least 5 points in their pre and posttest results) follow:	10/21/2013 - AEO will work with CASAS eTest/TOPSpro to determine if gains report is capable of including each learners' course hours attended to evaluate if the large percentage of negative gain has a correlation of class instructional hours missed, instructional methods and course curriculum as it relates to each specific course (CABE030/CABE040/CGED050).

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The previous cycle data serves as a springboard to enhance this plan. The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from previous and current findings will be used for future program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled).	At least 75% of adult leaners will gain at least 5 points in their pre and post test results.	Gains for learners to read simple descriptions and narratives refer to students who were appraised in CASAS reading and enrolled in one of these CABE030/CABE040/CGED050 basic skills reading course and took the CASAS reading posttest. There were 1175 adult learners who were appraised via CASAS beginning October 1, 2012 for placement in the mentioned basic skills reading courses. 209 or 18% (n=209/1175) of the same learners took the posttest. 97 or 46% of the 209 (n=97/209) learners had a 5 + gain. The student performance indicates 112 or 54% of the 209 (n=112/209) students did not meet the 5+ gain. As a result, criterion for SLO#2 wasn't met. Based on the PDF supporting document, it does not report whether the learner was enrolled in more than one reading course within the days data was collected, October 1, 2012 to October 23, 2013, little over 12 months. If learner enrolled in more than one reading course, his/her ID number should be listed as such. Furthermore, adult learners who took the CASAS appraisals April 2013 to August 10, 2013 were preparing for fall 2013 semester enrollment and they will be scheduled to take the posttest between November and December 2013, semester end. Therefore, data for fall 2013 gains is not included in this report. Refer to the uploaded PDF "Related Documents" file: Adult Education Programs – Basic Education 22-Oct-2013 Reading Gains for details. ABE reading course curriculum revision will be coordinated with TPS dean and assigned faculty when Common Core State/College & Career Readiness Standards is incorporated in CASAS eTests. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** ABE is funded by WIA, Title II, "Adult Education and Family Literacy" grant.	**Implementation Status:** 10/25/2013 - AEO PC, PS and P&D PC and Assistant Director participated in CASAS eTest (ET) Online training on August 21, 2013 and September 12, 2013. During the training session, participants were introduced to the dynamic features where instructors will have access to adult learner's tests scores and view common weakness in English/reading levels. CASAS eTests (ET) Online is an Interrelatedness assessment tool that may be used independently to provide immediate test-scoring and basic student-level reports. It shares a database with TOPSpro Enterprise (TE) Online, a data management system designed to support classroom and learner management as well as provide accountability functions, including NRS reports. Such feature allows instructor access to learner reports anywhere there is an Internet connection. Test results from paper-pencil assessments can be scanned into TOPSpro Enterprise which also tracks learner progress and inform instruction. Enhanced access to the database provides additional reporting capabilities, such as class performance reports to assist classroom instructors to organize and deliver instruction more efficiently.

Related Documents:

[Adult Education Programs - Basic Education 22-Oct-2013 Reading Gains.pdf](#)

[CASAS eTests Online Update on Common Core State Standards & College & Career Rediness Standards.msg](#)

03/11/2013 - The CASAS post test for fall 2012 term was administered during the months of November and December 2012. Export/import of pre and posttest results from CASAS database to P&D must occur. TOPSpro entry and update record must then be scanned before gains report can be produced.

Transmittal of the TOPSpro records to State Office (P&D) was not submitted in a timely manner because AEO was moving from A8 & A9 to its new location at the Foundation Building at the same time administration of pretest for spring 2013 continued. Therefore, Learner's gains report was not produced for spring 2013 assessment deadline.

State Office reported AEO will be required to merge/incorporate Common Core State Standards with ABE/ESL/AHS program and course curriculum. This will be addressed at the Advisory Committee meeting scheduled for April 4, 2013. Refer to the uploaded PDF email for additional information regarding the standards.

Note, it is not known at this time if CASAS skills level pre and posttest correlate with Common Core State Standards. Funding is needed to provide faculty training to merge/incorporate and/or revise current curriculum for the Adult Education Program basic skills courses with Common Core State Standards.

Summary of Result Type:
Criterion Not Met
Data Collection Status/Summary of Result Status:
Open
Growth Budget Implications/Effect:
Over $5,000
Growth Budget Justification:
Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks.

Related Documents:
[AHS SLO#2 Email from Karllin](#)

03/11/2013 - Soon as the State Office is able to scan TOPSpro records, export/import the posttest results for fall 2012, AEO will provide information regarding the use of results. AEO program specialist and faculty assigned to review/revise the existing course guides for the Adult Basic Skills program needs time for researching and training to determine how best to merge/incorporate Common Core State Standards with existing curriculum. AEO is addressing this with curriculum author as well notifying Adult Education Programs Advisory Committee to determine if the standards will impact the core courses for the Adult Education High School Diploma program since there is a correlation between the basic skills courses and AHS courses. Advisory Committee's next meeting is scheduled for April 4, 2013. CASAS appraisal is used to determine adult learners' reading, writing and math skills levels in order to properly place them in the specific basic skills courses. It is not known at this time if CASAS skills level pre and posttest correlate with Common Core State Standards.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		regarding Learning Gains data.pdf AHS SLO#2 Email regarding State Common Core Standards.pdf	
		10/08/2012 - Number of ABE students enrolled in fall 2013For the period July 2011 - April 2012: 32% (n= 25 out of 77) of the students who took the pre- and post-test met the 5-points gain in the reading component of the CASAS test. Refer to Related Document "Basic SkillsLEARNING GAINS FIRST TO LAST-090612 updated 10-Sept-2012.pdf" As of this reporting period (September 18, 2012), data for Fall 2012 has not yet been gathered because the semester has not ended. However, there is a combined total of 150 students enrolled in the following reading courses: Note: data will be reported on or before March 11, 2013 when the "Assessment Report" is due. CABE040 Low Intermediate Reading CGED050 High Intermediate Reading Refer to the Related Document "AHS SLO#2 Matrix of Fall 2012 Student/Course Enrollment" **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks. **Related Documents:** Basic SkillsLEARNING GAINS FIRST TO LAST-090612 updated 10-Sept-2012.pdf	
Adult Basic Education (ABE) - ABE: To Transition into AHSD Program or GED Program_1 - SLO#3: SP2012-FA13 Upon successful completion of this program, adult learners will be able to transition into the AHSD program or GED program **Outcome Types:** SLO-Behavioral outcomes	**Artifact/Instrument/Rubric/Method/Tool Description:** GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by the administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System), Educational Functioning Levels (EFL).	10/22/2013 - Back in March, last assessment deadline, data wasn't available and will be collected after P&D exports/imports CASAS posttest results and TOPSpro records scanned. SLO#3: SP2012-FA13 Upon successful completion of this program, adult learners will be able to transition into the AHSD or GED program	10/22/2013 - Increase student enrollment in the AHSDP as it relates to the PY13-14 Grant i.e. increase from 80 to 100 adult learners effective Fall 2013. Meet with community partners to promote Adult Education Programs,

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Start Date: 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The previous cycle data serves as a springboard to enhance this plan. The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from previous and current findings will be used for future program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled).	**Type of Artifact/Instrument/Rubric/Method/Tool:** Standardized Test **Criterion (Written in %):** At least 25% of adult leaners will transition into AHSD or GED programs.	Criterion (Written in %): As such, criterion results (At least 25% of adult leaners will transition into AHSD or GED programs.) follow: There were 1275 adult learners who were appraised via CASAS beginning October 1, 2012 for placement in the mentioned math/reading/ESL basic skills courses. 209 or 18% (n=209/1175) of the same learners took the posttest. 68 or 33% of the 209 (n=68/209) learners transitioned to AHSDP and 149 or 71% (n=149/209) met CASAS score for GED® Battery test. Let it be known the Bureau of Statistics reported approximately 19,000 + persons 25 years and older lack high school diploma. AEO's goal is to promote and recruit such persons to AHSDP and GED®. The brochure for Adult Education Programs was revised in September to better explain such programs and requirements. Refer to the uploaded brochures, old and revised. Refer to the uploaded PDF "Related Documents" file ABE Matrix on Transition to AHS or GED® 22-Oct-2013 Assessment Data **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** ABE funding is availalble through WIA, Title II, "Adult Education and Family Literacy" grant. It is not known at this time if CASAS skills level pre and posttest correlate with Common Core State Standards. Funding is needed to provide faculty training to merge/incorporate and/or revise current curriculum for the Adult Education Program basic skills courses with Common Core State Standards. **Related Documents:** ABE matrix on transition to AHS or GED - 22-Oct-2013 Assessment Data.pdf WorkKeys for Adult Ed 070313.pdf Adult Ed 2013-10 rec'd 10-Sept-2013	update brochures and maintain websites. Refer to Related Documents for brochure, power point slides for WorkKeys and community partners. WorkKeys®, a job skills assessment system, is one resource for learners to measure listening, reading for information, writing, applied mathematics, applied technology, locating information, observation and critical thinking skills. WorkKeys® will be introduced to adult learners prior to CASAS pretest/appraisal as a way of promoting importance of education and encouraging adult learners to register for classes, i.e. CABE/ESL/CGED if learners lack the skill sets required for AHS and/or GED® programs. **Implementation Status:** 10/25/2013 - AHSDP student enrollment increased from 76 in spring 2013 to 92 in fall 2013. Introduction of WorkKeys® began fall 2013 term and interested learners are set up by AEO PC and provided user and password accounts. One of the power point slide addressed sample salary ranges for bronze, silver, platnum WorkKeys certificate holders. Adult learners attending classes at Academy of Our Lady (AOLG) have access to WorkKeys and adjunct instructors are utilizing WorkKeys as a resource for the reading and math courses. We anticipate significant improvement to learner's posttest score at the end of fall 2013 term. For this reason, WorkKeys at AOLG is piloted to determine if it should be an added instructional/student resource as curriculum requirement.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		Version 10 FINAL!.pdf Guahan Academy School Micronesian Student Association presentation 5-Oct-2013.pdf GHURA Self-Sufficiency power point 12-April-2013.pdf Adult Ed 2012-7 updated 8-Oct-2012.pdf Adult Ed 2013-10 rec'd 10-Sept-2013 Version 10 FINAL!.pdf	
		03/11/2013 - The CASAS post test for Fall 2012 term was administered during the months of November and December 2012. Transmittal of the results to State Office (P&D) was not submitted on a timely manner due to physical movement of the department from A8 & A9 to the Foundation Building, pretest for Spring 2013 and set up of the new office space. Delay in transmitting results, the State office was unable to input posttest results to provide an accurate gains report. State Office reported that AEO will be required to merge/incorporate Common Core State Standards into the curriculum and this topic will be addressed at the Advisory Committee meeting scheduled for April 4, 2013. Refer to the uploaded PDF email regarding this issue for additional information. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** The Adult High School Diploma Program is federally funded through the "Adult Education and Family Literacy" grant. Adjunct instructors, student textbooks, instructor's materials are funded through this grant. **Related Documents:** AHS SLO#2 Email from Karllin regarding Learning Gains data.pdf AHS SLO#2 Email regarding State Common Core Standards.pdf	03/11/2013 - As soon as the State Office is able to import the posttest results for fall 2012, AEO will provide information regarding the use of results. AEO program specialist and faculty who will be revising the existing course guides for the Adult Basic Skills program will need research and training to determine how best to merge/incorporate State Common Core Standards into our current curriculum. AEO is addressing this with curriculum author as well notifying Adult Education Programs Advisory Committee to determine if the standards will impact the core courses for the Adult Education High School Diploma program since there is a correlation between the basic skills courses and AHS courses. Advisory Committee's next meeting is scheduled for April 4, 2013. CASAS appraisal is used to determine adult learners' reading, writing and math skills levels in order to properly place them in the specific basic skills courses. It is not known at this time if the CASAS scores is accepted by the State Common Core Standards grade levels.
		10/08/2012 - With the assistance and AHS Counselor's matrix of students in the AHSD program, 50 out of 80 students or 63% transitioned from ABE courses into the AHS program courses as shown on the uploaded (Related Document) report. **Summary of Result Type:**	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks. **Related Documents:** TracDat AHSD Counseling List of Student Enrollment Fall 2012.pdf	

Mission Statement: GCC's Adult Education Programs mission statement seeks to help Guam's adult learners realize their educational, career, and quality of life goals.

Vision Statement: The vision of the Adult Education Programs is to introduce adult learners to the English language (ESL), prepare them to obtain their GED® or Adult High School Diploma, and assist them to transition into postsecondary career and technical education programs.

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Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Adult High School Diploma Program (AHS) - AHS: To Aquire at least three skills needed to meet their educational, career, and personal goals._1 - SLO# 1 SP2012-FA2013: Upon successful completion of this program, 75% of the adult learners will be able to acquire at least three skills needed to meet their educational, career, and personal goals. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The previous cycle data serves as a springboard to enhance this plan. Data summary from previous findings and current assessment findings will be used for program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled).	**Artifact/Instrument/Rubric/Method/Tool Description:** The Student Needs Assessment will list areas of need: academic, career, and personal that students can identify that is a need for achieving their goals. **Type of Artifact/Instrument/Rubric/Method/Tool:** Needs Assessment Review/Plan **Criterion (Written in %):** Out of the 80 Student Needs Assessment surveys distributed, at least 75%(60) will be completed and evaluated. **Related Documents:** Adult High School Student Needs Assessment	10/22/2013 - The information below wasn't reported in March 2013, the last assessment deadline because the department had new employees and office was settling in to their new office at the GCC Foundation Building. As noted back in March, transmittal of TOPSpro forms to State Office was delyed. SLO#1 SP2012-FA2013 Upon successful completion of this program, 75% of the adult learners will be able to acquire at least three skills needed to meet their educational, career, and personal goals. Criterion: The Student Needs Assessment survey will list areas of need: academic, career, and personal that students can identify that is a need for achieving their goals. Data Collection Status/Summary of Results based on the three (3) question areas of need follow: Q.1. What are your academic needs? Response: "Increasing skills in mathematics." 129 AHS enrolled FA12, SP13 & FA13 and 54 or 42% (n=54/129) progressed from one semester to the next. Q.2. What are your personal needs? Response: "Identifying careers that fit my interests, skills and abilities." 129 AHS enrolled FA12, SP13 & FA13 and 104 or 81% (n=104/129) have selected a CTE program. Q.3. What support system can GCC provide to assist you with your academic and career goals? Response: "Providing remedial/tutorial assistance." 129 AHS enrolled FA12, SP13 & FA13 and 69 or 53% (n=69/129) are members of the College Access & Challenge Grant Program (CACGP) which includes tutoring services. 28 or 22% students applied for CACGP and is pending review.	10/22/2013 - The "Math progression FA12 SP13 Updated 22-Oct-2013 report" indicated 69 or 53% of the 129 AHS students were awarded CACGP benefits. Department will work closely with CACGP department and AHS Counselor to improve completion and/or required documents for CACGP applications are submitted by AHS students so they are afforded the benefits available such as tutoring services for ALL eligible students. Furthermore, survey Q.1. Area of improvement survey needs; students indicated they needed improvements in mathematic skills. AEO PS, AHS Counselor and Math/Science department chair met to discuss math curriculum requirement, i.e..., to avail MathXL access code for instructor and student resource. The AHS math curriculum included MathXL access codes associated to instructor material and student resource. MathXL provides instructors with rich and flexible set of course materials, along with course management tools that make it easy to deliver all or a portion of course online. Instructors are able to create, import, and manage online homework assignments, quizzes, and tests that are automatically graded, allowing them to spend less time grading and more time teaching. Create assignments from online exercises tightly correlated to textbook, or create customize exercises. Homework exercises include guided solutions and

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		Summary of Result Type: Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** Refer to the "Related Document" PDF file: Math progression FA12 SP13 22-Oct-2013 FINAL report for details. Request for additional funding to outfit classrooms for instructor and student's use for MathXL online access codes. Furthermore, AEO is in the process of incorporating College and Career Readiness Standards into the AHSDP curriculum as such is now required by NRS (National Reporting Systems) for all Adult Education Programs. **Related Documents:** Math progression FA12 SP13 UPDATED 15-Oct-2013.pdf Appendix A - Career Clusters & Pathways.pdf Appendix B - AHSDP SLO Map.pdf Appendix C - NRS-CASAS Scale Scores & Grade Levels.pdf Appendix D - AHSDP IEP.pdf Appendix E - Evaluation Request Form.pdf Appendix F - Saga Fall 2011.pdf	sample problems to help students understand and master concepts. Instructor can choose from a wide range of assignment options, including time limits, proctoring, and maximum number of attempts allowed. Classrooms will need to be outfitted with computer labs for the MA052 & MA065 AHS math courses to fully implement course curriculum requirements. This will be addressed in the PY14-15 Adult Education and Family Literacy grant application. **Implementation Status:** 10/22/2013 - MathXL hasn't been utilized since the math course was revised in 2011. Access code was ordered for spring 2014 .
		03/11/2013 - Based on the Grant, "Adult Education Programs and Family Literacy" 80 students is the maximim number of students allowed per progran year. For PY 2011-2012 (Fall 2012) there were 79 enrolled. GCC Fact Book Volumne 7 (page 15) reported AY11 had 13 (16% N=13/83) students completed the program and AY12 had 20 (25% n=20/79) completers. Student Needs Assessment survey was used to evaluate this SLO: "Upon successful completeion of this program, 75% of the adult learners will be able to acquire at least three skills neded to meet their educational, career and employment goals". The criterion identified to assess the SLO is a survey evaluation. Since the Adult Education Conference is scheduled for March 20 & March 12, 2013 data will not be available for this reporting period since administration of the survey will take place after the conference (see conference agendas attached - still in	03/11/2013 - The assessment results addressed on 10/1/2012 discussed the types of training/workshops adult learners requested. Conference for AY12-13 incorporated such training/workshop. However, Data Collection and "Use of Summary Results" will not be available for this assessment deadline period because the AEO conference is scheduled for march 20 & March 21, 2013. In the meantime, tutorial services is available for adult learners through the College Access Challenge Grant Program (CACGP) tutors as well as counseling services with CACGP and Adult High School Counselor.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		draft form).	

Summary of Result Type:
Criterion Not Met
Data Collection Status/Summary of Result Status:
Open
Growth Budget Implications/Effect:
Over $5,000
Growth Budget Justification:
The Adult High School Diploma Program is federally funded through the "Adult Education and Family Literacy" grant. Adjunct instructors, student textbooks, instructor's materials are funded through this grant.

Related Documents:
FactBook Volume7 2012-2013.pdf
AHSDP program report March 11, 2013 deadline data.pdf
3-20-13EventAgenda03-07-13.pdf

10/01/2012 - Out of the 80 AHSD students in the program, 67.5% (N=54/80) responded to the "Student Needs Assessment" survey during Spring 2011. Only the highest percentage of the responses were noted here. Refer to the uploaded survey monkey results for details.

Q1. What are your academic needs?
75.9% indicated "Increasing skills in mathematics."

Q2. What are your personal needs?
62.3% indicated "Identifying careers that fit my interests, skills and abilities."

Q3. What support system can GCC provide to assist you with your academic and career goals?
64% indicated "Providing remedial/tutorial assistance."

Tutorial services for AY2012-2013 has been arranged with College Access Challenge Grant Program and AEO expects AHS students will be able to meet their educational goals.
Summary of Result Type:
Criterion Met
Data Collection Status/Summary of Result Status:
Program Level Data Collection Status
Growth Budget Implications/Effect:
No budget impact
Growth Budget Justification:
Online free Survey Monkey was used to assess this SLO.
Related Documents: | 10/01/2012 - Coordination with College Access Challange Grant Program for Fall 2012 tutoring service was approved and posted on MyGCC, Adult Education web page as well as distribution to faculty. Furthermore, ABE Conference is scheduled for March 20 & March 21, 2013. Conference mini workshops will feature responses from the Spring 2011 Student Needs Assessment. The theme of the conference is "Preparing for the Next Step." |

		[Survey results in PDF Format.pdf](#)	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Adult High School Diploma Program (AHS) - AHS: To Read to Function in the Workplace and at Postsecondary Level._1 - SLO# 2: SP2012-FA2013 Upon successful completion of this program, adult learners will be able to read to function in the workplace and at postsecondary level. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The previous cycle data serves as a springboard to enhance this plan. Previous summary report findings and current assessment plan findings will be used for program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled). The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the College as part of its FactBook report. Data from these reports will be used to support future program improvement plans.	**Artifact/Instrument/Rubric/Method/Tool Description:** GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System). **Type of Artifact/Instrument/Rubric/Method/Tool:** Standardized Test **Criterion (Written in %):** At 75% of adult learners will gain at least 5 points in their pre and post test results. **Related Documents:** [CASAS](#)	10/22/2013 - The information below wasn't reported in March 2013, the last assessment deadline because the department had new employees and office was settling in to their new office at the GCC Foundation Building. As noted back in March, transmittal of TOPSpro forms to State Office was delayed. SLO# 2: SP2012-FA2013 Upon successful completion of this program, adult learners will be able to read to function in the workplace and at postsecondary level. Criterion: 75% of adult learners will gain at least 5 points in their pre and post test results. Data Collection Status/Summary of Results: Spring 2013 semester ended May 2013 and posttest results for AHS was transmitted to State Office June 2013 along with Fall 2012 results. 115 AHS students were administered the English reading CASAS pre-test for this reporting period (SP12-FA13) and 55 or 48% took the post-test. Out of the 55, 35 or 64% (n=35/55) showed positive gains. Refer to the PDF "Reading Gains for AHS FA2012-SP12-SU12-SP13 CASAS rpt " report for details. Criteria was not met based on this result. 142 students were enrolled in the AHSDP during FA12, SP13 & FA13. 110 or 77% (n=110/142) passed their English courses. Although the CASAS pre/post test gains result was not met, students passed their English course(s). Note: 73 or 51% (n=73/142) of the enrolled students are members of CACGP program and AEO attributes improvement was impacted by tutoring services available. Refer to Related Documents: English progression FA12 SP13 UPDATED 21-Oct-13 FINAL It should be noted, 30 AHS students' CACGP application is yet to be evaluated as CACGP application package were incomplete. As reported back in March 2013, Common Core State Standards (CCSS) was introduced to the department. Electronic copy of the standards was sent via email to AHSDP Advisory Committee members and discussed during the meeting. Members indicated standards training for faculty is required. Furthermore, there was a concern that CASAS appraisals is used to assess potential AHS and GED® students and ABE/ASE and	10/22/2013 - Grant application for PY13-14 will include funding needs to purchase Reading Workshop novels for EN066 classroom library, EN066 class sets of novels and audio-book components for large groups; EN067 Writing Workshop workbook materials, world maps to include Asia Pacific and Micronesian regions as well as DVD tapes for EN Reading. These materials are required as indicated in the AHS English curriculum documents. Work closely with CACGP, AHS Counselor and President of the AHS Student Organization to promote CACGP benefits to all AHS students (i.e., complete/submit required documents). **Implementation Status:** 10/22/2013 - Novels from Best Seller, audio-books, DVD player for audio-book sets and maps were ordered and received. Novels were delivered to English department and DVD player is yet to be tagged prior to transfer. Maps will be delivered soon.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		ESL course curriculum should be revised to incorporate CCSS. CASAS is still addressing this issue as shown on the Oct 21st email message link uploaded under "Related Documents" below. Insular Area Professional Development Conference was held September 23-27, 2013 at the Guam Community College Multipurpose Auditorium. The two primary goals of the conference – focused on adult learners without a high school diploma – are (1) to obtain information on the National Reporting System (NRS) requirements and systems needed for producing quality data and (2) to acquire an understanding of College and Career Readiness Content Standards and Common Core State Standards. Training was conducted by Larry Condelli and Dahlia Shaewitz from American Institutes for Research. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** AHSDP is federally funded through the "Adult Education and Family Literacy" grant. Adjunct instructors, student textbooks instructor's materials are funded through this grant. **Related Documents:** English progression FA12 SP13 UPDATED 21-Oct-2013 FINAL.pdf Reading gains for AHS FA2012-SP12-SU12-SP13 CASAS rpt.pdf CASAS eTests Online Update on Common Core State Standards & College & Career Rediness Standards.msg	
		03/11/2013 - The CASAS post test for Fall 2012 term was administered during the months of November and December 2012. Transmittal of the TOPSpro results to State Office (P&D) was not submitted on a timely manner due to physical movement of the department from A8 & A9 to the Foundation Building, pretest for Spring 2013 and set up of the new office space. Delay in transmitting results, the State office was unable to input posttest results to provide an accurate gains report. State Office reported that AEO will be required to merge/incorporate State Common Core Standards into the curriculum and this topic will be addressed at the Advisory Committee meeting scheduled for April 4,	03/11/2013 - As soon as the State Office is able to import the posttest results for Fall 2012, AEO will provide information regarding the use of results. Let it be known the State Office introduced merging State Common Core Standards into our current curriculum and AEO is addressing this with curriculum author as well as notifying Adult Education Programs Advisory Committee to determine if the standards will impact the Core courses for the Adult Education High School Diploma program since the basic skills

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		2013. Refer to the uploaded PDF email regarding this issue for additional information. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** The Adult High School Diploma Program is federally funded through the "Adult Education and Family Literacy" grant. Adjunct instructors, student textbooks, instructor's materials are funded through this grant. **Related Documents:** AHS SLO#2 Email regarding State Common Core Standards.pdf	courses prepares the adult learners to transition into the AHSDP. Advisory Committee's next meeting is scheduled for April 4, 2013. _____
Adult High School Diploma Program (AHS) - AHS: To Compute to Function in the Workplace and at Postsecondary level._1 - SLO# 3: SP2012-FA13: Upon successful completion of this program, adult learners will be able to compute to function in the workplace and at postsecondary level. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The previous cycle data serves as a springboard to enhance this plan. Previous summary report findings and current assessment plan findings will be used for program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled). The Guam State Agency compiles Adult Basic Education (ABE)	**Artifact/Instrument/Rubric/Method/Tool Description:** GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System). **Type of Artifact/Instrument/Rubric/Method/Tool:** Standardized Test **Criterion (Written in %):** At least 75% of adult learners will gain at least 5 points in their pre and post test results. **Related Documents:** CASAS	10/22/2013 - The information below wasn't reported in March 2013, the last assessment deadline because the department had employee turnover and the move from A8 & A9 to the Foundation Building. SLO# 3: SP2012-FA13: Upon successful completion of this program, adult learners will be able to compute to function in the workplace and at postsecondary level. Criterion At least 75% of adult learners will gain at least 5 points in their pre and post test results. Data Collection Status/Summary of Results: 115 AHS students were administered the CASAS math pre-test and 55 or 48% took the post-test. Out of the 55, 33 or 60% (n=33/55) showed positive gains. Refer to the uploaded document "Math gains AHS FA12-SP12-SU12-SP13 CASAS rpt" under Related Document. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** The Adult High School Diploma Program is federally funded through the "Adult Education	10/22/2013 - Several meetings took place with Planning & Development and AEO staff to review the SOP as three (3) of the five (5) AEO staff were new to the department. AEO applied more pressure on faculty to submit student attendance record on a timely manner in order to strengthen completer rates and improve CASAS posttest scores. Upon receipt of attendance record, AEO staff was able to contact absentee students and encourage them to attend class and/or withdraw. AEO Administrator will review the attendance record template and revise to include student's contact information. **Implementation Status:** 10/22/2013 - Attendance record template was revised to standardize such form for all programs (AHS and ABE/ESL). Student phone numbers were added to the form/template. Students who did not attend the first 3 days of class were dropped. SOP is a live document with updates as processes improve/change. Faculty are sent at least 2-3 reminder notices of the scheduled CASAS

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the College as part of its FactBook report. Data from these reports will be used to support future program improvement plans.		and Family Literacy" grant. Adjunct instructors, student textbooks, instructor's materials are funded through this grant. **Related Documents:** Math gains AHS FA2012-SP12-SU12-SP13 CASAS rpt.pdf	**Implementation Status:** posttest to improve participation. Coordinate with AEO PC and Administrative Aide to insure they contact all AHS students and advise them of their scheduled CASAS posttest. For those who are unable to take the posttest, AEO PC was directed to schedule posttest outside of the regular testing days (Tuesday & Thursday) if students are unable to take the test on these days.
		03/11/2013 - The CASAS post test for Fall 2012 term was administered during the months of November and December 2012. Transmittal of the results to State Office (P&D) was not submitted on a timely manner due to physical movement of the Department from A8 & A9 to the Foundation Building, pretest for Spring 2013 and set up of the new office space. Delay in transmitting results, the State office was unable to input posttest results to provide an accurate gains report. GCC Fact Book Volume 7 (page 15) reported AY11 had 13 or 16% (N= 13/83) students completed the program and in AY12 25% (N=20/79) completed their AHSDP. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** The Adult High School Diploma Program is federally funded through the "Adult Education and Family Literacy" grant. Adjunct instructors, student textbooks, instructor's materials are funded through this grant. **Related Documents:** AHS SLO#2 Email regarding State Common Core Standards.pdf	03/11/2013 - As soon as the State Office is able to import the posttest results for Fall 2012, AEO will provide information regarding the use of results. Let it be known the State Office introduced merging State Common Core Standards into our current curriculum and AEO is addressing this with curriculum author as well as notifying Adult Education Programs Advisory Committee to determine if the standards will impact the Core courses for the Adult Education High School Diploma program since the basic skills courses prepares the adult learners to transition into the AHSDP. Advisory Committee's next meeting is scheduled for April 4, 2013.
Adult High School Diploma Program (AHS) - AHS: To Transition into Postsecondary Level_1 - SLO# 4: SP2012-FA13 Upon completion of this program, adult learners will be able to transition into postsecondary education.	**Artifact/Instrument/Rubric/Method/Tool Description:** GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by administration of pre and post tests	10/22/2013 - Total of 19 AHS students graduated: seven (7) in fall 2012 and 12 in spring 2013. Eight (8) or 42% (n=8/19) transitioned to postsecondary programs: 1 = undeclared	10/22/2013 - AEO will apply more pressure on faculty to submit student attendance record on a timely manner in order to strengthen graduation rates and improve transition to postsecondary.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Outcome Types: SLO-Behavioral outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The previous cycle data serves as a springboard to enhance this plan. Previous summary report findings and current assessment plan findings will be used for program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled). The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the College as part of its FactBook report. Data from these reports will be used to support future program improvement plans.	(paired test). CASAS is aligned with NRS (National Reporting System). **Type of Artifact/Instrument/Rubric/Method/Tool:** Standardized Test **Criterion (Written in %):** At least 35% adult learners served will transition into AHSD or GED program. **Related Documents:** CASAS	1 = Cert in Pre-Nursing 1 = AA in Culinary Arts 1 = Cert in Supv & Mgt 1= AS in Marketing 1 = AA in Liberal Arts 1 = AS in Supv & Mgt 1 = AS Low Enforcement Admin Seven (7) is expected to graduate in fall 2013 as provided by the AHS Counselor. Refer to the PDF uploaded "Related Document" AHS SLO#4 notes for October 2013 assmt deadline for postsecondary program details. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** AHS course funding is not 100% covered by the Adult Education and Family Literacy grant. CTE, OA101, SO099 Student Success Workshop courses are funded either by the student, AHRD or DPHSS. **Related Documents:** AHS SLO#4 notes for October 2013 assmt deadline.pdf	AHS Counselor added to advisement checklist student referral to CACGP for available financial benefits, free tutoring services, etc. **Implementation Status:** 10/22/2013 - Work closely with AHS Counselor, AHS Student Club President to encourage graduating students to register for postsecondary programs based on their CTE choice as credits may apply towards postsecondary level credits. Prior to graduation, request AHS Student Club President to call an assembly of potential graduates and guide them in completing application for admission as a Declared Student, Financial Aide and CACGP applications.
		03/13/2013 - As of this date (March 13, 2013) Counselor assigned to AHS program reported 20 students in the AHSDP completed their program during Fall 2012 and 24% (n=19/80) transitioned to postsecondary (19) programs and one (1) is working for HomeDepot. Since Spring 2013 does not end until May 8, 2013, transition data will not be available for spring 2013 term. AEO, State Office staff, AHS Counselor, TPS & TSS Deans met to discuss AHS student poor attendance rates/issues inorder to maximize federal funds and course offering sections. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** The Adult High School Diploma Program is	03/13/2013 - AEO will make improvements to the attendance requirements by weekly monitoring of attendance submission from instructors. AEO will also contact student with excessive absences and record their responses of absenteeism reasons.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		federally funded through the "Adult Education and Family Literacy" grant. Adjunct instructors, student textbooks, instructor's materials are funded through this grant. **Related Documents:** Advisee List Spring 2013.pdf	
		10/03/2012 - The "Adult Education and Family Literacy" grant allows funding for 80-students in the Adult High School Diploma program per program year. Out of the 80 students, 25% (N=20/80) or 20 students transitioned to post secondary programs as of September 30, 2012 report from Institutional Researcher (refer to the uploaded PDF email correspondence addressing this number. The programs are: AA in Education AA in Liberal Studies AS in Accounting AS in Computer Science AS Law Enforcement Admin Certificate in Pre-Nursing Continuing Education Workshop/Short Courses Although the 35% criterion has not been met, this reported data (20%) is expected to rise when the assessment report is due in March 2013 because the semester has not yet ended for this reporting period. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks. **Related Documents:** Email from Institutional Researcher 30-Sept-2012.pdf	

Mission Statement: The mission of the Automotive Secondary program is to develop a skilled and competent automotive workforce, based on industry needs, for the Guam community and the region.

Vision Statement: The program envisions producing automotive graduates that will improve the quality of vehicle repair and service at their respective organizations.

Mission Statement: The mission of the Auto-body program is to develop a skilled and competent auto-body workforce, based on industry needs, for the Guam community and the region.

Vision Statement: The program envisions producing auto-body graduates that will improve the quality of vehicle repair and service at their respective organizations

Mission Statement: The mission of the Automotive program is to develop a skilled and competent automotive workforce, based on industry needs, for the Guam community and the region.

Vision Statement: The program envisions producing automotive graduates that will improve the quality of vehicle repair and service at their respective organizations.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Automotive Services Technology AS & Certificate - Knowledge of Core Components_1 - SLO #1 FA12-SP14: Upon successful completion of this program, students will be able to identify the purposes and proper functioning of core components of an automobile. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** This SLO is based on the standards set by the National Automotive Technicians Education Foundation (NATEF).	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete an exam made up of vocabulary terms and multiple choice questions. **Type of Artifact/Instrument/Rubric/Method/Tool:** Textbook/Author Designed Tests **Criterion (Written in %):** 70% of students will score a 70% or higher on the exam **Related Documents:** PLSLO_1_Exam	10/09/2013 - Out of 6 students (N=6), 5 or 83% scored a 70% or better on the exam. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Related Documents:** PLSLO_Engine_Graph.pdf PLSLO_Engine_Artifact_1-2.pdf PLSLO_Engine_Artifact_2-2.pdf	10/09/2013 - Department and Advisory Committee members will meet to analyze data and develop measures for improvement. **Implementation Status:** 03/07/2014 - After meeting with department and Advisory Committee members, the following was identified for improvement: More training equipment, such as automobile system simulators, which will be sourced so instructors can deliver more detailed lessons for this SLO. Once training equipment has been identified, a budget request will be submitted.
Automotive Services Technology AS & Certificate - Cylinder Compression Cranking Test_1 - SLO #2 FA12-SP14: Upon successful completion of this program, students will be able to perform a cylinder compression cranking test. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** This SLO is based on the standards set by the	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete a 25 question exam (100 total points) made up of multiple choice questions. **Type of Artifact/Instrument/Rubric/Method/Tool:** Textbook/Author Designed Tests **Criterion (Written in %):** 70% of students will score a 70% or higher on the exam. **Related Documents:** PLSLO_2_Exam	10/09/2013 - Out of 7 students (N=7), 4 or 57% scored a 70% or better on the exam. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Related Documents:** PLSLO_Eng_Perf_Graph.pdf PLSLO_Eng_Perf_Artifact_1-2.pdf PLSLO_Eng_Perf_Artifact_2-2.pdf	10/10/2013 - Department and Advisory Committee members will meet to analyze data and develop measures for improvement. **Implementation Status:** 03/07/2014 - After meeting with department and Advisory Committee members, the following was identified for improvement: Additional test equipment will be sourced so smaller working groups can be created when students are practicing this task. Once equipment has been identified, a budget request will be submitted.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
National Automotive Technicians Education Foundation (NATEF).			
Automotive Services Technology AS & Certificate - Use of a Digital Multimeter_1 - SLO #3 FA12-SP14: Upon successful completion of this program, students will be able to demonstrate the proper use of a Digital Multimeter (DMM) during diagnosis of electrical circuit problems. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** This SLO is based on the standards set by the National Automotive Technicians Education Foundation (NATEF).	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete a 30 question exam consisting of multiple choice questions. **Type of Artifact/Instrument/Rubric/Method/Tool:** Textbook/Author Designed Tests **Criterion (Written in %):** 70% of students will score a 70% or higher on the exam **Related Documents:** [PLSLO_3_Exam](#)	10/08/2013 - Out of 13 students (N=13), 8 or 62% scored above 70% on the exam. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Related Documents:** [PLSLO_Electrical_Artifact_1-2.pdf](#) [PLSLO_Electrical_Artifact_2-2.pdf](#) [PLSLO_Electrical_Graph.pdf](#)	10/08/2013 - Department and Advisory Committee will meet to analyze data and develop measures for improvement. **Implementation Status:** 03/07/2014 - After meeting with department and Advisory Committee members, the following was identified for improvement: Additional multimeters will be purchased so students can have more practice time during the instruction of this SLO. Currently, students are having to share meters which is reducing practice time and therefore negatively affecting outcome. Once training equipment has been identified, a budget request will be submitted.
Automotive Services Technology AS & Certificate - Diagnose Transmission Faults_1 - SLO #4 FA12-SP14: Upon successful completion of this program, students will be able to diagnose automatic and manual transmission faults. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** This SLO is based on the standards set by the National Automotive Technicians Education Foundation (NATEF).	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete a 20 question written exam. **Type of Artifact/Instrument/Rubric/Method/Tool:** Textbook/Author Designed Tests **Criterion (Written in %):** 70% of students will score a 70% or higher on the exam. **Related Documents:** [PLSLO_4_Exam](#)	03/11/2013 - Out of 2 students (N=2), both students scored above 70% on the exam. *Exam was only administered to students who completed all four transmission courses. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Related Documents:** [PLSLO_Auto_Trans_Artifact_Graph.pdf](#) [PLSLO_Auto_Trans_Artifact_1-2.pdf](#) [PLSLO_Auto_Trans_Artifact_2-2.pdf](#)	10/10/2013 - Department and Advisory Committee will meet to analyze data and develop measures for improvement. **Implementation Status:** 03/07/2014 - After meeting with department and Advisory Committee members, the following was identified for improvement: More training equipment, such as automobile system simulators, will be sourced so instructors can deliver more detailed lessons for this SLO. Once training equipment has been identified, a budget request will be submitted.
Automotive Services Technology AS & Certificate - Troubleshoot HVAC System_1 - SLO #5 FA12-SP14: Upon successful completion of this program,	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete a 30 multiple choice question exam	10/09/2013 - Course (AST270) associated with this SLO was not included during this assessment cycle. AST270 is scheduled for the Spring 2014 semester. **Summary of Result Type:**	03/07/2014 - This will be addressed in the next assessment cycle.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
students will be able to determine cause of failure in the Heating Ventilation & Air Conditioning system and perform required repairs. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** This SLO is based on the standards set by the National Automotive Technicians Education Foundation (NATEF). **Historical Assessment Perspective:** . **Budget Goals:** .	**Type of Artifact/Instrument/Rubric/Method/Tool:** Textbook/Author Designed Tests **Criterion (Written in %):** 70% of students will score a 70% or higher on a written exam. **Related Documents:** PLSLO_5_Exam	Issues Found **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	**Implementation Status:** 03/07/2014 - Course is scheduled for the next assessment cycle.

Mission Statement:	The Construction Trades Department of the Guam Community College is committed to providing quality learning opportunities in occupational, career technical, and continuing education reflective of our community and industry needs in the areas of Construction and related Careers.		
Vision Statement:	The Construction Trades Department of the Guam Community College will continue meeting the educational, career and technical training needs of the Construction Industry. Its excellence will continue to be recognized because of its service to students, employers, employees and the community at large.		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Civil Engineering Technology AS - 2012-2013 Acalog SLO#1 - SLO#1 SP2012-FA2013: Upon successful completion of the AS in Civil Engineering Technology program, students will be able to properly use surveying equipment and tools and perform applications accordingly. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Historical Assessment Perspective:** The Civil Engineering program was reinstituted on November 4, 2011 based on the impending military buildup for Guam, coupled with President Obamas' call for more Engineering students, predicting an increase of demand on training and workforce development. The GCC Factbook will assist in the Civil Engineering program planning efforts. **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** GCC Fact Book	**Artifact/Instrument/Rubric/Method/Tool Description:** all Students enrolled will be able to use Surveying tools and equipment competently by performing plotting, marking, measuring and reflection exercises. **Type of Artifact/Instrument/Rubric/Method/Tool:** Lab/Skills Test **Criterion (Written in %):** All students enrolled will pass with a 80% or better **Related Documents:** plan_civsurvey.pdf	10/30/2013 - There are no students declared in this program **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	11/14/2013 - 11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete. **Implementation Status:** 04/29/2014 - Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite these challenges, the CT department continues to implement and sustain the required assessment tenets. 11/13/2013 - Results will be uploaded pending completion
		10/13/2013 - There are no students enrolled or declared in this program **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	10/13/2013 - Competency in these tests will allow students to prepare for advanced study at a 4 year Institution focusing on Engineering Degrees.
Civil Engineering Technology AS - 2012-2013 Acalog SLO#2 - SLO#2 SP2012-FA2013: Upon successful completion of the AS in Civil Engineering Technology program, students will	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will participate in Instructor developed skills test. Instructor test will require students to	10/13/2013 - N= 11 or 100% of the students enrolled in the CE cohort have all passed AutoCAD with 80% or better. **Summary of Result Type:**	11/14/2013 - 11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
be able to create a construction drawing set consisting of at least six sheets from a design. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Historical Assessment Perspective:** The Civil Engineering program was reinstituted on November 4, 2011 based on the impending military buildup for Guam, coupled with President Obamas' call for more Engineering students, predicting an increase of demand on training and workforce development. The GCC Factbook will assist in the Civil Engineering program planning efforts. **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** GCC Fact Book	create six technically correct drawings. **Type of Artifact/Instrument/Rubric/Method/Tool:** Lab/Skills Test **Criterion (Written in %):** all students enrolled will pass with an 80% or better **Related Documents:** [AUTOCAD QUIZ III.pdf](#)	Criterion Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete. **Implementation Status:** 04/29/2014 - Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite these challenges, the CT department continues to implement and sustain the required assessment tenets. 11/14/2013 - 11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete. 11/13/2013 - results will be used to support schedule to effectuate students completion requirements 10/30/2013 - results will be used to build a more responsive schedule to address students needs to complete their required program
Civil Engineering Technology AS - 2012-2013 Acalog SLO#3 - SLO#3 SP2012-FA2013: Upon successful completion of the AS in Civil Engineering Technology program, students will be able to perform basic techniques and skills using modern engineering tools in the current civil engineering industry. **Outcome Types:** SLO-Behavioral outcomes **Start Date:**	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will take Instructor developed skills and competency test by performing tasks with transits, reflectors, spans, plumb bobs and toyota lights. **Type of Artifact/Instrument/Rubric/Method/Tool:** Lab/Skills Test **Criterion (Written in %):**	10/30/2013 - N=15 or 100% of students enrolled passed the test with 80% or better. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	10/30/2013 - results will be used to build schedule to address students requirements for program completion **Implementation Status:** 04/29/2014 - Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Historical Assessment Perspective:** The Civil Engineering program was reinstituted on November 4, 2011 based on the impending military buildup for Guam, coupled with President Obamas' call for more Engineering students, predicting an increase of demand on training and workforce development. The GCC Factbook will assist in the Civil Engineering program planning efforts. **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** GCC Fact Book	All students enrolled will pass with an 80% or better **Related Documents:** plan_civsurvey.pdf		**Implementation Status:** these challenges, the CT department continues to implement and sustain the required assessment tenets.
Civil Engineering Technology AS - 2012-2013 Acalog SLO#4 - SLO#4 SP2012-FA2013: Upon successful completion of the AS inCivil Engineering Technology program, students will be able to sequence the steps related to the construction process in chronological order. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Historical Assessment Perspective:** The Civil Engineering program was reinstituted on November 4, 2011 based on the impending military buildup for Guam, coupled with President Obamas' call for more Engineering students, predicting an increase of demand on training and workforce development. The GCC Factbook will assist in the Civil Engineering program planning efforts. **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** GCC Fact Book	**Artifact/Instrument/Rubric/Method/Tool Description:** Instructor will develop skills test to ensure students comprehension and understanding of the processes and protocols invoved in the building process. **Type of Artifact/Instrument/Rubric/Method/Tool:** Lab/Skills Test **Criterion (Written in %):** All students enrolled will pass with a 80% or better **Related Documents:** Construction Procedures Test.pdf	10/30/2013 - There are currently no students enrolled or declared in this Program **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact 10/30/2013 - there are no students declared in this program **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	04/29/2014 - Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite these challenges, the CT department continues to implement and sustain the required assessment tenets. **Implementation Status:** 04/29/2014 - Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite these challenges, the CT department continues to implement and sustain the required assessment tenets. 10/30/2013 - results will be used to develop schedule that addresses students completion requirements 10/30/2013 - results will be used to build schedule to address students needs for completeion

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status

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Mission Statement: To provide the best, most current technology and training available in the industry to our students to allow them the best possibility for success.

Vision Statement: To have GCC students who have taken the AutoCadd training be recognized as the best trained and most knowledgeable workers available in the region.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Computer Aided Design & Drafting (CADD) Certificate - 2012-2013 Catalog SLO#1 - SLO#1 SP2012-FA2013: Upon successful completion of the Certificate in Computer Aided Design & Drafting program, students will be able to demonstrate knowledge and skills needed to design and draft projects ranging from two to three dimensional designs for commercial and residential buildings. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** AutoCad certificate **Program SLO/AUO Plan reflects/incorporates:** Other **Historical Assessment Perspective:** To ensure student competency to national standards **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will be required show competency in the use of the AutoCadd design program by designing various types of drawings and plans commonly used in the Construction Industry. Subsequently, students will develop Architectual working drawings and Blueprints as a final Test. **Type of Artifact/Instrument/Rubric/Method/Tool:** Lab/Skills Test **Criterion (Written in %):** Students participating in the Final exam will have to have had a 70% 0f a 150 question test to be considered as passing. Students will have to create a working drawing with all Utility, Structural, Mechanical and Civil information and symbols. **Related Documents:** Drawings.pdf	10/30/2013 - N=9 or 100% of students enrolled have passed Instructor created competency skills test with an 80% or better **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	04/29/2014 - To assist CT Department in creating and adjusting offerings to address best Student Learning Outcomes **Implementation Status:** 04/29/2014 - Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite these challenges, the CT department continues to implement and sustain the required assessment tenets.
Computer Aided Design & Drafting (CADD) Certificate - 2012-2013 Catalog SLO#2 - SLO#2 SP2012-FA2013: Upon successful completion of the Certificate in Computer Aided Design & Drafting program, students will be able to demonstrate basic skills needed to view, print, edit, and create variations of two and three dimensional electronic designs. **Outcome Types:** SLO-Cognitive outcomes **Start Date:**	**Artifact/Instrument/Rubric/Method/Tool Description:** Student will design, create and print a working drawing with field based competencies. **Type of Artifact/Instrument/Rubric/Method/Tool:** Activity audit **Criterion (Written in %):** All Student will have to provide working drawing with 90% accuracy. **Related Documents:**	10/30/2013 - N=8 or 100% of students currently enrolled have passed skills test provided **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	04/29/2014 - To assist CT Department in adjust offerings to ensure best possible student Learning Outcomes **Implementation Status:** 04/29/2014 - Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite these challenges, the CT department

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** AutoCadd Taining and Certification **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Historical Assessment Perspective:** The expected results from the new plan will be increased enrollement, Faculty and program effectiveness and increased student success rates. **Budget Goals:** .	Orthographic Projection Basics.pdf		**Implementation Status:** continues to implement and sustain the required assessment tenets.

Mission Statement: The Construction Trades Department of the Guam Community College is committed to providing quality learning opportunities in occupational, career technical, and continuing education reflective of our community and industry needs in the areas of Construction and related Careers.

Vision Statement: The Construction Trades Department of the Guam Community College will continue meeting the educational, career and technical training needs of the Construction Industry. Its excellence will continue to be recognized because of its service to students, employers, employees and the community at large.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Construction Technology Certificate - 2012-2013 Catalog SLO#1 - SLO#1 SP2012-FA2013: Upon successful completion of the Certificate in Construction Technology program, students will be able to demonstrate basic skills needed to function as an entry-level worker in at least one construction trades concentration area in accordance with industry safety standards: carpentry; electricity; heating, ventilation, and air-conditioning (HVAC); masonry; plumbing, reinforcing metal worker; or welding. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Contren Construction Curricula Certificate of completion **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Historical Assessment Perspective:** Utilizing National standards, program will standardize and update training techniques **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** All students enrolled in Construction related courses for certification or degree must pass CT100 as this course covers foundational knowledge. **Type of Artifact/Instrument/Rubric/Method/Tool:** Lab/Skills Test **Criterion (Written in %):** All Students enrolled in this course must pass CT100 with an 80% or better **Related Documents:** Plumbing Installation.pdf	11/21/2013 - This course was not offered in S2013. 22 are enrolled for F2013 **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	11/21/2013 - Department will offer recruitment strategies to have students declare in this highly technical field ―――――――――― 11/21/2013 - Department will offer recruitment strategies to have students declare in this highly technical field ―――――――――― 11/21/2013 - Department will offer recruitment strategies to have students declare in this highly technical field ―――――――――― 11/21/2013 - Department will offer recruitment strategies to have students declare in this highly technical field ――――――――――
		11/21/2013 - This course was not offered in spring 2013 **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	11/21/2013 - Department will offer recruitment strategies to have students declare in this highly technical field ―――――――――― 11/21/2013 - Department will offer recruitment strategies to have students declare in this highly technical field ―――――――――― 11/21/2013 - Department will offer recruitment strategies to have students declare in this highly technical field ――――――――――

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			11/21/2013 - Department will offer recruitment strategies to have students declare in this highly technical field

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Mission Statement: Criminal Justice Graduates will be lifelong learners who will possess current technical knowledge of the criminal justice system, communication skills to effectively communicate within the criminal justice system, and an understanding of the interrelations of the criminal justice professional and society.

Vision Statement: The Criminal Justice Program will prepare, educate, and train students for the Criminal Justice profession.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Criminal Justice AS & Certificate - 2012-2013 Acalog #1 Legal Proceedures - SLO#1 AY 2012-2014: Upon successful completion of the Certificate and AS in Criminal Justice program, students will be able to identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** None **Program SLO/AUO Plan reflects/incorporates:** ACCJC Standards **Historical Assessment Perspective:** The program is committed to student completion and success.	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete faculty developed tests which may include multiple choice, fill in the blanks, true or false, and/or essay questions. **Type of Artifact/Instrument/Rubric/Method/Tool:** Faculty-developed tests **Criterion (Written in %):** Seventy percent of students will identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights with 70% accuracy. **Related Documents:** Student Learning Outcome Survey	11/14/2013 - Of the 24 courses offered under the Criminal Justice Associate Degree Program, n=12 or 50% of courses completed the "Student Learning Outcome Assessment" survey; 6 or 25% of the courses were not surveyed due to courses not being taught or archived during the data collection period and 6 or 25% were provided assessment surveys but were not completed due to classes being cancelled or adjunct instructors not completing the survey. A combined total of 152 students from the 12 courses completed the survey. 97% of the students surveyed reported student learning outcome attainment at a level 3 or "average" level or higher. A break down according to the levels of reporting are as follows: 66% or 100 students responded learning "A great deal" or Level 5; 24% or 36 students responded learning "A lot" or Level 4; .07% or 11 students reported learning "Average"; .02% or 3 students 'Somewhat" or Level 2. No students reported Level 1 or learning "A Little". Two students or .01% did not respond to the question. Based on student survey results, the Program met or exceeded the goal of 70% of student learning attainment. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Related Documents:** cjprogramlevelassessmentreportdata.pdf	03/10/2014 - Based on overall findings, the department will continue with the planned instrument. Results show that program is on track with student learning outcomes. An internal instrument will be developed to capture data from adjunct instructors. Department faculty will determine any need for course level improvements or modifications for SLO's. This will be indicated in next assessment cycle plan **Implementation Status:** 03/10/2014 - Department will prepare a survey tracking system to monitor distribution and collection of assessment survey instrument. 03/08/2014 - Based on the assessment tool selected and the results collected show that the tool has been widely accepted by faculty in the program. The results indicate its effectiveness and the department will continue to utilize this instrument for the next assessment cycle. 11/14/2013 - Based on the assessment tool selected and the results collected show that the tool has been widely accepted by faculty in the program. The results indicate its effectiveness and department will continue to utilize this instrument for the next assessment cycle. **Implementation Status:** 11/14/2013 - Department will prepare a survey tracking system to

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			Implementation Status: monitor distribution and collection of assessment survey instrument. Include course for 2014-2016 assessment cycle.
Criminal Justice AS & Certificate - 2012-2013 Acalog #2 - SLO#2 AY2012 -2014: Upon successful completion of the Certificate and AS in Criminal Justice program, students will be able to describe the process of the criminal justice system including the duties and responsibilities of the criminal justice professional as it pertains to one of the chosen concentration areas: Administration of CJ, Law Enforcement Administration, Forensic Lab Technician, or Forensic Computer Examiner. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** ACCJC Standards **Historical Assessment Perspective:** The program is committed to student completion and success.	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete faculty developed tests which may include multiple choices, fill in the blanks, true or false questions, or essay questions. **Type of Artifact/Instrument/Rubric/Method/Tool:** Faculty-developed tests **Criterion (Written in %):** Seventy percent of students will successfully describe the process of the criminal justice system including the duties and responsibilities of the criminal justice professional as it pertains to one of the chosen concentration areas: Administration of CJ, Law Enforcement Administration, Forensic Lab Technician, or Forensic Computer Examiner with 70% accuracy.	11/14/2013 - Of the 24 courses offered under the Criminal Justice Associate Degree Program, 12 or 50% of courses completed the "Student Learning Outcome Assessment" survey; 6 or 25% of the courses were not surveyed due to courses not being taught or archived during the data collection period and 6 or 25% were provided assessment surveys but were not completed due to classes being cancelled or adjunct instructors not completing the survey. A combined total of 152 students from the 12 courses completed the survey. 97% of the students surveyed reported student learning outcome attainment at a level 3 or "average" level or higher. A break down according to the levels of reporting are as follows: 66% or 100 students responded learning "A great deal" or Level 5; 24% or 36 students responded learning "A lot" or Level 4; .07% or 11 students reported learning "Average"; .02% or 3 students 'Somewhat" or Level 2. No students reported Level 1 or learning "A Little". Two students or .01% did not respond to the question. Based on student survey results, the Program met or exceeded the goal of 70% of student learning attainment. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Related Documents:** cjprogramlevelassessmentreportdata.pdf	11/14/2013 - Based on the assessment tool selected and the results collected show that the results collected show that the tool has been widely accepted by faculty in the program. The results indicate its effectiveness and department will continue to utilize this instrument for the next assessment cycle. Department will prepare a survey tracking system to monitor distribution and collection of assessment survey instrument. Include course for 2014-2016 assessment cycle. **Implementation Status:** 02/19/2014 - Department will prepare a survey tracking system to monitor distribution and collection of assessment survey instrument. Include course for 2014-2016 assessment cycle.
Criminal Justice AS & Certificate - 2012-2013 Acalog SLO#3 - SLO#3 AY2012-2014: Upon successful completion of the Certificate and AS in Criminal Justice program, students will be able to demonstrate the ability to understand the interrelations, ethics, and role expectations of the criminal justice professional in society.	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete a faculty developed test which includes multiple choices, fill in the blanks, essay questions, etc. **Type of Artifact/Instrument/Rubric/Method/Tool:** Faculty-developed tests **Criterion (Written in %):**	11/14/2013 - Of the 24 courses offered under the Criminal Justice Associate Degree Program, 12 or 50% of courses completed the "Student Learning Outcome Assessment" survey; 6 or 25% of the courses were not surveyed due to courses not being taught or archived during the data collection period and 6 or 25% were provided assessment surveys but were not completed due to classes being cancelled or adjunct instructors not completing the survey.	11/14/2013 - Based on the assessment tool selected and the results collected show that the tool has been widely accepted by faculty in the program. The results indicate its effectiveness and department will continue to utilize this instrument for the next assessment cycle.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Outcome Types: SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** None **Program SLO/AUO Plan reflects/incorporates:** ACCJC Standards **Historical Assessment Perspective:** The program is committed to student completion and success.	Seventy percent of students will demonstrate understanding about the interrelations, ethics, and role expectations of the criminal justice professional in society with 70% accuracy.	A combined total of 152 students from the 12 courses completed the survey. 97% of the students surveyed reported student learning outcome attainment at a level 3 or "average" level or higher. A break down according to the levels of reporting are as follows: 66% or 100 students responded learning "A great deal" or Level 5; 24% or 36 students responded learning "A lot" or Level 4; .07% or 11 students reported learning "Average"; .02% or 3 students 'Somewhat" or Level 2. No students reported Level 1 or learning "A Little". Two students or .01% did not respond to the question. Based on student survey results, the Program met or exceeded the goal of 70% of student learning attainment. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Related Documents:** cjprogramlevelassessmentreportdata.pdf	**Implementation Status:** 11/14/2013 - Department will prepare a survey tracking system to monitor distribution and collection of assessment survey instrument. Include course for 2014-2016 assessment cycle.

Mission Statement: The Culinary Arts AA program will provide students with the knowledge and skills needed to become successful Culinary professionals.

Vision Statement: The Culinary Arts AA program is to introduce students to careers in the field of Culinary Arts and provide skills and knowledge they will need to achieve success. Students will experience all aspects of the Culinary Arts.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Culinary Arts AA - 2012 - 2013 Catalog SLO#1 - Upon successful completion of the AA in Culinary Arts program, students will be able to demonstrate positive work ethics and culinary knowledge, methods, and applications. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Student with a grade of 75% of above will receive a National Certificated from NRAEF for ServSafe. **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The department has submitted curriculum revision documents based on prior assessment results. **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Instructor will use a rubric to determine performance of student in lab activities. **Type of Artifact/Instrument/Rubric/Method/Tool:** Faculty-developed tests **Criterion (Written in %):** Students enrolled in HS245 will score 75% or better in the final test. **Related Documents:** HS245-01	10/17/2013 - N=17 82% of HS245-02 students scored a grade of 75% or better. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $500 10/15/2013 - n=17 82% of the HS245-02 Spring 2013 scored 75% or better. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** Over $500	

Mission Statement: The Early Childhood Education Program's mission is to prepare individuals to be professional educators for young children, show a positive attitude toward all children and their families, and obtain the knowledge and skills to plan and implement a program that is safe, educational, and healthy.

Vision Statement: The vision of the early childhood education program is to prepare students to successfully enter the field as early childhood educators.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Early Childhood Education (Secondary) - 2011-2012 Catalog (Completion) SLO#3 - SP12-FA13: SLO#3 Upon successful completion of this program, students will be able to demonstrate basic knowledge of early childhood education and development. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/12/2012 **End Date:** 10/21/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** None	**Artifact/Instrument/Rubric/Method/Tool Description:** Exam **Type of Artifact/Instrument/Rubric/Method/Tool:** Faculty-developed tests **Criterion (Written in %):** At least 70% of students will score a minimum of 70% on the exam. **Related Documents:** RatingSheet.pdf	03/07/2013 - Out of 52 students completing the exam, 47 or 90% of the students scored a minimum of 70% on the exam. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	03/07/2013 - Continue providing professional development opportunities. **Implementation Status:** 10/14/2013 - Attended professional development conference/training to upgrade knowledge and skills, hear about new ideas and programs, and learn about best practices and strategies to use with the students.
Early Childhood Education (Secondary) - 2011-2012 Catalog (Completion) SLO#2 - SP12-FA13: SLO#2 Upon successful completion of this program, students will be able to develop and implement an integrated lesson and learning center that incorporates early childhood literacy and physical skills. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:**	**Artifact/Instrument/Rubric/Method/Tool Description:** Lesson Plan **Type of Artifact/Instrument/Rubric/Method/Tool:** Course Projects **Criterion (Written in %):** At least 70% of students will score a minimum of 70% on the lesson plan project and presentation. **Related Documents:** RatingSheet.pdf	03/07/2013 - Out of 55 completed lesson plans/presentations, 39 or 71% of the students scored a minimum of 70% on the lesson plan/presentation project. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Continue to provide resources and materials for learning activities and professional development opportunities for instructors.	03/07/2013 - Make changes to teaching strategies and provide more practice and models before implementing lesson plans and projects. **Implementation Status:** 10/14/2013 - Made changes to teaching strategies, such as incorporating more hands-on activities, teacher demonstration, and group work. Provided more opportunities to practice lesson planning and review models of class projects.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status

None

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Early Childhood Education (Secondary) - 2011-2012 Catalog (Completion) SLO#1 - SP12-FA13: SLO#1 Upon successful completion of this program, students will be able to demonstrate ways to maintain a safe and healthy environment for young children. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** None	**Artifact/Instrument/Rubric/Method/Tool Description:** Exam **Type of Artifact/Instrument/Rubric/Method/Tool:** Faculty-developed tests **Criterion (Written in %):** At least 70% of students will score a minimum of 70% on the exam. **Related Documents:** RatingSheet.pdf	03/07/2013 - Out of 41 students completing the exam, 38 or 93% of the students scored a minimum of 70% on the exam. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $500	03/07/2013 - Continue providing professional development opportunities. **Implementation Status:** 10/14/2013 - Attended professional development conference/training to upgrade knowledge and skills, hear about new ideas and programs, and learn about best practices and strategies to use with the students.

Mission Statement: The Early Childhood Education Program's mission is to prepare individuals to be professional educators for young children, show a positive attitude toward all children and their families, and obtain the knowledge and skills to plan and implement a program that is safe, educational, and healthy.

Vision Statement: The vision of the early childhood education program is to prepare students to successfully enter the field as early childhood educators.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Early Childhood Education AS & Certificate - Professionalism/Ethics - SLO#1 FA2012-SP2014 Upon successful completion of this program, students will be able to demonstrate professionalism and ethical conduct within the educational field. **Outcome Types:** SLO-Affective outcomes **Start Date:** 10/08/2012 **End Date:** 03/01/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Historical Assessment Perspective:** . **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Practicum Rating Scale **Type of Artifact/Instrument/Rubric/Method/Tool:** Internship/Co-op/Practicum Evaluation **Criterion (Written in %):** At least 70% of students who complete CD292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale. **Related Documents:** ECEPracticumRatingScale	10/08/2013 - 100% (N=14) of students who completed CD292 Practicum scored an average of 3.5 or higher, with no score being under 2.0 on the Practicum Rating Scale during Fall 2012 and Spring 2013 semesters. In fact, no student scored under a 3.0 on the first five items of the Practicum Rating Scale (See CD292 Artifacts Mentor Ratings and CD292 Rating Results under Related Documents tab). **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Implementation Status **Growth Budget Implications/Effect:** Over $5,000 **Related Documents:** CD292 Artifacts Mentor Ratings CD292 Rating Results	03/06/2014 - The same seminars with similar discussion items were implemented in Spring 2014. Professional development was offered. Students were encouraged to visit/observe other classrooms and early childhood programs as part of their practicum in Spring 2014. Recruitment efforts held, including Spring 2012 Sparkling Toast and Fall 2013 Convocation, as well as various outreach activities at community events. ——————————————— 10/08/2013 - Continue supporting professional development opportunities for faculty and staff. Continue encouraging instructors to integrate classroom observations and visits in their courses. Continue recruitment efforts, providing information on new program requirements. ———————————————
Early Childhood Education AS & Certificate - Knowledge and Disposition - SLO#2 FA2012-SP2014 Upon successful completion of this program, students will be able to demonstrate appropriate knowledge and disposition to effectively work with young children, including those from culturally and linguistically diverse backgrounds, and students with disabilities. **Start Date:** 10/08/2012 **End Date:**	**Artifact/Instrument/Rubric/Method/Tool Description:** Practicum Rating Scale **Type of Artifact/Instrument/Rubric/Method/Tool:** Internship/Co-op/Practicum Evaluation **Criterion (Written in %):** At least 70% of students who complete CD292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale. **Related Documents:**	10/08/2013 - 93% (N=14) of students who completed CD292 Practicum in Fall 2012 and Spring 2013 semesters scored an average of 3.5 with no score in the Knowledge and Disposition section falling under a 2.0. Only one student had items that fell under the 2.0 criteria which had to do with the fact that she did not participate in serving meals/snacks. See CD292 Artifacts Mentor Ratings and CD292 Rating Results under the Related Documents tab. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:**	03/06/2014 - The mentor rating sheet was modified to include a statement that requires mentors to explain if any score results in a 2.0 or lower. Professional development was offered. Recruitment efforts held, including Spring 2012 Sparkling Toast and Fall 2013 Convocation, as well as various outreach activities at community events. ———————————————

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
03/01/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Historical Assessment Perspective:** . **Budget Goals:** .	[ECEPracticumRatingScale](#)	Program Level Implementation Status **Growth Budget Implications/Effect:** Over $5,000 **Related Documents:** [CD292 Artifacts Mentor Ratings](#) [CD292 Results Ratings](#)	10/08/2013 - Continue supporting professional development opportunities for faculty and staff. Continue encouraging instructors to integrate classroom observations and visits in their courses. Continue recruitment efforts, providing information on new program requirements.
Early Childhood Education AS & Certificate - Strategies for Teaching - SLO#3 FA2012-SP2014 Upon successful completion of this program, students will be able to develop and implement developmentally and age-appropriate teaching strategies needed to effectively work with young children in a classroom setting. **Start Date:** 10/08/2012 **End Date:** 03/01/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Historical Assessment Perspective:** . **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Practicum Rating Scale **Type of Artifact/Instrument/Rubric/Method/Tool:** Internship/Co-op/Practicum Evaluation **Criterion (Written in %):** At least 70% of students who complete CD292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale. **Related Documents:** [ECEPracticumRatingScale](#)	10/08/2013 - 86% (N=14) of students who completed CD292 Practicum scored an average of 3.5 with no score being under a 2.0 on the Practicum Rating Scale during Fall 2012 and Spring 2013 semesters. Two students did not meet this criteria since they scored an average of 3.2 in the Teaching Strategies section on the Practicum Rating Scale (See CD292 Artifacts Mentor Ratings and CD292 Results Ratings). **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** None **Related Documents:** [CD292 Artifacts Mentor Ratings](#) [CD292 Results Ratings](#)	03/06/2014 - The mentor rating scale was modified to include comments by mentors if a rating fell below 2.0. Students were encouraged to visit/observe other classrooms and early childhood programs as part of their practicum in Spring 2014. Professional development was offered. Recruitment efforts held, including Spring 2012 Sparkling Toast and Fall 2013 Convocation, as well as various outreach activities at community events. 10/08/2013 - Continue supporting professional development opportunities for faculty and staff. Continue encouraging instructors to integrate classroom observations and visits in their courses. Continue recruitment efforts, providing information on new program requirements.
Early Childhood Education AS & Certificate - Professionalism (FA2015-SP2017) - SLO #1 FA2015-SP2017. Demonstrate professionalism and ethical conduct within the early childhood educational field. **Outcome Types:** SLO-Behavioral outcomes **Start Date:**		04/26/2016 - At least 70% (n=14) of students scored an average of 3.5 with no score falling under a 3.0 on the Practicum Rating Scale (See CD292 Results Rating Scale and other evidence below) and scored 80% (40 out of 50 points) on the resume assignment (See sample CD292 Results Resume and Artifact Resume Average). **Summary of Result Type:** Criterion Met	10/04/2016 - Continue to encourage more faculty to participate in professional development activities in order to share with students current practices and issues related to ethical conduct within the ECE field.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
12/09/2015 **End Date:** 03/15/2017 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Meets professional/ethical expectations of the National Association for the Education of Young Children guidelines. **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Results collected during the last assessment cycle were met. In CD292, 100% (N=14) of students who completed practicum scored an average of 3.5 or higher, with no score being under 2.0 on the Practicum Rating Scale. In fact, no student scored under a 3.0 on the first five items of the Practicum Rating Scale; therefore criterion will change to no score falling below a 3.0. **Budget Goals:** Provide quality services and opportunities for students to explore education as a career.		**Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** All full-time faculty participated in professional development activities - locally. Full time (LTA) faculty started doctorate program. One FT permanent faculty member started a Certificate in Online Teaching program. Instructors informed to have students conduct at least one classroom observation or visit for each education course. Seek funding for Kiln and material to enhance the arts in our program. **Budget Related Proposed Outcomes:** FY2017 proposed outcomes for ECE include the following: 1. Increase enrollment of new students. 2. Each faculty member will attend a minimum of two professional development activities within the academic year. 3. Develop, compile and disseminate to all students a list of national and local careers in ECE. **Related Documents:** Rubric Resume Excellent Artifacts Eval and Resume Excellent Eval and Artifact Exellent CD292 Results Rating Scale CD292 Artifact Resume Average CD292 Results Resume	**Implementation Status:** 10/27/2017 - The GPPD (Guam Plan for Professional Development) which is tied to P.L. 70-31 standards for childcare centers identifies the CDA (Child Development Associate) credential as an industry recognized certification. The Early Learning Council, GDOE pre-k initiative program director, Guam Head Start Program director and HSAC (Health Services Advisory Committee) all expressed the need for GCC to offer such a credential. To do so it would require a $1000 year contractual agreement with the Council for Professional Recognition (CPR) to offer us assistance in revising our existing courses and partnering with them to allow students to apply for their CDA. The plan is to request for a growth budget in FY2019 and then seek BOT approval to increase lab fees for practicum which will cover the $425 application process fee for the CDA. CD292 would have to be revised or a new course developed to cover the required 480 hours of professional work experience in a center-based setting with children ages 3-5 years old. Students must complete 120 hours of formal early childhood education training, covering the growth and development of children ages 3 to 5 years old, with no fewer than 10 training hours in each of the eight CDA subject areas. See requirements at https://www.cdacouncil.org/credentials/apply-for-cda/preschool. 01/09/2017 - Criterion was met; however, faculty have voiced an interest in adding the Guam Commission for Educator Certification's (CCEC) Educator Code of Ethics as part of the Practicum Rating Scale and in course requirements. Practicum instructors will review code during Spring 2017 to determine how well it fits in with

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			Implementation Status: course. _____
Early Childhood Education AS & Certificate - Knowledge and Disposition (FA2015-SP2017) - SLO #2 FA2015-SP2017. Demonstrate appropriate knowledge and disposition needed to effectively work with young children, including those from culturally and linguistically diverse backgrounds, and students with disabilities. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 12/09/2015 **End Date:** 03/13/2017 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** This SLO closely resembles the National Association for the Education of Young Children's (NAEYC) code of ethics. **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Results from the last assessment cycle indicated that 93% (N=14) of students who completed CD292 Practicum in Fall 2012 and Spring 2013 semesters scored an average of 3.5 on the Practicum Rating Scale so criterion will remain change to be more challenging. Instead of expecting at least 70% of students to score an average of 3.5 it will increase to 75% of students will meet criterion. **Budget Goals:** Provide quality services and education. Provide opportunities for students to explore education as a career.		04/26/2016 - At least 75% of students who completed CD292 Practicum scored an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale and score 80% on the Reflection Paper Rubrics. (See attachments under Related Documents) **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Purchase of books, DVDs, and other instructional supplies/materials for helping students work effectively with all young children including those with special needs and from diverse backgrounds. **Budget Related Proposed Outcomes:** FY2017 proposed outcomes for ECE include the following: 1. Increase enrollment of new students. 2. Each faculty member will attend a minimum of two professional development activities within the academic year. 3. Develop, compile and disseminate to all students a list of national and local careers in ECE. **Related Documents:** [Artifact Paper Average](#) [Rubric Average](#) [Rubric and Artifacts Eval Paper Resume Excellent](#) [Rubric Excellent](#) [CD292 Rating and Reflection Stats SP16](#)	10/04/2016 - Encourage enrollment of faculty into discipline related courses and/or higher education degree programs that will help gain current knowledge in working with children with special needs and diverse backgrounds. Purchase material and supplies that may help instructors/students work more effectively with this population. **Implementation Status:** 01/09/2017 - Criterion was met; however, faculty have voiced an interest in adding the Guam Commission for Educator Certification's (CCEC) Educator Code of Ethics as part of the Practicum Rating Scale and in course requirements. Practicum instructors will review code during Spring 2017 to determine how well it fits in with course. _____
Early Childhood Education AS & Certificate - Teaching Strategies (FA2015-SP2017) - SLO #3 FA2015-SP2017. Develop and implement developmentally and age-appropriate teaching strategies needed to effectively work with young children in a classroom setting.		05/06/2016 - At least 70% (n=18) of students scored 70% or better on the lesson plan assignment. During Spring 2016 results indicated that students scored a much higher average (96.5%) on their written lesson	10/04/2016 - Encourage faculty to seek professional development related to current/best practices in teaching young children.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Outcome Types: SLO-Behavioral outcomes **Start Date:** 12/09/2015 **End Date:** 03/13/2017 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** During the last assessment cycle, 86% (N=14) of students who completed CD292 Practicum scored an average of 3.5 with no score being under a 2.0 on the Practicum Rating Scale (collected Fall 2012 and Spring 2013 semesters). Hence, criterion for this SLO will increase from 70% expected to achieve an average 3.5 to 75%. **Budget Goals:** Provide quality services and education. Provide opportunities for students to explore education as a career.		plan and presentation. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** The most expensive item would be purchase of a kiln. The E bldg was designed with a kiln room in back of room E107. **Budget Related Proposed Outcomes:** FY2017 proposed outcomes for ECE include the following: 1. Increase enrollment of new students. 2. Each faculty member will attend a minimum of two professional development activities within the academic year. 3. Develop, compile, and disseminate to all students a list of national and local careers in ECE. **Related Documents:** [Artifact lesson Plans](#) [CD110 Results](#)	**Implementation Status:** 01/09/2017 - Faculty in ECE will apply for professional development to expand their knowledge in their field of study. ___ 10/04/2016 - Purchase new supplies/materials and try to secure funding for kiln. **Implementation Status:** 01/09/2017 - DC will apply for Perkins grant in order to possibly secure funding for kiln. ___ 09/26/2016 - Since criterion was met at a much higher level than anticipated practicum supervisors will be encouraged to continue current practices. **Implementation Status:** 01/09/2017 - More artifacts to depict poor, mediocre, and excellent lesson plans will be collected in Spring 2017. ___

Mission Statement: The Education Program's mission is to prepare individuals to be a professional educators, show a positive attitude toward all students and their families, and obtain the skills to plan and implement a program that is safe, educational, and healthy.

Vision Statement: The vision of the education program is to prepare students in the education field so that they are ready to enter the field as a professional educator.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Education AA & Certificate - Professionalism & Ethics - SLO#1 FA2012-SP2014 Upon successful completion of this program, students will be able to demonstrate professionalism and ethical conduct within the educational field. **Outcome Types:** SLO-Affective outcomes **Start Date:** 10/08/2012 **End Date:** 03/01/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A	**Artifact/Instrument/Rubric/Method/Tool Description:** Practicum Rating Scale **Type of Artifact/Instrument/Rubric/Method/Tool:** Internship/Co-op/Practicum Evaluation **Criterion (Written in %):** At least 70% of students who complete ED292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale. **Related Documents:** EDUPracticumRatingScale2012.pdf	10/08/2013 - At least 70% of students (n=15) who completed ED292 Practicum scored at least an average of 3.5 and no score was under a 2.0 on the Practicum Rating Scale. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Implementation Status **Growth Budget Implications/Effect:** Over $5,000 **Related Documents:** ED292.PracticumScales.pdf	10/08/2013 - Continue supporting professional development opportunities for faculty and staff. Continue encouraging instructors to integrate classroom observations and visits in their courses. Continue recruitment efforts, using program to program articulation as a focal point. **Implementation Status:** 03/07/2014 - Professional development supported for faculty and staff. Students observed at the different schools, including public/private and at different levels (elementary/secondary) in different courses throughout the program to determine where they want to do their practicum hours. Recruitment efforts held, including Spring 2012 Sparkling Toast and Fall 2013 Convocation, as well as various outreach activities at community events - all highlighting the recently approved program to program articulation.
Education AA & Certificate - Knowledge and Disposition - SLO#2 FA2012-SP2014 Upon successful completion of this program, students will be able to demonstrate appropriate knowledge and disposition needed to effectively work with students, including those from culturally and linguistically diverse backgrounds, and students with disabilities. **Outcome Types:** SLO-Cognitive outcomes **Start Date:**	**Artifact/Instrument/Rubric/Method/Tool Description:** Practicum Rating Scale **Type of Artifact/Instrument/Rubric/Method/Tool:** Internship/Co-op/Practicum Evaluation **Criterion (Written in %):** At least 70% of students who complete ED292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale.	10/08/2013 - At least 70% of students (n=15) who completed ED292 Practicum scored at least an average of 3.5 and no score was under a 2.0 on the Practicum Rating Scale. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Implementation Status **Growth Budget Implications/Effect:** Over $5,000 **Related Documents:**	10/08/2013 - Continue supporting professional development opportunities for faculty and staff. Continue encouraging instructors to integrate classroom observations and visits in their courses. Continue recruitment efforts, using program to program articulation as a focal point.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
10/08/2012 **End Date:** 03/01/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A	**Related Documents:** EDUPracticumRatingScale2012.pdf	ED292.PracticumScales.pdf	**Implementation Status:** 03/07/2014 - Professional development supported for faculty and staff. Students observed at the different schools, including public/private and at different levels (elementary/secondary) in different courses throughout the program to determine where they want to do their practicum hours. Recruitment efforts held, including Spring 2012 Sparkling Toast and Fall 2013 Convocation, as well as various outreach activities at community events - all highlighting the recently approved program to program articulation.
Education AA & Certificate - Strategies for Teaching - SLO#3 FA2012-SP2014 Upon successful completion of this program, students will be able to develop and implement developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/01/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A	**Artifact/Instrument/Rubric/Method/Tool Description:** Practicum Rating Scale **Type of Artifact/Instrument/Rubric/Method/Tool:** Internship/Co-op/Practicum Evaluation **Criterion (Written in %):** At least 70% of students who complete ED292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale. **Related Documents:** EDUPracticumRatingScale2012.pdf	10/08/2013 - At least 70% of students (n=15) who completed ED292 Practicum scored at least an average of 3.5 and no score was under a 2.0 on the Practicum Rating Scale. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Implementation Status **Growth Budget Implications/Effect:** Over $5,000 **Related Documents:** ED292.PracticumScales.pdf	10/08/2013 - Continue supporting professional development opportunities for faculty and staff. Continue encouraging instructors to integrate classroom observations and visits in their courses. Continue recruitment efforts, using program to program articulation as a focal point. **Implementation Status:** 03/07/2014 - Professional development supported for faculty and staff. Students observed at the different schools, including public/private and at different levels (elementary/secondary) in different courses throughout the program to determine where they want to do their practicum hours. Recruitment efforts held, including Spring 2012 Sparkling Toast and Fall 2013 Convocation, as well as various outreach activities at community events - all highlighting the recently approved program to program articulation.

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Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Education AA & Certificate - Professionalism and Ethics (FA 15-SP 17) - SLO#1 FA 15-SP 17 Upon successful completion of this program, students will be able to demonstrate professionalism and ethical conduct within the educational field. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 12/09/2015 **End Date:** 03/13/2017 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Results from the last assessment cycle ending in 2014 indicated that criterion was met but there was no indication as to how many students exceeded the 70% benchmark, therefore criterion will remain the same. **Budget Goals:** Provide quality services and education. Provide opportunities for students to explore education as a career.		05/11/2016 - At least 70% (n=23) of the students who completed practicum at the end of Spring 2016 semester scored at least an average of 3.5 on the Practicum Rating Scale with no score falling below 2.0. (See ED292 Results Excel and ED292 Artifacts Rating Scale) **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** All full-time faculty participated in professional development activities - nationally and locally. Faculty members continue to take courses toward higher degree completion in education. Instructors informed to have students conduct at least one classroom observation or visit for each education course. **Budget Related Proposed Outcomes:** 1. Recruit and retain students. 2. Provide opportunities for students to explore educational career opportunities. 3. Provide quality services in education. **Related Documents:** ED292 Results Excel ED292 Artifacts Rating Scale	01/12/2017 - Since criterion was met at a much higher level than anticipated practicum supervisors will be encouraged to continue current practices. However, faculty have voiced an interest in adding the Guam Commission for Educator Certification's (CCEC) Educator Code of Ethics as part of the Practicum Rating Scale and in course requirements. **Implementation Status:** 01/12/2017 - Practicum instructors will review code during Spring 2017 to determine how well it fits in with course.
Education AA & Certificate - Knowledge and Disposition (FA2015=SP2017) - SLO #2 FA2015-SP2017. Upon successful completion of this program, students will be able to demonstrate appropriate knowledge and disposition needed to effectively work with students, including those from culturally and linguistically diverse backgrounds, and students with disabilities. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 12/09/2015 **End Date:** 03/13/2017 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:**		04/21/2016 - At least 70% (n=23) of the students who completed practicum at the end of Spring 2016 semester scored at least an average of 3.5 on the Practicum Rating Scale with no score falling below 2.0. (See ED292 Results Excel and ED292 Artifacts Rating Scale) (See Artifact Paper Good) **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** 1. Recruit and retain students. 2. Provide opportunities for students to explore educational career opportunities. 3. Provide quality services in education.	01/12/2017 - Since criterion was met at a much higher level than anticipated practicum supervisors will be encouraged to continue current practices. However, faculty have voiced an interest in adding the Guam Commission for Educator Certification's (CCEC) Educator Code of Ethics as part of the Practicum Rating Scale and in course requirements. **Implementation Status:** 01/12/2017 - Practicum instructors will review code during Spring 2017 to determine how well it fits in with course.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
N/A **Type of Industry National Certification:** 70% of students who complete ED292 Practicum will score at least an average of 3.5 with no score falling under a 2.0 on the Practicum Rating Scale. **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The results from the last assessment cycle indicate that at least 70% of students (n=15) who completed ED292 Practicum scored at least an average of 3.5 and no score was under a 2.0 on the Practicum Rating Scale. Since there was no indication of how much students exceeded criterion, it will remain the same. **Budget Goals:** Provide quality services and education. Provide opportunities for students to explore education as a career.		**Budget Related Proposed Outcomes:** All full-time faculty participated in professional development activities - nationally and locally. Faculty members continue to take courses toward higher degree completion in education. Instructors informed to have students conduct at least one classroom observation or visit for each education course. **Related Documents:** Artificate Reflection Good ED292 Results Excel ED292 Artifacts Rating Scale	
Education AA & Certificate - Teaching Strategies (FA2015-SP2017) - SLO#3 FA2015-SP2017 Upon successful completion of this program, students will be able to develop and implement developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 12/09/2015 **End Date:** 03/13/2017 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Results from the last assessment cycle ending in 2014 indicate that at least 70% of students (n=15) who completed ED292 Practicum scored an average of 3.5 or better with no score under a 2.0 on the Practicum Rating Scale. Criterion will		05/11/2016 - At least 70% (n=23) of the students who completed practicum at the end of Spring 2016 semester scored at least an average of 3.5 on the Practicum Rating Scale with no score falling below 2.0. (See ED292 Results Excel and ED292 Artifacts Rating Scale) **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** 1. Recruit and retain students. 2. Provide opportunities for students to explore educational career opportunities. 3. Provide quality services in education. **Budget Related Proposed Outcomes:** All full-time faculty participated in professional development activities - nationally and locally. Faculty members continue to take courses toward higher degree completion in education. Instructors informed to have students conduct at least one classroom observation or visit for each education course. **Related Documents:** ED292 Artifacts Rating Scale	01/12/2017 - Since criteron was met faculty will continue current practices but develop a listing of exceptional practicum sites and model mentors to assist students succeed. **Implementation Status:** 01/12/2017 - A list of exceptional sites and model mentors who are willing to accept practicum students each fall and spring semester will be developed at the end of Spring 2017.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
remain the same but results will indicate how much did students exceed criterion.		ED292 Results Excel	
Budget Goals: Provide quality services and education. Provide opportunities for students to explore education as a career.			

Mission Statement: The mission of the Food & Beverage Management Program is to provide education and training in the Food service industry for Guam and Micronesia.

Vision Statement: To prepare students for career opportunities in the Food & Beverage industry.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Food & Beverage Management AS - 2013-2015 SLO #3 - Apply an appropriate work ethic and professional demeanor as it relates to the Food and Beverage industry **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Program document was reviewed and updated Spring 2013 **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete the first 150 hours of practicum experience with HS292a at a designated worksite. Worksite Evaluation sheet will be used to assess student performance by the immediate supervisor **Type of Artifact/Instrument/Rubric/Method/Tool:** Training Plan **Criterion (Written in %):** 75% of students registered will complete this requirement with a grade of 75% or better. **Related Documents:** Practicum Eval form	10/17/2013 - ServSafe Class Spring 2013 N=10 The results showed that the results did not meet the criteria. The average score for the class was 67.38%. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** ServSafe is a National Certification offered by NRAEF.	03/26/2014 - Will use results to review course curriculum and delivery to increase individual scores to local standards (70%) by 10 percent and national standards (75%) by 5%.

Mission Statement: The Mission of the Health Careers and Science Program is to motivate and prepare students to pursue further education towards a career in the medical sciences with emphasis on nursing by providing a rigorous specialized curriculum and community based partnerships to inspire students to serve the community with compassion, skill and vision.

Vision Statement: The vision of the Health Careers and Science Program is to provide Guam Public High School students with the knowledge and skills that will enable them to succeed in a post secondary institution on Guam and to obtain a degree and career in the health care industry.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Health Careers and Science (Secondary) - AY 2014-15 SLO#1: Identify ethical and theoretical concepts - SLO#1: SP 2014-FA 2015 Upon successful completion of this program the student will be able to Identify ethical/legal considerations and theoretical concepts regarding patient care. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/10/2014 **End Date:** 10/12/2015 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** None **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Program was redesigned from a 2 year to a 3 year program **Budget Goals:** Ensure that instructors are academically prepared and possess current knowledge and skills in content area.		10/09/2014 - Mid-quarter exam which comprised of a textbook authored multiple choice exam taken by students (N=46) enrolled in CTHC 070 (Health Careers and Science III) in three public high schools (GWHS, JFKHS, and SSHS) during the first quarter of school year 2014-15. SSHS: N=18. 100% scored >70% JFK: N=16. 73% scored> 70% GWHS N=13. 100% scored >70% All 3 High Schools in Program with seniors this semester (SHS does not have seniors in fall semester on the 4x4 block schedule): N=479% scored>70% **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Budget is needed for equipment and supplies to facilitate teaching and student learning. This secondary program is funded by Title V. **Budget Related Proposed Outcomes:** Faculty will receive information on professional development and support resources available to gain awareness of current resources in their field. **Related Documents:** HCS PROGRAM ASSESSMENT TOOLS STUDENT EXAMPLES.pdf Health Careers and Science Program Exam.pdf	02/27/2015 - As noted in the summary of results, the criterion for the program SLO is met. Majority of the courses are skill-driven and students are required to practice various skills under the instructor's close supervision and guidance with an immediate constructive feedback for mastery. The hands-on activities help students learn the various health concepts better. Undoubtedly, the results showed that various teaching techniques such as, but not limited to, the use of instructional software, return-demonstration, instructor-guided practice, skills practice are strategies that work to facilitate students learning of various health concepts and skills. The strategies that work will continue to be utilized. **Implementation Status:** 09/25/2015 - For the next assessment cycle, various teaching strategies that work such as, but not limited to, the use of instructional software, return-demonstration, instructor-guided practice, and skills practice (individual and group) are strategies that will continue to be utilized. edit | delete

Health Careers and Science (Secondary) - AY 2014-15 SLO#2: Identify role and responsibilities - SLO#2: SP2014-FA2015

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Upon successful completion of this program the student will be able Identify appropriate role and responsibilities for members of the health care team. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/10/2014 **End Date:** 10/12/2015 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** None **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Program was redesigned from a 2 year to a 3-year program **Budget Goals:** Ensure that instructors are academically prepared and possess current knowledge and skills in content area.		03/26/2015 - SSHS: N=18. 100% scored >70% JFK: N=16. 73% scored> 70% GWHS N=13. 100% scored >70% All 3 High Schools in Program with seniors this semester: N=479% scored>70% **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Students require field trips to different facilities to shadow health care professionals. Transportation costs need to be covered. Technology in classroom needs to be updated/maintained. This program is funded by Title V. **Budget Related Proposed Outcomes:** Faculty will receive information on professional development and support resources available to gain awareness of current resources in their field. **Related Documents:** Health Careers and Science Program Exam.pdf HCS PROGRAM ASSESSMENT TOOLS STUDENT EXAMPLES.pdf	04/10/2015 - SLO # 2 obejectives were not addressed in the mid quarter exam therefore this SLO cannot be assessed at this time. With the next assessment cycle all three program SLO's will be addressed in the means of assessment tool. --- 03/09/2015 - As noted in the summary of results, the criterion for the program SLO is met. Majority of the courses are skill-driven and students are required to practice various skills under the instructor's close supervision and guidance with an immediate constructive feedback for mastery. The hands-on activities help students learn the various health concepts better. Undoubtedly, the results showed that various teaching techniques such as, but not limited to, the use of instructional software, return-demonstration, instructor-guided practice, skills practice are strategies that work to facilitate students learning of various health concepts and skills. The strategies that work will continue to be utilized. --- 03/09/2015 - As noted in the summary of results, the criterion for the program SLO is met. Majority of the courses are skill-driven and students are required to practice various skills under the instructor's close supervision and guidance with an immediate constructive feedback for mastery. The hands-on activities help students learn the various health concepts better. Undoubtedly, the results showed that various teaching techniques such as, but not limited to, the use of instructional software, return-demonstration, instructor-guided practice, skills practice are strategies that work to facilitate students learning of various health concepts and skills. The strategies that work will continue to be utilized.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
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Health Careers and Science (Secondary) - AY 2014-15 SLO#3: Distinguish different body systems - SLO#3: SP2014-FA 2015 Upon successful completion of this program the student will be able distinguish between the different systems in the human body and compare how illness affects these systems. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/10/2014 **End Date:** 10/12/2015 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** None **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** SLO # 1 is currently being assessed. **Budget Goals:** Ensure that instructors are academically prepared and possess current knowledge and skills in content area.		03/09/2015 - SSHS: N=18. 100% scored >70% JFK: N=16. 73% scored> 70% GWHS N=13. 100% scored >70% All 3 High Schools in Program with seniors this semester: N=479% scored>70% **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Manikins need to be purchased/maintained. Interactive software for virtual dissection updated. This program is funded by Title V. **Budget Related Proposed Outcomes:** Faculty will receive information on professional development and support resources available to gain awareness of current resources in their field. **Related Documents:** Health Careers and Science Program Exam.pdf HCS PROGRAM ASSESSMENT TOOLS STUDENT EXAMPLES.pdf	04/10/2015 - SLO # 3 obejectives were not addressed in the mid quarter exam therefore this SLO cannot be assessed at this time. With the next assessment cycle all three program SLO's will be addressed in the means of assessment tool. ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ 03/09/2015 - As noted in the summary of results, the criterion for the program SLO is met. Majority of the courses are skill-driven and students are required to practice various skills under the instructor's close supervision and guidance with an immediate constructive feedback for mastery. The hands-on activities help students learn the various health concepts better. Undoubtedly, the results showed that various teaching techniques such as, but not limited to, the use of instructional software, return-demonstration, instructor-guided practice, skills practice are strategies that work to facilitate students learning of various health concepts and skills. The strategies that work will continue to be utilized. ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Unit Assessment Report - Four Column
Guam Community College
International Hotel Management AS (formerly Hotel Operations & Management AS)

Mission Statement: To provide quality education and training in Hotel Operations to meet the needs of the regions Hospitality industry; work in partnership with industry to advance workforce development in Micronesia.

Vision Statement: To prepare and enhance career opportunities for students and individual growth potential within the Hospitality Industry.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
International Hotel Management AS (formerly Hotel Operations & Management AS) - 2013-2015 SLO#1 - Upon successful completion of the AS in Hotel Operations and Management program, students will be able to apply the fundamentals of the requirements for the hotel operations & management program and demonstrate competency in their choice of occupations within the industry. **Outcome Types:** SLO-Behavioral outcomes	**Artifact/Instrument/Rubric/Method/Tool Description:** Faculty will develop written test according to Chapter subject matter HS211 Front Office Management **Type of Artifact/Instrument/Rubric/Method/Tool:** Faculty-developed tests **Criterion (Written in %):** 70% of students will achieve a grade of 75% or better for HS211	10/20/2013 - N=7 70% of students pass HS211 with a grade of 75% and better **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** None at this time	
Start Date: 10/14/2013 **End Date:** 03/09/2015 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** American Hotel and Lodging Association - Educational Institute		10/20/2013 - N=7. 75% of students passed the course with a grade of 75% or better in HS211. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Small class due to students needed the course to complete their degreee Hotel Operations Management Program.	
Program SLO/AUO Plan reflects/incorporates: ACCJC Standards **Historical Assessment Perspective:** Standards II student learning outcomes **Budget Goals:** .	Task Name: Collect Evidence for HS211 Front Office Management Task Description: Collect students grades of tests or activity that apply to HS211.	10/20/2013 - N= 7. 100% of Students passed the course with 75% and above. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Total 7 students in class that needed the course to graduate with the hotel operations and management program. **Related Documents:** Ch9 COut&Settlement Test.docx	

International Hotel Management AS (formerly

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Hotel Operations & Management AS) - 2013-2015 SLO #2 - Upon successful completion of the AS in Hotel Operations and Management program, students will be able to demonstrate knowledge, skills and attitudes by applying the system approach method to analyze, evaluate, solve, and complete the requirements set by their Practicum experience. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/14/2013 **End Date:** 03/09/2015 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** ACCJC Standards **Historical Assessment Perspective:** Standards II Relate to student learning outcomes **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Successful completion of requirements including, but is not limited to, Practicum requirements of HS292 Hotel Operations **Type of Artifact/Instrument/Rubric/Method/Tool:** Internship/Co-op/Practicum Evaluation **Criterion (Written in %):** N=10; 80% of the students will score 75% or better in their Practicum for HS292 demonstrating skills and knowledge such as customer service, professional telephone etiquette, food & beverage front-of-house operations, and using Property Management Systems or Point-of-Sale systems. **Related Documents:** Practicum Final Report-F&B Practicum Final Report-Hospitality Operations	10/20/2013 - N=9 80% of the students will score 75% or better in their Practicum for HS292 demonstrating skills and knowledge such as customer service, professional telephone etiquette, food & beverage front-of-house operations, and using Property Management Systems or Point-of-Sale systems. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** None at this time **Related Documents:** Ch9 COut&Settlement Test.docx Ch9 COut&Settlement Test.docx	
	Task Name: Collect Evidence for HS292 Hotel Practicum Task Description: Adjunct faculty will colllect evidence for HS-292	10/20/2013 - N=9. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** None at this time.	
International Hotel Management AS (formerly Hotel Operations & Management AS) - 2013-2015 SLO #3 - Upon successful completion of the AS in Hotel Operations and Management program, students will be able to apply the knowledge and skills gained and achieved through the theory and from practical application to gain successful employment in the hospitality industry. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/14/2013 **End Date:** 03/09/2015 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes	**Artifact/Instrument/Rubric/Method/Tool Description:** Written test are developed by instructor for HS155 Hotel and Restaurant Accounting **Type of Artifact/Instrument/Rubric/Method/Tool:** Faculty-developed tests **Criterion (Written in %):** 70% of enrolled students will score 70% or better.	12/04/2013 - n=13 or 100% of the students enrolled in the HS155 course passed. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Type of Industry National Certification: American Hotel and Lodging Association Educational Institute **Program SLO/AUO Plan reflects/incorporates:** ACCJC Standards **Historical Assessment Perspective:** Standard II related to student learning outcomes **Budget Goals:** .			

Mission Statement: The mission of the Marketing program is to develop a marketing workforce reflecting the needs arising from the continual changing economic business environment in the Guam community and the region.

Vision Statement: The Marketing program envisions to produce marketing graduates who are knowledgeable and skillful in generally accepted marketing principles so that they will meaningfully contribute to their respective organizations.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Marketing (Secondary) - 2011-2012 Catalog SLO#1 - SLO#1 SP 2012-FA 2013 Students will be able to integrate the latest technology effectively in business and marketing communications. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Other **Historical Assessment Perspective:** Use implementation results from previous cycle in the upcoming cycle.	**Artifact/Instrument/Rubric/Method/Tool Description:** Students are required to complete a faculty developed test. **Type of Artifact/Instrument/Rubric/Method/Tool:** Textbook/Author Designed Tests **Criterion (Written in %):** 80% of the students will score 80% or higher in the test. **Related Documents:** Assessment Artifact VEMK050 Cognitive.pdf	03/05/2013 - SP2012-FA2013-SHS indicated N=16 and 94% met the crieria. GWHS indicated N=29 and 90% met the criteria. JFKHS indicated N=33 and 100% met this criteria. SSHS indicated N=27 and 89% met the criteria and lastly OHS indicated N=37 and 95% met the set criteria. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Laptop computers and Point-of-Sale system for the students. **Related Documents:** VEMK 050-SHS.pdf VEMK 050-SHS.pdf VEMK050.OHS.jpg VEMK050.OHS.jpg VEMK 050-SSHS.pdf VEMK 050-SSHS.pdf VEMK 050-JFKHS.pdf VEMK 050-JFKHS.pdf VEMK050-GWHS.pdf VEMK050-GWHS.pdf	10/25/2013 - Based on the findings, the teachers will continue to conduct the current teaching techniques and seek to employ industry based guest speakers and break lessons into smaller sections so the students can improve and maintain the successful rate in meeting the criterion. **Implementation Status:** 10/25/2013 - For the upcoming school year, the department plans to assess all three SLOs and continue to utilize technologies, guest speakers, and spend more time in explaining and breaking the lectures into smaller sections to enforce the understanding and knowledge of the students. 03/05/2013 - JFKHS plans to continue with current teaching and practices. OHS plans to reinforce store duties with daily practices and create a remedial plan to help those students who do not grasp the store concepts. Due to the lack of time in store lab that is why GWHS did not meet this criterion. GWHS plans to set up different skill sets on different days to practice students' understanding. SSHS plans to continue with current teaching but the teacher noticed that those students who did not meet the assessment are those students who did not get to interact with the senior students in the program. The instructor recommends to implement the change in the existing program to allow the senior marketing students to interact with the marketing II students. SHS plans to fully utilize the latest POS system to practice and master the

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			assessement skills before the students exist out from the program.

Marketing (Secondary) - 2011-2012 Catalog SLO#2 - SLO#2 SP 2012-FA 2013 Students will be able to demonstrate an understanding of the functions and foundations of marketing.

Outcome Types:
SLO-Cognitive outcomes

Start Date:
03/12/2012

End Date:
10/14/2013

Outcome Status:
Completed the Assessment Cycle

Program Level SLO Industry National Certification:
N/A

Type of Industry National Certification:
N/A

Program SLO/AUO Plan reflects/incorporates:
Other

Historical Assessment Perspective:
Use Implementation results from the previous cycle in the next cycle.

Artifact/Instrument/Rubric/Method/Tool Description:
Students are required to complete a textbook derived test.
Type of Artifact/Instrument/Rubric/Method/Tool:
Textbook/Author Designed Tests
Criterion (Written in %):
80% of the students will score 80% or higher in this criterion
Related Documents:
[Assessment Artifact VEMK060 Cognitive.pdf](#)

03/05/2013 - SP12-FA13-JFKS indicated N=21 and 100% of the participants met 80% or higher in the criteria. OHS indicated N=13 and all students fulfilled this criterion. GWHS showed N=9 and 78% scored 80% or higher in this criterion. Therefore GWHS did not meet the criterion. SSHS showed N=18 and 72% scored 80% or higher in this criterion, therefore SSHS did not meet the criterion. SHS showed that N=6 and 100% of the students met the criterion.

Summary of Result Type:
Criterion Met
Data Collection Status/Summary of Result Status:
Open
Growth Budget Implications/Effect:
Over $500
Growth Budget Justification:
Purchase the latest textbook and work book.

Related Documents:
[VEMK 060-JFKHS.pdf](#)
[VEMK 060-JFKHS.pdf](#)
[VEMK 060-SHS.pdf](#)
[VEMK 060-SHS.pdf](#)
[VEMK 060-SSHS.pdf](#)
[VEMK 062-SSHS.pdf](#)
VEMK060.OHS.jpg
VEMK060.OHS.jpg
[VEMK060-GWHS.pdf](#)
[VEMK060-GWHS.pdf](#)

03/05/2013 - SSHS instructor feels by spending more time in going over the terms, it will enforce the students in understanding the definitions and be able to meet the set criteria. 10/09/2011-OHS instructors feels although the students have met the criteria, she will continue to spend more time in going through the chapter materials and engage more questions/answers in class to ensure the competency of the students. 10/09/2011-SSHS instructor feels even though the students met the criteria, there will be more ractice worksheets on each chapter to retain/improve the students' performance. 10/06/2011-JFKHS faculty plans to spend more time in explaining the marketing vocabularies to help secure he success of the students in meeting this criteria. 10/06/2011-The faculty at OHS feels that spending more timein the daily lesson and using quizzes can help improve the students SLO. 06/12/2011-The instructor from GWHS is planning to spend more time in discussing the terminologies with the students to bring up the scores. 04/06/2011-SHS instructor will emply more class related activities to enforce students understanding of the marketing terminology in the chapter. 12/08/2010-The Use of Results/Implementation Status will be provided and inputted to TracDat by end of Fall 2010. 06/14/2010-Based on the Summary of Result, aside from the chapter worksheet, the instructor from SHS will incorporate a project that further tests the students understanding and relationship of the marketing functions and foundations.

Implementation Status:

10/25/2013 - Again the department

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			Implementation Status: will implement the three SLOs for the next assessment cycle. In order for the teachers to make sure the students meet this criterion and continue to excel, the teachers plan to spend more time in explaining the lessons taught and apply class activities to secure the performance standard.
Marketing (Secondary) - 2011-2012 Catalog SLO#3 - SLO#3 SP 2012-FA 2013 Students will be able to identify desirable personality traits important to business. **Outcome Types:** SLO-Affective outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Other **Historical Assessment Perspective:** Use Implementation results from the previous cycle in the next cycle.	**Artifact/Instrument/Rubric/Method/Tool Description:** Students are required to take textbook derived and store lab tests to check their proficiency and competency of the lessons taught **Type of Artifact/Instrument/Rubric/Method/Tool:** Textbook/Author Designed Tests **Criterion (Written in %):** 80% of the students will score 80% or higher in this criterion **Related Documents:** VEMK062 ASSESSMENT TOOL.pdf VEMK 072 Marketing Service Lab Manager Checklists.pdf	03/05/2013 - SHS showed that N=6 and 100% met the criterion. JKFHS indicated N=20 and 100% scored 80% or higher in this category. OHS showed N=12 and 92% of the students scored 80% or higher in this SLO. GWHS indicated N=9 and 100% met this criterion. SSHS indicated N=18 and 100% scored 80% or higher in this criterion. For VEMK 072, SP12-FA13 JFKHS indicated N=9 and 100% met the 80% or higher in the set criterion. OHS indicated N=12 and 92% met the 80% or higher in the criterion. GWHS showed N=10 and 60% met the criterion, therefore GWHS did not meet this criterion. At SSHS, N=10 and 100% met this criterion. SHS indicated N=10 and 100% met this criterion. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Purchase Point-of-Sale and textbook/workbook. **Related Documents:** VEMK062-GWHS.pdf VEMK062-GWHS.pdf VEMK062.OHS.jpg VEMK062.OHS.jpg VEMK 062-SSHS.pdf VEMK 062-SSHS.pdf VEMK 062-SHS.pdf VEMK 062-SHS.pdf VEMK 062-JFKHS.pdf VEMK 062-JFKHS.pdf VEMK072.OHS.jpg VEMK072.OHS.jpg VEMK 072-SSHS.pdf VEMK 072-SSHS.pdf	03/05/2013 - JFKHS will continue with current teaching techniques to reinforce students' learning outcomes. In addition to quizzes and hands-on training, the teacher at OHS plans include field trips to retail outlet to show students the various roles played in the retail industry and invite guest speakers from the retail industry to discuss store operations. GWHS will mix up the vocabulary words to get students familiar withthe marketing terms that are commonly employed in the retail industry. SHS will use the store lab activities to relate different roles in a retail industry and spend time in discussing the concepts with the students. In addition, the five different categories in the Annual local DECA role play competitions can help narrow down or identify which industry field the students are interested in and hence the students can build on their interpersonal skills so they can excel in the future workforce. **Implementation Status:** 10/25/2013 - The teachers intend to use more class activities and the student store operation to practice the knowledge and skills taught. Also by bringing the retail personnel to the classroom, the students have more opportunities in interacting, expanding, and enforcing the type of knowledge required for future workforce requirement. Again the department is looking to implement

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		VEMK 072-SHS.pdf VEMK 072-SHS.pdf VEMK 072-JFKHS.pdf VEMK072-JFKHS.pdf VEMK072-GWHS.pdf VEMK 072-GWHS.pdf	**Implementation Status:** three SLOs for the next assessment cycle.

Mission Statement: The mission of the Marketing program is to develop a marketing workforce reflecting the needs arising from the continual changing economic business environment in the Guam community and the region.

Vision Statement: The Marketing program envisions to produce marketing graduates who are knowledgeable and skillful in generally accepted marketing principles so that they will meaningfully contribute to their respective organizations.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Marketing AS - 2012-2013 Catalog SLO#1 - SLO#1 FA2012-SP2013: Upon successful completion of the AS in Marketing program, students will be able to obtain career-sustaining employment in a marketing profession. **Outcome Types:** SLO-Affective outcomes **Start Date:** 10/08/2012 **End Date:** 03/11/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Historical Assessment Perspective:** ISMP GOAL #1 Pioneering: This goal seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employer's needs assessment in order to improve the skill levels and productivity of the island's workforce.	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete a survey upon graduation. **Type of Artifact/Instrument/Rubric/Method/Tool:** Student Satisfaction Survey **Criterion (Written in %):** 80% of the students will rate 4 or above, indicating that Marketing has prepared them for a marketing career. **Related Documents:** AY12-13 Marketing Student Survey.pdf AY12-13 Marketing Student Rubric.pdf	10/11/2013 - Data was not collected in the Spring of 2013. Data will be collected in the Spring of 2014 and will be uploaded for the next assessment cycle. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Under $500 **Growth Budget Justification:** If funds were available, surveys could have been printed and data collected.	10/11/2013 - Upon receipt of budget funds or establishment of an electronic link/survey, data will be collected. **Implementation Status:** 10/11/2013 - Upon receipt of budget funds or establishment of an electronic link/survey, data will be collected.
Marketing AS - 2012-2013 Catalog SLO#2 - SLO#2 FA2012-SP2013: Upon successful completion of the AS in Marketing program, students will be able to be successful in a marketing career that is increasingly reliant upon the use of technology in the performance of marketing functions. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:**	**Artifact/Instrument/Rubric/Method/Tool Description:** Students in MK123 will demonstrate effective technology skills in the basic fields of marketing. Groups of 2-4 students may be formed for this purpose. Multimedia presentation evaluations. **Type of Artifact/Instrument/Rubric/Method/Tool:** Multimedia presentation evaluations **Criterion (Written in %):**	10/14/2013 - N=17, 15 of the 17 or 88% achieved 80% and above on the multimedia evaluations. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Investment into additional instructional resources (e.g. industry software, instructional videos, etc.) would greatly enhance the ability of	10/14/2013 - With the receipt of budget funds, all marketing classrooms and labs will be stocked with necessary instructional resources, supplies, and materials in order to meet course SLOs and assessment requirements. Additionally, the hiring of a fulltime faculty member will also assist in the coordination of assessment efforts (e.g. data collection and analysis).

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
03/11/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP)	75% of the students will score 80% or higher on the multimedia evaluations.	students to achieve higher scores, as would the hiring of fulltime faculty to replace adjunct faculty. This would also facilitate the assessment process (data collection and analysis). **Related Documents:** MK123_L.pdf MK123_H.pdf	**Implementation Status:** 03/10/2014 - Upon receipt of budget funds or establishment of an electronic link/survey, data will be collected.
Historical Assessment Perspective: ISMP GOAL #1 Pioneering: This goal seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employer's needs assessment in order to improve the skill levels and productivity of the island's workforce.			
Marketing AS - 2012-2013 Catalog SLO#3 - SLO#3 FA2012-SP2013: Upon successful completion of the AS in Marketing program, students will be able to broaden their academic background and improve their opportunities for advancement in the workplace through up-to-date technical instruction in marketing. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/11/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Historical Assessment Perspective:** ISMP GOAL#4 Dedicated Planning: This goal provides a means to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels.	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will prepare a Powerpoint Presentation in job/career searches. **Type of Artifact/Instrument/Rubric/Method/Tool:** Multimedia presentation evaluations **Criterion (Written in %):** Students will identify a job search site and will be able to submit an online application for at least two career-related positions. **Related Documents:** PowerPoint_Presentation_AY2012_13.pdf Powerpoint_Rubrics_AY2012_13[a].pdf	10/14/2013 - Data for this was not collected. It will be collected in the Fall 2013 or Spring 2014 semesters. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** With the receipt of budget funds, all marketing classrooms and labs will be stocked with necessary instructional resources, supplies, and materials in order to meet course SLOs and assessment requirements. Additionally, the hiring of a fulltime faculty member will also assist in the coordination of assessment efforts (e.g. data collection and analysis).	03/10/2014 - Upon receipt of budget funds or establishment of an electronic link/survey, data will be collected. 10/14/2013 - With the receipt of budget funds, all marketing classrooms and labs will be stocked with necessary instructional resources, supplies, and materials in order to meet course SLOs and assessment requirements. Additionally, the hiring of a fulltime faculty member will also assist in the coordination of assessment efforts (e.g. data collection and analysis). Date will be collected in Fall 2013 or Spring 2014 semesters.

Mission Statement: The mission of the Medical Assisting program is to prepare high quality medical assistant students for employment as medical assistants in physician's offices or clinics and to provide students opportunities to further their career in the medical assisting field, and promote individual development and improve the overall quality of life in our multicultural community.

Vision Statement: To provide a high quality medical assistant program that prepares students to be competent in the medical assisting field.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Medical Assisting AS & Certificate - Display professionalism - SLO# 1 FA2012-SP2014 Upon successful completion of the Medical Assisting program, students will be able to demonstrate professionalism, including adherence to ethical and legal responsibilities, in performing administrative and clinical duties **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** American Association of Medical Assistants (AAMA) National Exam or American Medical Technologist (AMT) National Certification Examination **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The department will continue to monitor local legislation that may impact program demands.	**Artifact/Instrument/Rubric/Method/Tool Description:** The students will demonstrate professionalism and adherence to ethical and legal responsibilities by achieving an overall average of 3 on a scale of 0-4, on the internship/co-op/practicum evaluation designed for the specific clinical specialty area the student is assigned. **Type of Artifact/Instrument/Rubric/Method/Tool:** Internship/Co-op/Practicum Evaluation **Criterion (Written in %):** 90% of the graduating students will receive an average of 3 on a scale of 0-4, on their internship/co-op/practicum evaluation. **Related Documents:** rating sheet	10/14/2013 - N=22: 20/22 or 90% of the graduating students received an average of 3.0 on the 0-4.0 scale. Students did meet the criterion by practicing professionalism and adherence to medical ethics and legal guidelines. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Related Documents:** PG eval.pdf program level.pdf pacticum eval.pdf	10/14/2013 - The data indicates that a large majority of the students are meeting the criterion but there is still room for improvement. Further research into the reason why the program did not attain 100% of its goal shows that there was a delay faced by some of the students. Some include delays caused by inconsistent attendance from semester to semester and delays in core course attendance due to a focused effort on general educational requirements. These delays force students to miss out on the benefits of regular practice in the profession often seen in the simple errors that are being made when they do return to the core courses. **Implementation Status:** 10/14/2013 - The reentry of students at the senior level needs to be evaluated to determine if refresher courses should be taken prior to entry back into the field.
Medical Assisting AS & Certificate - Meet National Standards - SLO# 2 FA2012-SP2014 Upon successful completion of the Medical Assisting program, students will be able to meet National Standards for Medical Assistants in carrying out administrative duties in the clinic or physician?s office. **Outcome Types:** SLO-Cognitive outcomes **Start Date:**	**Artifact/Instrument/Rubric/Method/Tool Description:** The students will voluntarily take the National Certification Examination by either the American Association of Medical Assistants (AAMA) or the American Medical Technologist (AMT). **Type of Artifact/Instrument/Rubric/Method/Tool:** National & International Certification Exam	10/14/2013 - N=3: 2/3 or 67% of the medical assistants who graduate and take the national certification examination have successfully attained their national certification. The criterion was not met and is far below the target of 95%, and is attributed to the low number of candidates. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open	10/14/2013 - The percentage of graduates who attain their certification is low because there were only three who attempted the certification examination. To improve the outcomes, more students will need to take the examination. This will continue to be encouraged. There still remains the issue related to the island's requirement, or lack thereof, that the medical

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** American Association of Medical Assistants (AAMA) National Exam or American Medical Technologist (AMT) National Certification Examination **Program SLO/AUO Plan reflects/incorporates:**	**Criterion (Written in %):** 95% of the graduated medical assistants who take the national examination will successfully attain their national certification. **Related Documents:** handbook application	**Growth Budget Implications/Effect:** No budget impact **Related Documents:** program level.pdf	assistant be certified or qualified to perform complex medical procedures on patients. The program and the Allied Health Department have been steadily working with the island legislature to pass the medical assistant bill which will require medical assistants to be certified in order to perform invasive or complex tasks. **Implementation Status:** 10/14/2013 - The legislative bill has had its hearing and is awaiting further action by the Guam legislature.
Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The department will continue to monitor local legislation that may impact program demands.			
Medical Assisting AS & Certificate - Achive Certificaion as a Certified Medical Assistant (CMA). - SLO# 3 FA2012-SP2014 Upon successful completion of the Medical Assisting program, students will be able to enter the health service field as certified medical assistants. **Outcome Types:** SLO-Affective outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** American Association of Medical Assistants (AAMA) National Exam or American Medical Technologist (AMT) National Certification Examination **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** The department will continue to monitor local	**Artifact/Instrument/Rubric/Method/Tool Description:** The students will voluntarily take the National Certification Examination by either the American Association of Medical Assistants (AAMA) or the American Medical Technologist (AMT). **Type of Artifact/Instrument/Rubric/Method/Tool:** Industry/National Standardized Exams **Criterion (Written in %):** 95% of the graduated medical assistants who take the national examination will successfully attain their national certification. **Related Documents:** example exam	10/14/2013 - N=3: 2/3 or 67% of the medical assistants who graduate and take the national certification examination have successfully attained their national certification. The criterion was not met and is far below the target of 95%. This is attributed to the low number of candidates. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Related Documents:** program level.pdf	10/14/2013 - The percentage of graduates who attain their certification is low because there were only three who attempted the certification examination. To improve the outcomes, more students will need to take the examination. This will continue to be encouraged. There still remains the issue related to the island's requirement, or lack thereof, that the medical assistant be certified or qualified to perform complex medical procedures on patients. The program and the Allied Health Department have been steadily working with the island legislature to pass the medical assistant bill which will require medical assistants to be certified in order to perform invasive or complex tasks. **Implementation Status:** 10/14/2013 - The legislative bill has had its hearing and is awaiting further action by the Guam legislature.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
legislation that may impact program demands. **Budget Goals:** .			

Mission Statement: The Mission of the Introduction to Health Occupation Secondary Program is to prepare and motivate students to pursue further education towards a career in the medical sciences with emphasis on nursing by providing a rigorous specialized curriculum and community based partnerships to inspire students to serve the community with compassion, skill and vision.

Vision Statement: The Vision of the Introduction to Health Occupation Secondary Program is to provide Guam Public High School students with the knowledge and skills that will enable them to succeed in a post secondary institution on Guam to obtain a degree and career in the health care industry.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Nursing and Allied Health (Introduction to Health Occupations) (Secondary) - AY2012-13 SLO#1 Identify Health Care Careers - SLO#1 SP2012-FA2013 Upon successful completion of this program, students will be able to analyze and assess the different health occupations in the health care career field. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Standardized written test has been changed to meet the SLO. New Test will be implemented Fall 2012.	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete a 50 question multiple choice (worth 100 points). Questions are taken from the Instructor CD by Simmers, Louise. Diversified Health Occupations 6th Edition. **Type of Artifact/Instrument/Rubric/Method/Tool:** Textbook/Author Designed Tests **Criterion (Written in %):** 80% of students taking the first quarter test will have an overall score of 70% or greater on a 100 total possible points 50 question test. **Related Documents:** AHO.pdf	10/11/2012 - n=70: 59 students scored > 70%; 84% met the criterea **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Related Documents:** AHO.pdf mid 1st qt test student examples 2012.pdf	03/10/2013 - Criteria was met. The test was administered at 4 high schools by the Secondary Allied Health Instructor for that site. Instructors should continue to stay abreast of the latest advances in the medical and educational fields to continue to meet standards. **Implementation Status:** 09/22/2013 - Each Instructor earned a minimum of 30 CEU's (continuing educational units) in the field of healthcare. They also attended faculty meetings at the school sites and/or at GCC (PDRC)to keep abreast of educational advances.
Nursing and Allied Health (Introduction to Health Occupations) (Secondary) - AY2012-13 SLO#2 Distinguish different body systems - SLO#2 SP2012-FA2013: Upon successful completion of this program, students will be able to distinguish between the different systems in the human body and compare how illness affects these systems. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/12/2012	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete a 50 question (100 total possible points) faculty developed test which includes multiple choices **Type of Artifact/Instrument/Rubric/Method/Tool:** Textbook/Author Designed Tests **Criterion (Written in %):** 80% of students taking the test will have an overall score of 70% or greater on a 100 total possible points 50 question test.	10/11/2012 - n=70: 59 students scored > 70%; 84% met the criteria **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Related Documents:** mid 1st qt test student examples 2012.pdf	03/10/2013 - Criteria was met. The test was administered at 4 high schools by the Secondary Allied Health Instructor for that site. Instructors should continue to stay abreast of the latest advances in the medical and educational fields to continue to meet standards. **Implementation Status:** 09/22/2013 - Each Instructor earned a minimum of 30 CEU's (continuing

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
End Date: 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A	**Related Documents:** SI.pdf	AHO.pdf	**Implementation Status:** educational units) in the field of healthcare. They also attended faculty meetings at the school sites and/or at GCC (PDRC)to keep abreast of educational advances.
Type of Industry National Certification: None **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** New testing materials will be utilized Fall of 2012.			
Nursing and Allied Health (Introduction to Health Occupations) (Secondary) - AY2012-13 SLO#3 Demonstrate basic nursing skills - SLO#3 SP2012-FA2013: Upon successful completion of this program, students will be able to interpret and demonstrate basic nursing skills. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A	**Artifact/Instrument/Rubric/Method/Tool Description:** Students in VENU062 will complete a 50 question (100 total possible points) textbook/author developed test which includes multiple choices, **Type of Artifact/Instrument/Rubric/Method/Tool:** Textbook/Author Designed Tests **Criterion (Written in %):** 80% of students taking the test will have an overall score of 70% or greater on a 100 total possible points 50 question test **Related Documents:** AHO.pdf AHO Skills Checklist FA-12.pdf	10/11/2012 - n=70: 59 students scored > 70%; 84% met the criteria **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Related Documents:** AHO.pdf mid 1st qt test student examples 2012.pdf	03/10/2013 - Criteria was met. The test was administered at 4 high schools by the Secondary Allied Health Instructor for that site. Instructors should continue to stay abreast of the latest advances in the medical and educational fields to continue to meet standards. **Implementation Status:** 09/22/2013 - Each Instructor earned a minimum of 30 CEU's (continuing educational units) in the field of healthcare. They also attended faculty meetings at the school sites and/or at GCC (PDRC)to keep abreast of educational advances.
Type of Industry National Certification: None **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Students will be evaluated using standardized written test.			

Mission Statement: The mission of the Practical Nursing Program is to generate locally educated and licensed nurses to work in the various health care provider agencies on Guam as well as the Pacific region. The Guam Community College Nursing Program is committed to provide career guidance and education in nursing to those students of Guam and the Pacific Basin who desire to become Nurse Assistants and/or Practical Nurses. To accomplish this commitment, we offer a Certificate of Completion for Nursing Assistants (NA) and a certificate of completion for Practical Nursing. At the completion of the Practical Nurse program, the graduate is eligible for the NCLEX-PN (National Council Licensure Examination) which leads to a Practical Nurse (LPN) license in the territory of Guam or in the United States.

Vision Statement: The vision of the Practical Nursing Program is to increase the number of well-prepared local students to become Nurses. The Department would also like to establish a matriculation agreement with the University of Guam offer a baccalaureate or higher degree in nursing.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Practical Nursing Certificate - AY2013-2014 SLO#1 Nursing Skills - SLO#1 SP13-FA14 Upon successful completion of the Certificate in Practical Nursing program, students will be able to meet local and national standards for practical nurses in performing nursing care. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** NCLEX-PN National Council Licensure Examination for Practical Nurses **Historical Assessment Perspective:** . **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** NCLEX-PN state board exam which is a computer generated exam. The exam consists of multiple choice, select all that apply questions, etc. This is a copyrighted restricted exam that cannot be uploaded as evidence. Students can provide the department a copy of their exam results as proof of passing NCLEX. **Type of Artifact/Instrument/Rubric/Method/Tool:** Industry/National Standardized Exams **Criterion (Written in %):** 80% of graduating practical nursing course program completion students will pass the NCLEX-PN exam on first attempt.	10/14/2013 - N=10 Only 10 students since graduating the 2012 PN class have taken the board exam. 7 of 10 or 70% passed the board exam. N=3 3 of 10 or 30% failed the board exam. Data is current as of October 2013. 8 students as of this time have not taken the board exam. Data is from 2012 graduating class. Data will continue to be collected. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** The department needs funding to run more than one NCLEX review class so that students who have not taken the board exam more than 3 months from graduation have a better chance of passing on the first attempt. **Related Documents:** Annual Report GBNE.pdf	03/08/2014 - It is difficult to complete data when students have not taken the licensing exam. The department had better results when the students received compensation for passing the exam on the first attempt. No students from the 2013 graduating class have taken the NCLEX-PN exam at the time of this report.
		10/13/2014 - N=11 of 19 or 79% of 2013 graduating practical nursing students passed the NCLEX-PN exam on the first attempt. N=3 of 19 or 16% of graduating practical nursing students failed the NCLEX-PN exam on the first attempt, but passed on their second attempt. N=5 of 19 or 26% of graduating practical nursing students are yet to take the NCLEX-PN licensing exam. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open	10/13/2014 - Allocation of new funds to provide students with online access using ATI exam preparation should enable students to better prepare to take the NCLEX-PN exam, within a shorter time frame of graduating. This will increase passing rates of the graduating class because chances of passing the NCLEX exam decreases as time from graduation increases. Sometimes the ability of students to pay existing loans and fund the cost of applying for the licensing exam are reasons for delay in

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			taking the NCLEX exam also.
		Growth Budget Implications/Effect: Over $5,000 **Growth Budget Justification:** Funding is needed to ensure students are taught current trends with regard to NCLEX examination data. Providing online resources for students through Assessment Technologies Institue ATI, will benefit student learning and better prepare them for the licensing exam. Faculty need to be trained to use these resources and attend ATI conferences to ensure best use of resources and current practices with the mainland. **Budget Related Proposed Outcomes:** 80% or greater will pass the NCLEX exam **Related Documents:** PN_Quarterly_report_JulySept_2014[1].docx	10/13/2014 - We nearly met our budget requirement of 80% with 79% passing NCLEX-PN. If we can provide better support to students to ensure they take the nclex exam within 6 months of graduation, we may see better passing rates. At this time 26% of students are yet to take the exam, which affects our passing rates.
Practical Nursing Certificate - AY2013-2014 SLO#2 Nursing Knowledge - SLO#2 SP13-FA14 Upon successful completion of the Certificate in Practical Nursing program, students will be able to be eligible for and prepared to take the NCLEX-PN exam in order to become LPNs or to enter more advanced degree nursing programs. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** NCLEX-PN National Council Licensure Examination for Practical Nurses **Program SLO/AUO Plan reflects/incorporates:** Self Study Report **Historical Assessment Perspective:** . **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** NCLEX-PN state board exam which is a computer generated exam. The exam consists of multiple choice, select all that apply questions, etc. This is a copyrighted restricted exam that cannot be uploaded as evidence. **Criterion (Written in %):** 80% of students will pass the NCLEX-PN exam on first attempt.	10/14/2013 - N=10 Only 10 students since graduating the 2012 PN class have taken the board exam. 7 of 10 or 70% passed the board exam. N=3 3 of 10 or 30% failed the board exam. Data is current as of October 2013. 8 students as of this time have not taken the board exam. Data is from 2012 graduating class. Data will continue to be collected. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** The department needs funding to run more than one NCLEX review class so that students who have not taken the board exam more than 3 months from graduation have a better chance of passing on the first attempt. Funding also needed to find better ways to get students to pass and educate faculty on latest means to increase passing results. **Related Documents:** LPN Quarterly Report	03/31/2014 - Students continue to not take the board exam until months after graduation. As of March 2014 no graduating students have taken the NCLEX-PN exam yet. Allied Health Department also has not offered any NCLEX review classes due to high faculty workload. One instructor is available but has already maxed out her adjunct workload. Issues exist with time frame between graduating and applying to Guam Board of Nurse Examiners who only meet once per month to verify student documents for the exam. Faculty need to discuss other ways to encourage students to take exam in timely manner and incentives to students.
		10/13/2014 - N=17. 17 students graduated December 2013 from the practical nursing program and were therefore eligible to take the NCLEX-PN exam. N=11 of 17 or 65% of 2013 graduating practical nursing students passed the NCLEX-PN exam on the	10/13/2014 - allocation of new funds to ensure students are prepared for the current NCLEX exam since exams change every 3-5 years. Educating instructors and allowing student and

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		first attempt. N=3 of 17 or 16% of graduating practical nursing students failed the NCLEX-PN exam on the first attempt, but passed on their second attempt. N=5 of 17 or 29% of graduating practical nursing students are yet to take the NCLEX-PN licensing exam. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Implementation Status **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Allocation of new funds to provide students with online access using ATI exam preparation should enable students to better prepare to take the NCLEX-PN exam, within a shorter time frame of graduating. This will increase passing rates of the graduating class because chances of passing the NCLEX exam decreases as time from graduation increases. Sometimes the ability of students to pay existing loans and fund the cost of applying for the licensing exam are reasons for delay in taking the NCLEX exam also. **Budget Related Proposed Outcomes:** Faculty will receive information on professional development and support resources available to gain awareness of current resources in their field	instructor access to current information is vital to increase passing rates. **Implementation Status:** 10/13/2014 - Funding for new resources for ATI online access for students and faculty was not implemented until late 2014 therefore these improvements were not available for use for the graduating class of 2013, and no doubt affected their passing grades as the changes to the NCLEX exams took place early 2014 for which they were not prepared since changes happended once they graduated.
Practical Nursing Certificate - AY2013-2014 SLO#3 Nursing SkiLLS - SLO#3 SP13-FA14 Upon successful completion of the Certificate in Practical Nursing program, students will be able to demonstrate therapeutic nursing interventions to include the following: Take and record temperature, blood pressure, pulse, weight and height. Dress wounds, prepare injections, and collect urine/blood samples. Feed, bathe, dress, clean, and move patients. Administer medication when authorized. Observe patients, report changes in their condition, and keep patients records. Teach patients good health and safety habits. Sterilize equipment. Give enemas and catheterizations. **Outcome Types:** SLO-Behavioral outcomes	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete nursing skills in a labratory setting and instructors will document clinical score on each students procedure checklists. Student must pass with a score of 3 or 4, at an independent level to pass the skill. Nursing skills assigned to each nursing course are taught throughout the year long practical nursing course. Students will be taught the skill then will peform a return demonstration of the skill both in the lab and when able in the clinical area. **Type of Artifact/Instrument/Rubric/Method/Tool:** Skills proficiency checklist **Criterion (Written in %):** 22 of 22 or 100% of students will perform nursing procedure skills prior to clinical rotations.	10/18/2013 - Data collection is ongoing for the semester. Student sample of spring 2013 procedure checklist is provided. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Nursing laboratory equipment and disposable equipment needs to be purchased annually. **Related Documents:** NU110 Student Sample Procedure Checklist.pdf	03/29/2014 - Faculty and students will continue to use this procedure checklist as evidence of student competencies. Faculty will review the checklist at the end of the semester to evaluate if new skills need to be added. 03/29/2014 - Faculty and students will continue to use this skills checklist to document student learning and competency of basic nursing skills in the first semester. This is evidence to the Guam Board of Nursing of student competencies. Faculty will review the procedure checklist at the end of the semester to determine if other skills need to be added.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Start Date: 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** NCLEX-PN National Council Licensure Examination for Practical Nurses **Program SLO/AUO Plan reflects/incorporates:** Other **Historical Assessment Perspective:** . **Budget Goals:** .	**Related Documents:** NU110 Procedure Checklist.pdf NU220 Procedure Checklist.pdf NU292 Advanced Procedure Checklist.pdf	10/13/2014 - N=21. data collection for the 2014 graduating class is ongoing **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Disposable supplies have to be replaced at regular intervals and equipment upgraded. **Budget Related Proposed Outcomes:** Students employed as LPNs will indicate that they were well-prepared	**Implementation Status:** 03/29/2014 - Spring semester is ongoing. Changes have not yet been discussed. 10/13/2014 - Students perform nursing skills in a controlled class enviroment and then in the clinical setting with direct patient contact. Various community events also provides access to practicing the skills they learn. Students are observed and graded in their skill performance in both class and clinical setting and this is documented in the various skills checklists throughout the course. **Implementation Status:** 10/13/2014 - Faculty and students will continue to use these checklists as evidence of skills performed in both the class and clinical setting. These checklists provide evidence to the Guam Board of Nurse Examiners as well as evidence of student practice is required if the program is audited.

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Vision Statement: The Construction Trades Department of the Guam Community College will continue meeting the educational, career and technical training needs of the Construction Industry. Its excellence will continue to be recognized because of its service to students, employers, employees and the community at large.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Pre-Architectural Drafting AS - 2012-2013 Catalog SLO#1 - SLO#1 SP2012-FA2013: Upon successful completion of the AS in Pre-Architectural Drafting program, students will be able to demonstrate knowledge and skills needed to design and draft projects ranging from two to three dimensional designs for commercial and residential buildings. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Certificate and Degree in Pre-Architectural Drafting **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Historical Assessment Perspective:** Meet assessment objectives. **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will be given the Autocad Quiz that is an instructor developed skills test **Type of Artifact/Instrument/Rubric/Method/Tool:** Training Plan **Criterion (Written in %):** All students enrolled must pass with 100% **Related Documents:** AUTOCAD QUIZ I.pdf	11/21/2013 - N=13 or 65% of students enrolled in Spring 2013 passed the class. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	11/21/2013 - Department will use results to adjust teaching methods and offer supplemental lessons to help students achieve desired results **Implementation Status:** 04/29/2014 - Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite these challenges, the CT department continues to implement and sustain the required assessment tenets.
		11/13/2013 - N=8 or 100% of students enrolled will pass instructor created test with 80% OR better **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	11/21/2013 - Department will use results to adjust teaching methods and offer supplemental lessons to help students achieve desired results 11/14/2013 - 11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete. achievement at end of semester.
Pre-Architectural Drafting AS - 2012-2013 Catalog SLO#2 - SLO#2 SP2012-FA2013: Upon successful completion of the AS in Pre-Architectural Drafting program, students will be	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will take the AutoCad Quiz II to demonstrate thier skill of the AutoCAD program	11/21/2013 - N=60 or 100% of students enrolled in Spring 2013 passed the class. **Summary of Result Type:** Criterion Met	11/21/2013 - Department will use results to adjust teaching methods and offer supplemental lessons to help students achieve desired results

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
able to demonstrate basic skills needed to view, print, edit, and create variations of two and three dimensional electronic designs. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014	commands and functions used to create various plans. **Type of Artifact/Instrument/Rubric/Method/Tool:** Lab/Skills Test **Criterion (Written in %):** All student enrolled must pass with 80% or better **Related Documents:** AUTOCAD QUIZ II.pdf	**Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	**Implementation Status:** 04/29/2014 - Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite these challenges, the CT department continues to implement and sustain the required assessment tenets.
Outcome Status: Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Certificate and Degree in Pre-Architectural Drafting **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Historical Assessment Perspective:** To ensure student competency to industry standard **Budget Goals:** .		11/13/2013 - N=8 or 100% of students declared in the program will pass with 80% or better **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	11/14/2013 - 11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete. achievement at end of semester.
Pre-Architectural Drafting AS - 2012-2013 Catalog SLO#3 - SLO#3 SP2012-FA2013: Upon successful completion of the AS in Pre-Architectural Drafting program, students will be able to develop a professional work ethic needed in the architectural engineering industry. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Certificate and Degree in Pre-Architectural Drafting **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Historical Assessment Perspective:** to ensure student competency to industry standard	**Artifact/Instrument/Rubric/Method/Tool Description:** students will take part in Instructor lead training that utilizes interpersonal relations and best work place practices through One-on one scenarios and group role play **Type of Artifact/Instrument/Rubric/Method/Tool:** Role play **Criterion (Written in %):** All student enrolled must pass with 100% **Related Documents:** Ethics concerns that might arise while at work.pdf	11/13/2013 - Lesson has not been delivered as of report date **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	11/21/2013 - Department will use results to adjust teaching methods and offer supplemental lessons to help students achieve desired results 11/14/2013 - 11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete. achievement at end of semester.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Budget Goals: .			
Pre-Architectural Drafting AS - 2012-2013 Catalog SLO#4 - SLO#4 SP2012-FA2013: Upon successful completion of the AS in Pre-Architectural Drafting program, students will be able to create an electronic portfolio that represents proficiency in the development of two and three dimensional computer aided designs. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Certificate and Degree in Pre-architectural Drafting **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Historical Assessment Perspective:** To ensure student competency to industry standards **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** students must show competency and knowledge by creating specified designs and then translating them to hard and soft copies **Type of Artifact/Instrument/Rubric/Method/Tool:** Lab/Skills Test **Criterion (Written in %):** All students enrolled must pass with a 80% or better **Related Documents:** AUTOCAD QUIZ III.pdf AUTOCAD QUIZ IV.pdf	11/13/2013 - Test was not delivered as of report date **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	11/21/2013 - Department will use results to adjust teaching methods and offer supplemental lessons to help students achieve desired results ⸻ 11/14/2013 - 11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete. achievement at end of semester. ⸻

Mission Statement: The mission of the Supervision & Management Program is to develop a management workforce reflecting industry needs from the dynamic economic business environment in the Guam community and beyond.

Vision Statement: The Supervision and Management program prepares students for entry-level position and employment in the field of supervision and management. The program is designed for students who want to learn, update, augment existing knowledge and skills and/or acquire cutting-edge technical and managerial skills; it is also designed for current and future leaders, supervisors, and managers who desire the latest skills to be effective and productive in their respective fields.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Supervision & Management AS & Certificate - Demonstrate Knowledge of Supervision & Mangement Skills - SLO #2 FA2012-SP2014 Students will demonstrate mastery in the practice of the Planning, Organizing, Staffing, Leading and Controlling function of Management to achieve firm's goals and objectives. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Historical Assessment Perspective:** Continue to utilize Project-based Learning Rubrics developed in prior cycle. **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Rubrics will be used to observe and record individual participation within a group setting through direct service learning activity. **Type of Artifact/Instrument/Rubric/Method/Tool:** Rubric **Criterion (Written in %):** 75% of Students will score an average of at least 3 out of 4 possible points for direct service learning activity. **Related Documents:** event_rubric.pdf	10/14/2013 - For SP '13, 38 students were registered in two of three courses that are currently being assessed. 19 students registered for SM208-Personnel Supervision and 19 in SM220-Management Skill Development (19). SM220 Leadership was not offered in SP '13. Of the 38 (n=38) students that registered in SP '13, 95% (n=36/38) participated in the Group Direct Service Learning project. Of these 36 students, 97% (n=35/36) achieved a score of 3 out of 4 on the Group Direct Service Learning Rubric. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** There are 22 (n=22) students currently enrolled in SM225-Leadership for FA '13. This course is only offered in the Fall semester. Will continue to assess course and include findings in future data collection summary for Instructional Program. **Related Documents:** program level rubric sm208studentsample.pdf sm208studentsample2.pdf sm220reflectionpaper.pdf sm220studentwork.pdf	10/14/2013 - Direct Service Learning activities will be introduced at beginning of semester to give students ample time to complete group project. **Implementation Status:** 03/10/2014 - After-Action Reports have been collected for SM208, SM220 and SM225. Rubrics to effectively capture pertinent data and assess group semester projects will continue to be implemented.
Supervision & Management AS & Certificate - Implementation and Execution of Supervision & Management Strategy - SLO #3 FA2012-SP2014 Implement and execute firm's policy statements into practical planning and operational mission completions.	**Artifact/Instrument/Rubric/Method/Tool Description:** Rubrics will be used to observe and record individual participation within a group setting through direct service learning activity. **Type of Artifact/Instrument/Rubric/Method/Tool:** Rubric	10/14/2013 - For SP '13, 38 students were registered in two of three courses that are currently being assessed. 19 students registered for SM208-Personnel Supervision and 19 in SM220-Management Skill Development (19). SM220 Leadership was not offerred in SP '13. Of the 38 (n=38) students that registered in SP '13, 95% (n=36/38) participated in the Group Direct Service Learning project. Of these 36 students, 97%	10/14/2013 - Direct Service Learning activities will be introduced at beginning of semester to give students ample time to complete group project. **Implementation Status:** 03/10/2014 - Continued assessment

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Outcome Types: SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** Continue to utilize Project-based Learning Rubrics developed in prior cycle. **Budget Goals:** .	**Criterion (Written in %):** Majority of Students will score an average of at least 3 out of 4 possible points for direct service learning activity. **Related Documents:** event_rubric.pdf	(n=35/36) achieved a score of 3 out of 4 on the Group Direct Service Learning Rubric. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** There are 22 (n=22) students currently enrolled in SM225-Leadership for FA '13. This course is only offered in the Fall semester. Will continue to assess course and include findings in future data collection summary for Instructional Program. **Related Documents:** program level rubric sm208studentsample.pdf sm208studentsample2.pdf sm220reflectionpaper.pdf sm220studentwork.pdf	**Implementation Status:** of program level SLOs is necessary. Recommend development of rubrics to more accurately and effectively capture and integrate pertinent data and assess group semester projects for students enrolled in SM208, SM220 and SM225 as these courses are interrelated.

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Vision Statement: The Construction Trades Department of the Guam Community College will continue meeting the educational, career and technical training needs of the Construction Industry. Its excellence will continue to be recognized because of its service to students, employers, employees and the community at large.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Surveying Technology AS & Certificate - 2012-2013 Catalog SLO#1 - SLO#1 SP2012-FA2013: Upon successful completion of the Certificate and AS in Surveying Technology program, students will be able to demonstrate preparedness to enter productive technical positions in the geospatial fields of surveying, mapping, and Geographic Information Systems. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Certificate or Degree in Surveying Technology **Program SLO/AUO Plan reflects/incorporates:** GCC Fact Book **Historical Assessment Perspective:** The Surveying Technology program was reinstituted based on the impending military buildup for Guam, coupled with President Obamas' call for more Engineering and construction workers, predicting an increase of demand on training and workforce development. The GCC Factbook will assist in the Surveying Technology program planning efforts. **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will demonstrate proficiency in finding and entering coordinates and positions pertaining to mapping and GIS positioning coordinates **Type of Artifact/Instrument/Rubric/Method/Tool:** Skills proficiency checklist **Criterion (Written in %):** All students enrolled will pass with an 80% or better **Related Documents:** Graphing for Spatial analysis of three dimensional image.pdf	11/13/2013 - x=N. __ or __% passed with an 80% or better. Results will be available end of Spring 2014. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete.	
Surveying Technology AS & Certificate - 2012-2013 Catalog SLO#2 - SLO#2 SP2012-FA2013: Upon successful completion of the Certificate and AS in Surveying Technology program,	**Artifact/Instrument/Rubric/Method/Tool Description:** Instructor will develop a skills proficiency checklist based on Program SLO's	11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and	11/21/2013 - Department will create cohorts as recruitment opportunities to students in the Secondary to encourage declaration in this technical field

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
students will be able to successfully pass the American Society on Surveying and Mapping National Society of Professional Surveyors (ACSM-NSPS) Level 1 Certified Survey Technician examination. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Certificate and Degree in Surveying Technology **Program SLO/AUO Plan reflects/incorporates:** GCC Fact Book **Historical Assessment Perspective:** The Surveying Technology program was reinstituted based on the impending military buildup for Guam, coupled with President Obamas' call for more Engineering and construction workers, predicting an increase of demand on training and workforce development. The GCC Factbook will assist in the Surveying Technology program planning efforts. **Budget Goals:** .	**Type of Artifact/Instrument/Rubric/Method/Tool:** Skills proficiency checklist **Criterion (Written in %):** 70% of students enrolled in the practicum course SU292 will pass the course with a C or better **Related Documents:** Graphing for Spatial analysis of three dimensional image.pdf	align programs to help students complete. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	11/21/2013 - Department will create cohorts as recruitment opportunities to students in the Secondary to encourage declaration in this technical field 11/20/2013 - The Department will expand recruitment opportunities for students coming out of the Secondary Programs allowing them to declare in a highly technical career field 11/14/2013 - 11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete. 11/14/2013 - 11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete.
Surveying Technology AS & Certificate - 2012-2013 Catalog SLO#3 - SLO#3 SP2012-FA2013: Upon successful completion of the Certificate and AS in Surveying Technology program, students will be able to develop a professional work ethic needed in the surveying industry. **Outcome Types:** SLO-Affective outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014	**Artifact/Instrument/Rubric/Method/Tool Description:** Instructor will develop "soft skills" test and checklist to prepare students with interpersonal and ethical work skills. **Type of Artifact/Instrument/Rubric/Method/Tool:** Lab/Skills Test **Criterion (Written in %):** 100% of students enrolled will pass test with a C or better **Related Documents:**	11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open	11/21/2013 - Department will create cohorts as recruitment opportunities to students in the Secondary to encourage declaration in this technical field 11/20/2013 - The Department will expand recruitment opportunities for students coming out of the Secondary Programs allowing them to declare in a highly technical career field

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Outcome Status: Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Certificate and degree in Surveying technology **Program SLO/AUO Plan reflects/incorporates:** GCC Fact Book **Historical Assessment Perspective:** The Surveying Technology program was reinstituted based on the impending military buildup for Guam, coupled with President Obamas' call for more Engineering and construction workers, predicting an increase of demand on training and workforce development. The GCC Factbook will assist in the Surveying Technology program planning efforts. **Budget Goals:** .	Professional Ethics for Engineers.pdf	**Growth Budget Implications/Effect:** No budget impact	11/14/2013 - 11/13/2013 - The cohort of declared students has not yet completed the required program benchmarks. The results which will be available and uploaded at the end of Spring 2014 will help the Department to adjust and align programs to help students complete.
Surveying Technology AS & Certificate - 2012-2013 Catalog (AS) SLO#4 - SLO#4 SP2012-FA2013: Upon successful completion of the AS in Surveying Technology program, students will be able to demonstrate ability to utilize modern measurement technologies to acquire spatial data and employ industry-standard software to solve technical problems. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** Certificate and Degree in surveying Technology **Program SLO/AUO Plan reflects/incorporates:** GCC Fact Book **Historical Assessment Perspective:** The Surveying Technology program was reinstituted based on the impending military buildup for Guam, coupled with President Obamas' call for more Engineering and	**Artifact/Instrument/Rubric/Method/Tool Description:** Instructor will develop technical skill test to check for competency and proficiency in the use of surveying Measurement equipment and software **Type of Artifact/Instrument/Rubric/Method/Tool:** Lab/Skills Test **Criterion (Written in %):** all students enrolled will pass with a 80% or better **Related Documents:** Surveying quizzes.pdf	11/21/2013 - N=11 or 100% of students enrolled passed the class. However, only 4 or 36% realized a 100%. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	11/21/2013 - Department will adjust methodology to help all students enrolled achieve the desired results

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
construction workers, predicting an increase of demand on training and workforce development. The GCC Factbook will assist in the Surveying Technology program planning efforts. **Budget Goals:** .			

Mission Statement: To provide education and training for students in Tourism & Travel that meets the career and employment goals of the region's workforce.

Vision Statement: To prepare and enhance student's career opportunities for the Tourism and Travel industry.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Tourism & Travel Management AS - Competency Demonstration - SLO#1 FA 2010 - SP 2012: Upon successful completion of this program, students wil be able to demonstrate competency in the skills needed to work as a professional in the tourism & travel industry. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/11/2010 **End Date:** 03/12/2012 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A	**Artifact/Instrument/Rubric/Method/Tool Description:** The method used for testing will be a 55 question examination that will include the following methods: True and False, fill in the blank, explain the diagrams and/or create your own question(s), multiple choice. **Type of Artifact/Instrument/Rubric/Method/Tool:** Internship/Co-op/Practicum Evaluation **Criterion (Written in %):** The student will have to earn a 70% grade in order to pass this examination.	03/11/2013 - No data was collected. Critera issuses found **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** None	
Tourism & Travel Management AS - 2012 - 2013 Catalog SLO#1 - Upon successful completion of this program, students will be able to demonstrate competency in the skills needed to work as a professional in the tourism & travel industry. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Other **Historical Assessment Perspective:**	**Artifact/Instrument/Rubric/Method/Tool Description:** PowerPoint Presentation and document completion of 180 from the worksite **Type of Artifact/Instrument/Rubric/Method/Tool:** Presentations **Criterion (Written in %):** 75% of the students will score 75% of better	10/20/2013 - N=4 or 100% of the students enrolled in the Practicum passed. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** None at this time **Related Documents:** Practicum PPT Presentation	12/04/2013 - Students declared under this program will be advised to use this Practicum as vehicle for employment. **Implementation Status:** 12/04/2013 - Expanded venues for Practicums in Travel field by engaging airlines to accept students into their operations departments.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Faculty assigned to review program went on emergency sick leave.			
Tourism & Travel Management AS - 2012-2013 Catalog SLO #2 - Students will be able to demonstrate preparedness to successfully pass one of several local and/or nationally recognized tourism and travel tests. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Other **Historical Assessment Perspective:** A renewed effort to complete program level assessment will be evidence in this assessment cycle. **Budget Goals:** .	Task Name: Collect Evidence for HS257 Task Description: Collect evidence for HS257	08/17/2013 - 77% passed tour guide exam with 75% or better (n=9) **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Under $500 **Related Documents:** HS257 Exam Guest Speaker for HS257 Island Tour Guest Speaker for HS257	09/08/2013 - The 2 students out of 9 who did not pass the tour guide exam with 75% or better had attendance issues (one dropped out after attending 5 classes out of 14; the other missed 5 out of 14 classes). The correlation between regular attendance and passing with 75% or better are definitely linked. The importance of attendance and hard work will be stressed to future HS257 students.
Tourism & Travel Management AS - 2012-2013 Catalog SLO #3 - Upon successful completion of this program, students will be able to apply an appropriate work ethic and professional demeanor as it relates to the tourism and travel industry. **Outcome Types:** SLO-Affective outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Other **Historical Assessment Perspective:** In a renewed effort to complete program level assessment will be evidence in this assessment	**Artifact/Instrument/Rubric/Method/Tool Description:** Practicum evaluation performed by work site supervisor will be utilized to assess performance based on the training plan. **Type of Artifact/Instrument/Rubric/Method/Tool:** Training Plan **Criterion (Written in %):** Based on the Capstone experience and location of the training and the type of knowledge gained by the student in the Tourism Industry, the student will pass the Practicum evaluation with a 75% or better. **Related Documents:** HS292prac.pdf	10/20/2013 - N=4 or 100% of students enrolled in Practicum passed. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Course Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** None at this time **Related Documents:** Practicum PPT Presentation	12/04/2013 - Majors in this program will be advised that this course should be transitory course to employment. **Implementation Status:** 12/04/2013 - Program increased Practicum venues to include airlines such as United Airlines.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
cycle.			

Mission Statement: The Lodging Management Program - Hospitality & Tourism Management Program provides entry-level workforce and career development to high school students in the tourism and hospitality industry.

Vision Statement: The Lodging Management Program - Hospitality & Tourism Management Program (LMP-HTMP) will provide high school students the skills and competencies required to achieve career choices and to create an understanding of the tourism and hospitality industry.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Tourism (Lodging Management Program) (Secondary) - SP12-FA13 SLO#1 Students' Lodging Operations Skills - Upon successful completion of this program, students will be able to perform basic fundamental skills in the various positions required in lodging operations. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** American Hotel & Lodging Educational Institute's Line-Level Certification **Program SLO/AUO Plan reflects/incorporates:** Other **Historical Assessment Perspective:** based on discussions with hotel advisory committee, it is recommended that students with appropriate work experience/internship may take AHLEI line-level certifications in the following positions: Front Desk Representative, Bell Attendants, Guestroom Attendant, Busperson/Server Assistant or Restaurant Server.	**Artifact/Instrument/Rubric/Method/Tool Description:** Skills proficiency checklists may consist of role-playing and hands-on experience in various lodging positions. Quizzes/Tests will also be administered to determine knowledge in each skill. **Type of Artifact/Instrument/Rubric/Method/Tool:** Skills proficiency checklist **Criterion (Written in %):** 80% of LMP students will receive a 70% or better in each checklist or quizzes/tests. **Related Documents:** Guest Registration (Check in) LMP Quiz (sample) LMP III Test (sample)	03/11/2013 - Summary: 100% of all LMP students received a 70% or better in their guest registration skills test (n=115). **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** There is a dire need to update LMP training resources. LMP classes currently have old VHS training videos that were made in the '90s. The Tourism Department will need to budget to purchase new training DVDs from the American Hotel & Lodging Educational Institute to provide our students with the latest training techniques and skills. For future capital improvement projects, LMP classrooms ideally should be equipped with a mock up front desk for students to practice customer service, reservations, guest registration, guest settlement and other guest transactions. This will provide a real-life experience for LMP students practicing hospitality skills. **Related Documents:** GUEST CHECK IN rubric.docx	03/13/2013 - All five high schools' LMP met this criterion, LMP instructors will determine what other hospitality skills to evaluate for the next assessment cycle. Currently, there is a need to update all training resources such as training DVDs from the American Hotel & Lodging Educational Institute to ensure we are training our students the latest skills for the industry (each school only has old VHS training video tapes that were filmed in the 90s). **Implementation Status:** 10/06/2013 - Note: effective SY2013-14, SHS no longer has LMP. LMP instructors will assess a new hospitality skill by following the four stages of the Guest Cycle: Prearrival (evaluated "taking a room reservation" in 2012); Arrival (evaluated "guest registration" in 2013); Occupancy (will evaluate "handling guest complaint" in 2014) and finally, Departure (will evaluate "guest check out" in 2015). Department Chair made aware of the critical need to update our training DVDs and upgrading our computer technology when formulating our departmental budget.
		03/11/2013 - JFKHS - 100% of LMP students received 70% or better in their guest registration skills test (n=18). **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:**	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Related Documents:** JFK Guest Registration-1.pdf	
		03/09/2013 - SHS - 100% of students achieved 70% or better in guest registration according to checklist (n= 10). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Related Documents:** SHS Registration Scores	
		03/09/2013 - GWHS (N=19). 100% of students achieved a score of 70% or higher in the guest registration skills test. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	
		10/08/2012 - OHS (N=39) 100% of students were able to score 70% or higher for the guest registration test. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** None **Related Documents:** Guest Registration Grades	03/09/2013 - The said skill is only one of the skills needed in a lodging operation, other skills may need to be added for assessment.
Tourism (Lodging Management Program) (Secondary) - SP12-FA13 SLO#2 Students' Professional and Career-Planning Skills. - Upon successful completion of this program, students will be able to document professional and career planning skills. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/12/2012	**Artifact/Instrument/Rubric/Method/Tool Description:** The Program Portfolio will consist of the following documents: Cover letter, Resume, Employment Application, Interview Evaluation Sheet, and Sample of Interview Questions for the interview portion of the assessment. **Type of Artifact/Instrument/Rubric/Method/Tool:** Portfolio Evaluation **Criterion (Written in %):**	03/11/2013 - Summary: Fewer than 100% of all LMP III students completed their career planning portfolios with a grade of 70% or better (n=91). Note: SHS did not have data for this portfolio assessment. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000	10/06/2013 - During 2013 summer, 74 LMP students participated in the Summer Work Experience Program. 19 of the 74 LMP students were trained at the Hilton Guam Resort & Spa. The Hilton's assistant Human Resources Manager, Jude Diaz, gave feedback on LMP students who had career planning portfolios with them at the interview and he was happy to see them (see

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
End Date: 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle	100% of LMPIII students will complete their Professional and Career-Planning Portfolio with a grade scale of a 70% or better. **Related Documents:** Portfolio Evaluation	**Growth Budget Justification:** LMP classes need quality color printers to help students put together professional career portfolios. **Related Documents:** Portfolio Evaluation Hilton Asst HR Manager's feedback	attached letter). --- 03/13/2013 - This 100% criterion was not met primarily due to a few students who failed to turn in their career planning portfolios. Some recommendations are to require LMP II students to submit their updated portfolios in order to be promoted to LMP III and also making the due date earlier as in the fall semester for LMP III students so that all LMP III students will be able to turn in their portfolios before the end of school year. LMP instructors can invite hospitality human resources professionals to evaluate the portfolios and provide feedback for continuous improvement. **Implementation Status:** 10/06/2013 - In SY2013-14, LMP instructors will require LMP III students to submit their updated career portfolios for evaluation. Since the career planning portfolio is a "living" document where students update it whenever they acquire new experiences and recognition, LMP instructors will evaluate initially in the fall and provide feedback for improvement. Then in the spring semester, students will be required to do a final submission for the final grade. This method will ensure 100% of LMP students turn in their career planning portfolios. LMP instructors can invite hotel human resources managers as guest speakers to talk about employment skills and what t hey would like to see in a professional career planning portfolio. ---
		03/10/2013 - JFKHS : 94% of LMP students scored 70% or higher for their career planning portfolio (n=16). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status	03/10/2013 - Criterion not met because one student failed to turn in portfolio. Therefore, for this assignment, the due date will be moved to an earlier time to allow ample time for 100% students to complete it.

		Growth Budget Implications/Effect: No budget impact	
		03/09/2013 - GWHS (N-19). 100% of students scored 70% or better in completing their professional and career planning portfolio. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact	
		10/08/2012 - OHS (N=39) 85% of students completed their Professional and Career-Planning Portfolio with a grade scale of a 70% or better. **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Under $500 **Growth Budget Justification:** Expenses for printer, printer ink, and presentation folders. **Related Documents:** [Professional Portfolio Grades](#)	03/09/2013 - Said skills are used in the OHS Tourism Academy to be one of the selection components for a student to be promoted into the next level/year of the Academy (LMPII).
Tourism (Lodging Management Program) (Secondary) - SP12-FA13 SLO#3 Student Employability Skills in Hospitality - Upon successful completion of this program, students will be able to demonstrate industry technical skills in night audit, sales & marketing, banqueting, and general knowledge in the lodging industry. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/12/2012 **End Date:** 10/14/2013 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete a hospitality project (banquet planning),solve problems related to a sales & marketing case study and a food & beverage case study, accurately post entries in a night audit exercise, and demonstrate knowledge of lodging management in a knowledge bowl competition. These faculty-developed tests are modeled after the national LMP competition. **Type of Artifact/Instrument/Rubric/Method/Tool:** Faculty-developed tests **Criterion (Written in %):** 80% of students will score at least 70% overall in the hospitality employability skills. **Related Documents:** [Food & Beverage Case Study rubric](#) [Sales & Marketing Case Study Rubric](#) [Hospitality project (banquet planning) rubric](#) [Night Audit Judges' Copy](#)	02/22/2013 - Summary: Less than 80% (n=19) scored 70% overall in the hospitality employability skills. The breakdown of number of students who met the 70% criteria is as follows: Food & Beverage case study: 4 Sales & Marketing case study: 4 Guest Service case study (new): 8 Night Audit: none Hospitality Project: none Note: There were a total of 5 LMP teams with 4 members each except for Southern High which had only 3 team members (n=19). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** The American Hotel & Lodging Educational Institute has changed the Lodging Management	03/07/2013 - Each LMP instructor will need to strengthen students' skills and knowledge in areas of weakness as identified from the overall results. For example, more case studies will be used for students to practice problem solving and presentation skills. The rubrics for judging these events have been provided to instructors and in turn, to students. By being aware of the expectations, students will be able to train accordingly so as to meet the standards. **Implementation Status:** 10/06/2013 - LMP instructors will continue to train students in areas where the criteria were not met. (note: in SY2013-14, the department has decided to send LMP and ProStart teams off island in alternate

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
previous cycle		Program (LMP) name to Hospitality & Tourism Management Program (HTMP). GCC has already purchased the HTMP Year One textbooks for juniors. It is anticipated that the new HTMP Year Two textbooks will be available in fall 2013, the department needs to budget for the purchase of these new textbooks to stay abreast with all HTMP schools. The annual HTMP international competition will utilize the new textbooks and therefore, it is critical that Guam is able to provide students with the latest curricula. **Related Documents:** LMP Competition Scoresheet 2013 Raw Scores V.2.pdf	**Implementation Status:** years to save on the high travel expenses; in 2014, it will be ProStart's turn to represent Guam off island. Nonetheless, island competition will continued to be offered to help the LMP teams ready).
Tourism (Lodging Management Program) (Secondary) - SP14-FA15 SLO#1 • Perform basic skills in hotel operations - Upon successful completion of this program, students will be able to perform basic skills in hotel operations to include front office, housekeeping, sales & marketing and food & beverage services. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/10/2014 **End Date:** 10/12/2015 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** American Hotel & Lodging Educational Institute line-level certifications **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** This revised LMP curriculum is being routed through the process for implementation in Fall 2014. **Budget Goals:** Provide learning experiences for students that lead to employment of their continued education.		02/17/2015 - Summary: 93% of LMP students scored 70% or better in answering the telephone skill (n=152). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to employment or their continued education. **Budget Related Proposed Outcomes:** Indicator #2: students achieve stated goals in classroom competencies.	02/17/2015 - Summary: Students require more practice to be proficient in this skill (answering the telephone). When students incorporate this skill in their daily classroom activities (aside from role playing) by answering the classroom telephone professionally, it is expected that 100% to attain this skill. **Implementation Status:** 10/01/2015 - LMP faculty meeting agenda will include helping students gain proficiency in basic skills of hotel operations and to ensure participation from all high schools (SHS did not submit data for this SLO). Also, faculty will agree on the type of artifact as evidence of this assessment.
		02/05/2015 - JFKHS: 100% of LMP students scored 70% or better in answering the telephone (n=29). **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their	02/05/2015 - JFKHS: students performed well in this skill; they are given the opportunities to answer the classroom telephone in a professional manner.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		continued education. **Budget Related Proposed Outcomes:** Indicator #2: students achieve goals in classroom competencies.	
		01/25/2015 - OHS - 90% of LMP students scored 70% or better in telephone skills (n=24). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to employment or their continued education. **Budget Related Proposed Outcomes:** Indicator #2: students achieve stated goals in classroom competencies.	01/25/2015 - Aside from role-playing this skill, the skill is also applied in class when there are incoming/outgoing calls during instructional time.
		01/07/2015 - THS - 74% of LMP students scored 70% or better in telephone skills (n=38). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their continued education. **Budget Related Proposed Outcomes:** Indicator #2: Students achieve stated goals in classroom competencies.	01/08/2015 - THS: Criteria not met; students need more practice in telephone skills to gain confidence in this task.
		01/06/2015 - GWHS - 97% of LMP students scored 70% or better in telephone skills (n=29). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their continued education. **Budget Related Proposed Outcomes:** indicator #2: students achieve stated goals in classroom competencies.	01/06/2015 - GWHS: Criteria was not met due to one student scoring below 70%. This skill will require additional time for practice so all students will achieve 70% or better.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		01/06/2015 - SSHS - 100% of LMP students scored 70% or better in telephone skills (n=32). **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their continued education. **Budget Related Proposed Outcomes:** indicator #2: students achieve stated goals in classroom competencies.	01/06/2015 - SSHS - students met criteria for this skill and they must continually practice telephone skills so that they will always give the best first impression all the time.
Tourism (Lodging Management Program) (Secondary) - SP14-FA15 SLO#2• The importance of the hospitality and tourism industry. - Upon successful completion of this program, students will be able to describe the importance of the hospitality and tourism industry to the economy. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/10/2014 **End Date:** 10/12/2015 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** American Hotel & Lodging Educational Institute line certifications. **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** This revised LMP curriculum is being routed through the process for implementation in Fall 2014. **Budget Goals:** Provide learning experiences for students that lead to employment or their continued education.		02/17/2015 - Summary: 94% of LMP students scored 70% or better in their reflections on guest speakers (n=92). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to employment or their continued education. **Budget Related Proposed Outcomes:** Indicator #2: students achieve stated goals in classroom competencies.	02/17/2015 - Summary: Reflections is an important component in student learning especially after a guest speaker's presentation yet 6 out of 92 students failed to turn in their reflections. Instructors can augment by adding a discussion after the guest speaker's presentation to help students process the information obtained in order to write a reflection. **Implementation Status:** 10/01/2015 - LMP faculty meeting agenda will include strategies to attain 100% student participation in reflecting after a guest speaker's presentation; this includes faculty doing a guided discussion after the presentation to assist students to share what they learned and put into a written reflection. Also, the goal in the next cycle is for 100% participation of all DOE schools (SHS and THS did not submit data for this assessment).
		02/05/2015 - JFKHS: 90% of students scored 70% or better in documenting learning through a reflection paper on a guest speaker (n=30). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status	02/05/2015 - JFKHS: the use of reflection is critical to student learning. Reflection augmented with discussion enhances students' understanding of the importance of the tourism and hospitality industry to the economy.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			————————
		Growth Budget Implications/Effect: No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their continued education. **Budget Related Proposed Outcomes:** Indicator #2: students achieve goals in classroom competencies.	
		01/25/2015 - OHS - 90% of students scored 70% or better in documenting learning via guest speaker. (N=33) **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their continued education. **Budget Related Proposed Outcomes:** Indicator #2: students achieve goals in classroom competencies. **Related Documents:** Reflection WK	01/25/2015 - LMP/HTMP seniors and juniors attended WorkKeys presentation. 100% students have have completed their required WorkKey hours to take the exam in 3rd quarter. ————————
		01/06/2015 - SSHS: 100% of LMP students scored 70% or better in their reflections or reactions to guest speakers using a rubric (n=19). **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their continued education. **Budget Related Proposed Outcomes:** indicator #2: students achieve stated goals in classroom competencies. **Related Documents:** SSHS sample reflections	01/06/2015 - SSHS - the use of reflections or reactions after a presentation is vitally important for student learning about the importance of the tourism industry. ————————
		01/06/2015 - GWHS - 100% of LMP students scored 70% or better in their reflections or reactions to a guest speaker using a rubric (n=10)	01/07/2015 - GWHS: Student reflections of industry guest speakers is a valuable way to enhance learning for

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		Summary of Result Type: Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment of their continued education. **Budget Related Proposed Outcomes:** indicator #2: students achieve stated goals in classroom competencies. **Related Documents:** GWHS sample of a good reflection GWHS sample of a poor reflection	students; this method augments textbook knowledge.
Tourism (Lodging Management Program) (Secondary) - SP14-FA15 SLO#3• Professionalism and career planning skills. - Upon successful completion of this program, students will be able to demonstrate professionalism and career planning skills. **Outcome Types:** SLO-Affective outcomes **Start Date:** 03/10/2014 **End Date:** 10/12/2015 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** Yes **Type of Industry National Certification:** American Hotel & Lodging Educational Institute line-level certifications **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** This revised LMP curriculum is being routed through the process for implementation in Fall 2014. **Budget Goals:** Provide learning experiences for students that lead to employment or their continued education.		02/17/2015 - Summary: 92% of LMP students scored 80% or better in their career planning portfolios using a rubric (n=74). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to employment or their continued education. **Budget Related Proposed Outcomes:** Indicator #2: students achieve stated goals in classroom competencies.	02/17/2015 - Summary: this professional and career planning skill of putting together a career portfolio is progressively done throughout the three-year program. Instructors noticed a few third year students' apathy or lack of motivation and therefore, the 100% criterion was not met. This will require instructors to work closer with identified students who are not meeting this expectation to help them improve and fulfill this important skill. **Implementation Status:** 10/01/2015 - This SLO is a three-year process. Students start their career planning portfolio in their first year and continue to add evidence of accomplishments annually. To prevent seniors' apathy, faculty will follow up on this project in fall of senior year to ensure seniors keep up their career planning portfolios. LMP faculty meeting agenda to include strategies to ensure 100% participation from LMP seniors and all DOE schools.
		02/05/2015 - JFKHS: 69% of LMP students scored 80% or better for their career portfolios (n=16). **Summary of Result Type:**	02/05/2015 - JFKHS: Students did not follow rubric or elected not to improve from feedback through formative

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Under $500 **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their continued education. **Budget Related Proposed Outcomes:** Indicator #2: students achieve stated goals in classroom competencies.	assessment. Instructor will collaborate with other colleagues to determine the best course of action to address apathy of seniors.
		01/25/2015 - OHS - 100% of students completed their professional portfolios with a score of 80% or better (N = 29) **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Under $500 **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their continued education. **Budget Related Proposed Outcomes:** Indicator #2: students achieve stated goals in classroom competencies.	01/25/2015 - Students will us this skill to enhance their job search skills before and after graduation from the program. In addition, in SY2013-14 OHS LMP/HTMP seniors were required to compile an electronic portfolio.
		01/06/2015 - GWHS - 90% of LMP students scored 80% or better in their career planning portfolio (n=10). **Summary of Result Type:** Criterion Not Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status **Growth Budget Implications/Effect:** Under $500 **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their continued education. **Budget Related Proposed Outcomes:** indicator #2: students achieve stated goals in classroom competencies.	01/06/2015 - GWHS: Only one student scored below 80% in this assignment. Instructor will require assignment earlier so that students can revise and improve upon them.
		01/06/2015 - SSHS - 100% of LMP students scored 80% or better in their career planning portfolio (n=19). **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Program Level Data Collection Status	01/06/2015 - SSHS: The career portfolio is a three-year project for students to continue to "grow" their portfolio as they acquire new skills, learning, certifications, and accomplishments. It is an appropriate

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			capstone artifact of what LMP students accomplish in their three-year high school program.
		Growth Budget Implications/Effect: Under $500 **Growth Budget Justification:** Goal #1: Provide learning experiences for students that lead to their employment or their continued education. **Budget Related Proposed Outcomes:** indicator #2: students achieve stated goals in classroom competencies.	

Mission Statement: The ProStart program will introduce high school students to career opportunities and teach basic food production and culinary skills.

Vision Statement: To provide high school students the skills and competencies required to achieve career choices and to create an understanding of the food service industry.

Mission Statement: The mission of the VisCom Secondary Certificate program is to develop a workforce proficient in meeting the need for graphics designers on Guam and the region.

Vision Statement: The VisCom Secondary Certificate program envisions to produce completers who have the skill, creativity and professional attitudes to be successful in the fields of design, digital graphics and video.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Visual Communications (Secondary) - AY 2013 - 2014 SLO#1 Design Principles - Upon successful completion of this program, students will be able to understand the basic principle of design. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle	**Artifact/Instrument/Rubric/Method/Tool Description:** A completed magazine cover will be developed by students in the VEVC054 course. **Type of Artifact/Instrument/Rubric/Method/Tool:** Rubric **Criterion (Written in %):** 70% of the students submitting the magazine cover will receive a 70% or better. **Related Documents:** Rubric_MagazineCvr copy.pdf	10/17/2013 - N=16, 90% of the students submitting the magazine cover received a 70% or better. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** During class projects when students are utilizing computers, computers often freeze or shut down. Updated computers will eliminate these frequently occurring issues. The attached systems file show students reported challenges with these aged systems. **Related Documents:** Student Sample01 Student Sample02 System Issue Log	10/17/2013 - Based on the one month time frame, improvement could be to break down the project into smaller portions. **Implementation Status:** 11/15/2013 - Project list includes step by step instructions to help students complete the magazine cover project in a timely manner.
Historical Assessment Perspective: A renewed commitment to the assessment process as a result of prior assessment results and work is currently instilled in VisCom faculty and ongoing training on TracDat will continue. **Budget Goals:** .			
Visual Communications (Secondary) - AY 2013 - 2014 SLO#2 Operating System - Upon successful completion of this program, students will be able to use a computer Operating System. **Outcome Types:** SLO-Cognitive outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National**	**Artifact/Instrument/Rubric/Method/Tool Description:** A completed magazine cover will be developed by students in the VEVC054 course. **Type of Artifact/Instrument/Rubric/Method/Tool:** Course Projects **Criterion (Written in %):** 100% of the students will have knowledge of the operating system. **Related Documents:** Rubric_MagazineCvr.pdf	10/17/2013 - N=16, 100% of the students have knowledge of the operating system by successfully completing a magazine cover. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** During class projects when students are utilizing computers, computers often freeze or shut down. Updated computers will eliminate these frequently occurring issues. The attached	11/15/2013 - Students will continue to create a magazine cover; instructor will explore other products demonstrating student mastery of this SLO. **Implementation Status:** 11/15/2013 - Students will incorporate skills by creating print designs into posters for other CTE classes.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Certification: N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** A renewed commitment to the assessment process as a result of prior assessment results and work is currently instilled in VisCom faculty and ongoing training on TracDat will continue. **Budget Goals:** .		systems file show students reported challenges with these aged systems. **Related Documents:** Student Sample01 Student Sample02 System Issue Log	
Visual Communications (Secondary) - AY 2013 - 2014 SLO#3 Art Portfolio - Upon successful completion of this program, students will be able to develop a personal art portfolio which includes examples of desktop publishing, slide shows, advertisements, spreadsheets, and video. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** A renewed commitment to the assessment process as a result of prior assessment results and work is currently instilled in VisCom faculty and ongoing training on TracDat will continue. **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** All student work will be combined and included in the student presentation folder. **Type of Artifact/Instrument/Rubric/Method/Tool:** Portfolio Evaluation **Criterion (Written in %):** 90% of the students enrolled in the visual communication secondary program will complete their required presentation folder. **Related Documents:** List of VisCom Projects.pdf	10/17/2013 - N=13, students' presentation folders are not completed yet. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact	11/15/2013 - Assessment tool selected will be complete in May 2014 and will be uploaded in the next assessment cycle. **Implementation Status:** 11/15/2013 - Students are actively compiling their presentation folders with their work and will be uploaded for the next assessment cycle.
Visual Communications (Secondary) - AY 2013 - 2014 SLO#4 Web Design - Upon successful completion of this program, students will be able to scan documents, correct digital photography using PhotoShop and Illustrator, and plan and construct a web project. **Outcome Types:** SLO-Cognitive outcomes **Start Date:**	**Artifact/Instrument/Rubric/Method/Tool Description:** A web page will be developed. **Type of Artifact/Instrument/Rubric/Method/Tool:** Course Projects **Criterion (Written in %):** 70% of the students will complete and launch their website.	11/15/2013 - N=13 Instructor expected the students to complete a web page but instead created a digital media campaign. This project reflected 100% of the students mastered this SLO. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:**	11/15/2013 - The web page project was superseded by a social media project that more realistic student learning. **Implementation Status:** 11/15/2013 - The web page assessment tool for this SLO will be

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
03/11/2013 **End Date:** 10/13/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** A renewed commitment to the assessment process as a result of prior assessment results and work is currently instilled in VisCom faculty and ongoing training on TracDat will continue. **Budget Goals:** .	**Related Documents:** Rubric_WebDesign.pdf	Over $5,000 **Growth Budget Justification:** During class projects when students are utilizing computers, computers often freeze or shut down. Updated computers will eliminate these frequently occurring issues. The attached systems file show students reported challenges with these aged systems. **Related Documents:** Student Sample03 Student Sample04	**Implementation Status:** changed to a digital media campaign in the next assessment cycle.

Mission Statement: Our mission is to provide the Visual Communications industry with students possessing the neccessary attitude, skills and knowledge to be effective contributers.

Vision Statement: To provide students with enough knowledge and experience in the Visual Communications industry to become valued and sought after talent.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Visual Communications AS - AY12-14 SLO #1 Industry Standards - Upon successful completion of the AS in Visual Communications program, students will be able to: Enter digital publishing, Internet, web media design and video production industries. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** A renewed commitment to the assessment process as a result of prior assessment results and work is currently instilled in VisCom faculty and ongoing training on TracDat will continue. **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will complete three team projects demonstrating skill in print, video, and web. **Type of Artifact/Instrument/Rubric/Method/Tool:** Capstone Experience **Criterion (Written in %):** 70% of the students in the VC201 class will complete with an 80% or better. **Related Documents:** sample1 sample2	10/24/2013 - N=8. 75% of the student teams received a score of 90% or higher on this project. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** With updated computers and application software the students' skills could be more accurately measured, based on industry-standard employer expectations. **Related Documents:** VC201.ClientApprovedTShirt.pdf	11/18/2013 - With updated software and more instructional supplies we will strive for a 100% achievement level. **Implementation Status:** 11/18/2013 - Upon availability of NAF Course lab fees will be dedicated towards upgrading software and purchasing instructional supplies.
Visual Communications AS - AY12-14 SLO #2 Visual Elements - Upon successful completion of the AS in Visual Communications program, students will be able to: Apply the visual elements of line, shape, value, color, texture, typography and space in the creation of visual products. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014	**Artifact/Instrument/Rubric/Method/Tool Description:** Visual Elements will be used in creating industry standard graphic design and marketing print media. **Type of Artifact/Instrument/Rubric/Method/Tool:** Capstone Experience **Criterion (Written in %):** 75% of students will pass instructor's examination and approval of student created design work.	11/18/2013 - n=18, 15 received a grade of 80% or greater. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Under $500 **Growth Budget Justification:** With more funding we could provide updated instructional materials and software. **Related Documents:** VC102 Test.pdf	11/18/2013 - With updated software and more instructional supplies we will strive for a 100% achievement level. **Implementation Status:** 11/18/2013 - Upon availability of NAF Course lab fees will be dedicated towards upgrading software and purchasing instructional supplies.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		VC102 Test Results.pdf	
Outcome Status: Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** A renewed commitment to the assessment process as a result of a prior assessment results and work is currently instilled in the VisCom faculty and on-going training on TracDat will continue. **Budget Goals:** .	**Related Documents:** sample3 sample4		
Visual Communications AS - AY12-14 SLO #3 Desktop Publishing - Upon successful completion of the AS in Visual Communications program, students will be able to: Create materials using desktop publishing applications for print. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** A renewed commitment to the assessment process as a result of a prior assessment results and work is currently instilled in the VisCom faculty and on-going training on TracDat will continue. **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will produce a four-page newsletter utilizing InDesign. **Type of Artifact/Instrument/Rubric/Method/Tool:** Course Projects **Criterion (Written in %):** 70% of the students will receive a grade of 80% or higher on the newsletter project. **Related Documents:** sample5 sample6	11/18/2013 - VC135 did not run in the Spring or Fall 2013 semesters. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** With more funding we could provide updated instructional materials and computer software.	11/18/2013 - With updated software and more instructional supplies we will strive for a 100% achievement level. **Implementation Status:** 11/18/2013 - Upon availability of NAF Course lab fees will be dedicated towards upgrading software and purchasing instructional supplies.
Visual Communications AS - AY12-14 SLO #4 Video Creation - Upon successful completion of the AS in Visual Communications program, students will be able to: Plan, record and edit video productions.	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will create a complete Video Presentation using video editing software.	11/18/2013 - N=13, 75% of the students received 80% or higher on their video project. **Summary of Result Type:** Criterion Met	11/18/2013 - With updated software and more instructional supplies we will strive for a 100% achievement level.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Outcome Types: SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** A renewed commitment to the assessment process as a result of prior assessment results and work is currently instilled in the VisCom faculty and ongoing training on TracDat will continue. **Budget Goals:** .	**Type of Artifact/Instrument/Rubric/Method/Tool:** Presentations **Criterion (Written in %):** 75% of the students will complete the video presentation with a 75% or better **Related Documents:** sample7 sample8	**Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Under $500 **Growth Budget Justification:** With more funding we could provide updated instructional materials and computer software. **Related Documents:** VC161 Final Exam.pdf	**Implementation Status:** 11/18/2013 - Upon availability of NAF Course lab fees will be dedicated towards upgrading software and purchasing instructional supplies.
Visual Communications AS - AY12-14 SLO #5 Photo Editing - Upon successful completion of the AS in Visual Communications program, students will be able to: Produce and edit photographic and scanned images. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** A renewed commitment to the assessment process as a result of prior assessment results and work is currently instilled in VisCom faculty and ongoing training on TracDat will continue. **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will create a brochure with photos included. **Type of Artifact/Instrument/Rubric/Method/Tool:** Course Projects **Criterion (Written in %):** 75% of the students completing the brochure will pass with a 75% or better. **Related Documents:** sample9 sample10	11/18/2013 - N=16, 85% of the students received an exam grade of 80% or greater. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Under $500 **Growth Budget Justification:** With more funding we could provide updated instructional materials and computer software. **Related Documents:** VC125PhotoshopMidtermRESULTS.pdf	11/18/2013 - With updated software and more instructional supplies we will strive for a 100% achievement level. **Implementation Status:** 11/18/2013 - Upon availability of NAF Course lab fees will be dedicated towards upgrading software and purchasing instructional supplies.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Visual Communications AS - AY 12-14 SLO #6 Team Decision-Making - Upon successful completion of the AS in Visual Communications program, students will be able to: Work effectively as a team member to achieve creative decisions. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** A renewed commitment to the assessment process as a result of a prior assessment results and work is currently instilled in the VisCom faculty and on-going training on TracDat will continue. **Budget Goals:** .	**Artifact/Instrument/Rubric/Method/Tool Description:** A web design exam to demonstrate team abilities in working on creative projects. **Type of Artifact/Instrument/Rubric/Method/Tool:** Web Designed Exam **Criterion (Written in %):** 75% will pass exam. **Related Documents:** sample11 sample12	11/18/2013 - N=8, 75% of the student teams received a score of 90% or higher on this project. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Under $500 **Growth Budget Justification:** With more funding we could provide updated instructional materials and computer software. **Related Documents:** VC201.ClientApprovedTShirt.pdf	11/18/2013 - With updated software and more instructional supplies we will strive for a 100% achievement level. **Implementation Status:** 11/18/2013 - Upon availability of NAF Course lab fees will be dedicated towards upgrading software and purchasing instructional supplies.
Visual Communications AS - AY12-14 SLO #7 Project Management - Work with customers and clients of visual production companies to develop visual advertising and public information products and programs. **Outcome Types:** SLO-Behavioral outcomes **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **Outcome Status:** Completed the Assessment Cycle **Program Level SLO Industry National Certification:** N/A **Type of Industry National Certification:** none **Program SLO/AUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Historical Assessment Perspective:**	**Artifact/Instrument/Rubric/Method/Tool Description:** Students will design a brochure. **Type of Artifact/Instrument/Rubric/Method/Tool:** Other (indicate the specific tool in the Method field/box) **Criterion (Written in %):** 75% of students will complete the brochure. **Related Documents:** sample13 sample14	11/18/2013 - N-8, 75% of the student teams received a score of 90% or higher on this project. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** Under $500 **Growth Budget Justification:** With more funding we could provide updated instructional materials and computer software. **Related Documents:** VC201.ClientApprovedTShirt.pdf	11/18/2013 - With updated software and more instructional supplies we will strive for a 100% achievement level. **Implementation Status:** 11/18/2013 - Upon availability of NAF Course lab fees will be dedicated towards upgrading software and purchasing instructional supplies.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
A renewed commitment to the assessment process as a result of prior assessment results and work is currently instilled in VisCom faculty and ongoing training on TracDat will continue. **Budget Goals:** .			

Mission Statement: DEPARTMENTS' MISSION STATEMENT:

Our mission as a department/program is to provide an opportunity for qualified students to receive relevant work experience related to their vocational /technical field of study. We want to enhance; and encourage individual growth and exploration within that field. We want to be Guam's lead vocational educational agency in training, education, and support services relating to Guam's Workforce development needs and the career and employment goals of the people; We want to work in partnership with industry to advance economic development in Guam as a regional focal point for Micronesia within the Asia-Pacific Rim.

Vision Statement: VISION STATEMENT:

To provide college/high school educational credit for work experience opportunities in a community based setting to qualified students related to their career technical fields of study and to provide students with a total educational program aimed at making them employable, productive citizens.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
Work Experience (Secondary) - AY13-2015 SSU0#1 STUDENT PLACEMENT: To place eligible students in relevant, meaningful learning experiences at the workplace related to their career technical educational program. (Copy) - Upon completion of student placement the student will be able to apply classroom skills learned, relate critical thinking analysis, problem solving techniques, make sound decisions based on real-life work experiences and foster teamwork. **Start Date:** 10/14/2013 **End Date:** 03/09/2015 **Outcome Status:** Completed the Assessment Cycle **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** . **Budget Goals:** .		02/18/2015 - N=95 or 100% of the students eligible were placed in CT related WE employer. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Assessment results were met. **Budget Related Proposed Outcomes:** Documents will be processed in a timely manner and routed accordingly, not exceeding three days. Documents processed through will be logged into system. **Related Documents:** AY2013-2014placement.pdf	02/18/2015 - The Assessment for WE has been transferred to CLG data shows that the SLO has been met. At this time, I am unable to determine the impact Assessment has on the WE program. **Implementation Status:** 02/18/2015 - The WE coordinator will work to assess this same SLO in the next Assessment cycle.
Work Experience (Secondary) - AY13-2015 SSUO#2 STUDENT RECRUITMENT: To actively recruit students into the Work Experience Program. (Copy) - Upon completion of student recruitment in the Work Experience Program the students will acquire the ability and knowledge to gain work experience in the industry, enhance classroom skills and extend classroom theory into real life application. The		02/18/2015 - The currently assigned WE coordinator does not have data for this SLO. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:**	02/18/2015 - Recruitment was conducted, but, data was not kept because of movement to another office and I was unaware that I had to keep the file.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
students will also be able to maximize learning in a chosen profession, clarify career choices, establish work history and develop future job contacts. **Start Date:** 10/14/2013 **End Date:** 03/09/2015 **Outcome Status:** Completed the Assessment Cycle		No budget impact **Growth Budget Justification:** There's no impact at this time. **Budget Related Proposed Outcomes:** Maintain qualified staff in order to support faculty in their efforts to assist students with their achievement of the ILOs.	**Implementation Status:** 02/18/2015 - The current WE coordinator will start to maintain recruitment data for the next Assessment cycle.
Program SLO/AUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** . **Budget Goals:** .			
Work Experience (Secondary) - AY13-2015 SSUO#3 STUDENT SERVICES To determine what students think about the Work Experience Program that is responsive to their needs regarding recruitment, job placement, monitoring, counseling and evaluation. - Upon completion of student service and work experience, the students will obtain entry level skills to enable them to work in their career technical program related to their chosen field of study. **Start Date:** 10/14/2013 **End Date:** 03/09/2015 **Outcome Status:**		02/18/2015 - The current WE coordinator did not keep surveys to address this SLO. **Summary of Result Type:** Issues Found **Data Collection Status/Summary of Result Status:** Open **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Data not collected. **Budget Related Proposed Outcomes:** Documents will be processed in a timely manner and routed accordingly. Documents processed through will be logged into system.	02/18/2015 - Unable to determine because of lack of data collected by current WE coordinator. **Implementation Status:** 02/18/2015 - The current WE coordinator will start to maintain surveys for next Assessment cycle.
Completed the Assessment Cycle **Program SLO/AUO Plan reflects/incorporates:** Use and Implementation of Results from the previous cycle **Historical Assessment Perspective:** . **Budget Goals:** .			