

AVP SAGA

Reports



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MISSION

The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia. (BOT Policy 100)

Sinangan Mision (Chamorro translation)

I mision i Kulehon Kumunidã't Guåhan, guiya i gé'hilo' i fina'che'cho' siha yan I kinahulo' i mamfáfa'che'cho' ya u na'guáguåha nu i manákhilo' yan manmaolek na tiningo' yan fina'nå'guen cho'cho' siha gi iya Maikronisiha.

Foreword by the AVP



When students enroll in our programs or courses, they expect to obtain knowledge and acquire skills that will mean a lot to a potential career, as well as to obtain credentials that will propel them forward, in all facets of their personal, social, and economic futures. As the Accrediting Commission for Community and Junior Colleges (ACCJC) contends, the requirement “that colleges review the quality of their programs and the student outcomes that result, and that colleges work to improve quality and student success, is the only acceptable response to the trust students and the public place in institutions that are accredited” (ACCJC News, Summer 2009, p. 3). As an accredited institution, this is a responsibility that the college takes seriously.

When program review is done consistently and systematically in the interest of accountability and improvement, it becomes an important and critical tool for decision-making at all levels. Because it presents a bigger picture perspective for everyone involved in a program – from industry partners to faculty to administrators—the ongoing careful evaluation enables these stakeholders to determine the effectiveness of the program and how well students are succeeding in it. Administrators and faculty, in turn, use this information to improve educational quality and effectiveness with an eye toward strengthening student success and achievement. This is the whole context of doing “special” program reviews at GCC, apart from the regularized program review embedded in the TracDat assessment process.

The program reviews (and a course review) included in this third volume of the **AVP SAGA Reports** reflect my belief that the exercise of regular and careful self evaluation through program reviews is central to institutional quality. This booklet is meant to bring the results and recommendations of these reviews to a wider audience in the college community.

I thank the authors who worked diligently to study these programs from a 360-degree perspective, so to speak, in order to highlight the strengths and weaknesses of these academic and student support programs. Their recommendations now serve as the *next steps* for us to implement necessary interventions that will make them more meaningful and more responsive to student needs. It is my hope that further discussion and dialogue will continue and prosper as we turn these recommendations into concrete action.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Somera'. The signature is fluid and stylized, with a large initial 'R'.

R. Ray D. Somera, Ph. D.

Vice President for Academic Affairs

Program Review for the Adult High School Program

By: Dr. Michelle S. Santos and Brian Kacey Cho

Program Description and Scope

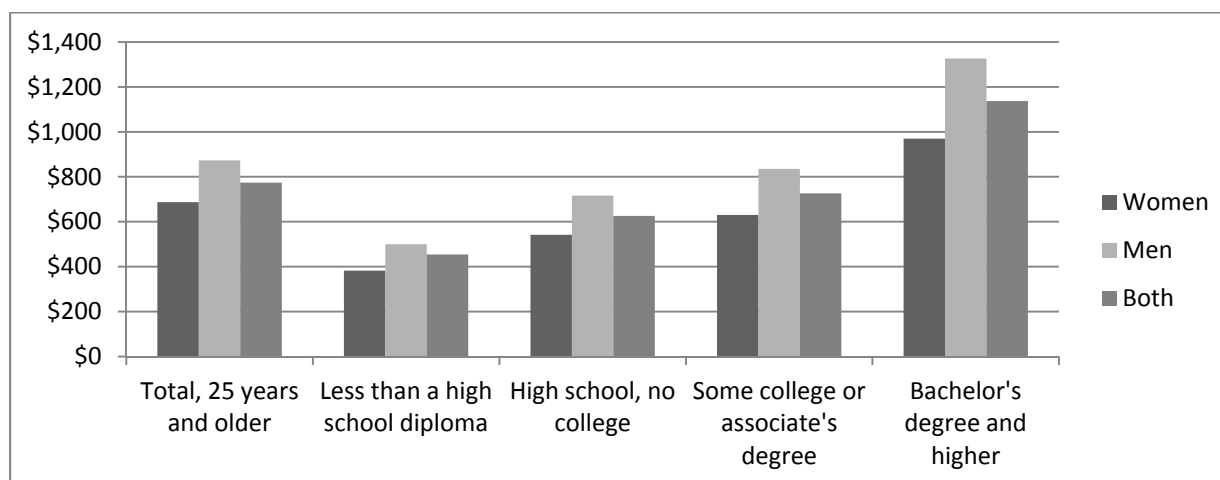
As Guam's State Agency for Career and Technical Education and Adult Education, the Guam Community College operates the island's only alternative high school diploma program for adults who have not completed high school education. The Adult High School (AHS) Diploma program offers eligible adults, ages 16 and older, the opportunity to: 1) earn a high school diploma, 2) obtain basic career and technical education and training to prepare for the workplace, and 3) prepare for continuing postsecondary education.

Program Justification

Based on the Guam Department of Education's Annual State of Public Education Reports, there have been a high school dropout number of over 600 in each of the past seven years, which is a dropout rate of over 6%.

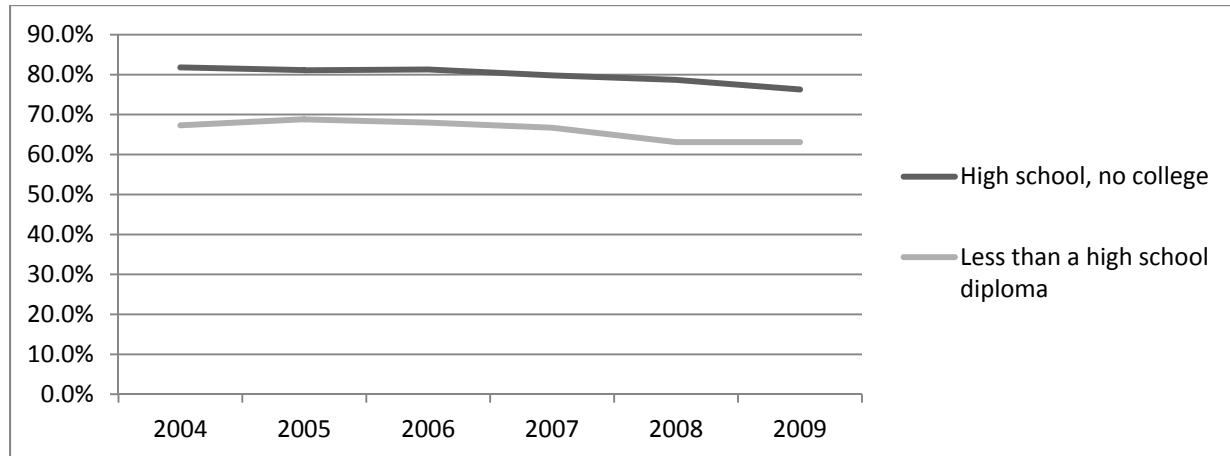
	2003- 2004 Dropout Rate	2004- 2005 Dropout Rate	2005- 2006 Dropout Rate	2006- 2007 Dropout Rate	2007- 2008 Dropout Rate	2008- 2009 Dropout Rate	2009- 2010 Dropout Rate
GWHS	7.7%	8.0%	5.3%	5.5%	7.0%	6.1%	6.4%
JFKHS	6.4%	9.5%	7.1%	11.3%	7.3%	4.2%	6.3%
OHS	N/A	N/A	N/A	N/A	N/A	8.3%	3.2%
SSHS	4.4%	5.1%	2.8%	5.9%	6.9%	5.8%	5.6%
SHS	10.9%	9.3%	9.5%	7.8%	8.0%	12.1%	8.3%
Total Rate	7.1%	7.9%	6.4%	7.4%	7.2%	6.8%	6.1%
Total Number	825	725	769	751	607	773	609

A major justification for investments in the AHS program is the strong relationship among educational attainment, basic skills, and economic productivity (weekly earnings, jobless rate, and poverty). Based on the U.S. Department of Labor statistics for 2009, the median weekly earnings varied significantly by educational attainment.



Among both women and men aged 25 and older, the median weekly earnings in the United States was \$774 (\$687 for women and \$873 for men). The median weekly earnings of those with less than a high school diploma was \$454 (\$382 for women and \$500 for men). The median weekly earnings of those with a high school diploma and no college was \$626 (\$542 for women and \$716 for men). The median weekly earnings of those with some college or associate's degree was \$726 (\$630 for women and \$835 for men). The median weekly earnings of those with a bachelor's degree and higher was \$1,137 (\$970 for women and \$1,327 for men).

Based on the U.S. Bureau of Labor Statistics data (USDL 10-0533, April 2010), the labor force participation rates varied significantly by educational attainment.



Among both women and men aged 16 to 24 years old, there has been an average of 13.7 percent difference in labor force participation between those with less than a high school diploma and those with a high school diploma and no college between 2004 and 2009. In 2009, the labor force participation rate for those with less than a high school diploma was 63.1 percent and the labor force participation rate for those with a high school diploma was 76.3 percent.

The strong relationship among educational attainment, basic skills, and economic productivity is not new news. This argument has been made for decades. What is new news is the military buildup on Guam. With help from the increased tax revenues from the buildup, the new government of Guam administration has renewed energy and focus on education.

- The January 2010 White Paper from the Guam Chamber of Commerce listed 14 reasons why we need the military buildup. Reason number 14: “Many of those who will end up living on Guam will help the University of Guam fulfill many of its priorities; it will help Guam Community College serve a broader market; and to help us acquire more qualified instructors. GovGuam will benefit from the increased revenues that will come from the buildup which can help provide needed upgrades to improve our education.”
- Governor Eddie Calvo’s Weekly Radio Address on January 31, 2011 was entitled “Education & the Cruel Cycle of Poverty.” He stated “There is a clear connection between education and poverty... The bridge between education and economic development will be the creation of a strong and educated workforce.”
- In the February 9, 2011 Pacific Daily News article entitled “Poverty gap widens: Regional immigration problems highlighted,” Troy Torres, spokesman for the Calvo administration,

said the administration will create and implement...a “classroom-to-career” initiative to address the growing poverty rate.

- In Governor Eddie Calvo’s first State of the Island Address on March 14, 2011, he stated “The greatest challenge of our time is to prevent the cruel cycle of poverty from spreading to the next generation. While we tend to the services for those most in need now, our focus must be on providing for children in today’s classrooms. This is our greatest challenge, because of the perennial funding shortages for the Department of Education, University of Guam and Guam Community College. Without a doubt, these three institutions are the most important agencies of this government to the future prosperity of the island.”

It is the right time for GCC to support this education momentum by reinvesting in the AHS program for Guam’s adult population so that they can break free from the cruel cycle of poverty.

Program Document

The AHS program document was last reviewed and approved in June 2005. After careful review of the current literature on adult high school diploma programs, it has been determined that the current program document needs substantive revision. The recommendations provided later in this document include a reduction in overall credit hours required, an addition of a portfolio requirement, substantive changes to the student learning outcomes; substantive changes to funding; and updates to career and technical elective requirements.

The AHS program currently requires a total of 16 courses (48 credits) distributed as follows:

ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	COMPUTER SKILLS	CAREER & TECHNICAL ELECTIVES	STUDENT SUCCESS WORKSHOP
4 courses (12 credits)	2 courses (6 credits)	1 course (3 credits)	3 courses (9 credits)	1 course (3 credits)	4 courses (12 credits)	1 course (3 credits)
EN066 Reading Workshop (need 221-235 CASAS score)	MA052 General Mathematics (need 211-225 CASAS score)	SI051 Earth Science	SS063 American Government (required)	OA101 Keyboarding Applications	Select Career Path and Electives in consultation with AHS counselor	SO099 Student Success Workshop (required)
EN067 Writing Workshop (required)	MA057 Applied Mathematics	SI075 Applied Science	SS078 Word Geography	CS151 Windows Applications		
EN081 Literature Survey	MA065 Adult Mathematics (required)		SS081 U.S. History I	CS152 Macintosh Applications		
EN091 Fund. of Communication (required)			SS091 Multicultural Workplace		3 pre-GED credits may be transferred in	
3 GED prep credits may be transferred in	3 GED prep credits may be transferred in					

Persons who have completed high school courses in grades 9 through 12 at another accredited school may have credits evaluated for transfer to GCC by requesting that an official transcript be sent to the registrar. Students who receive transfer credits are required to successfully earn a minimum of 4 courses (12 credits) at Guam Community College to be eligible for the AHS diploma.

Relationship to Mission

Since the document’s most recent revision, GCC’s mission statement was adopted by the Board of Trustees on February 9, 2011, as follows:

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

In order to achieve the mission of “providing the highest quality education and job training,” it is GCC’s responsibility to systematically and regularly assess and improve program offerings.

SLO Assessment

The current student learning outcomes (SLOs) for the AHS program are as follows:

Upon successful completion of the program, the adult learners will be able to:

1. Acquire at least three skills needed to meet their education, career, and personal goals.
2. Read to function in the workplace and at postsecondary level.
3. Write to function in the workplace or at a postsecondary level.
4. Compute to function in the workplace and at a postsecondary level.

These SLOs are measured through the required Comprehensive Adult Student Assessment Systems (CASAS) pre and post tests. These SLOs also are supported by the courses required in the program from the CTE electives, to the English and math requirements.

Department chairs are currently reviewing the course-level SLOs in their respective disciplines with an emphasis on measurable SLOs. Student learning outcomes for both the program level and course-level are systematically reviewed through the College’s comprehensive assessment process under the direction of the Committee on College Assessment (CCA).

Enrollment

	AY 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010
Unduplicated Enrollment	337	228	285	215	192

Enrollment in the AHS program declined over the past five academic years primarily due to limitation in local funding. More information on funding will be discussed later. However, it is worth noting that there have regularly been approximately 30 prospective students on the waitlist for the AHS program since the Fall 2007 semester. Creative solutions are needed to matriculate these waitlisted prospective students. As of Spring 2011, there were 82 students in the AHS program pursuing the following career paths (career and technical electives):

Career Clusters	GCC Post Secondary Programs	Number of Adult High School Students	Career and Technical Electives (Prerequisites)
Agriculture, Food & Natural Resources			
Architecture & Construction	Construction Technology	6 (7%)	CT100, 140, 152, 153, 154A, 165A (CT100)
	Surveying		
Arts, A/V Technology & Communications	Visual Communications	1 (1%)	OA101, CS152 (OA101), VC101, 125, 126
Business Management & Administration	Office Technology	2 (2%)	OA101, 103, 109, CS110, SM108
	Supervision & Management	4 (5%)	MK123, PY125, SM108, OA101, CS151
Education & Training	Education	3 (4%)	ED150, 180, ASL100, 220
Finance	Accounting	5 (6%)	SM108, OA101, CS151
Government & Public Administration			
Health Science	Medical Assisting	2 (2%)	ED220, HL120, 131, 202, MS101
	Practical Nursing	13 (16%)	ED220, HL120 (2 credits), 131 (1 credit), 202
Hospitality & Tourism	Culinary Arts	5 (6%)	HS140, 203A (1 credit), 203B (1 credit), HL202
	Hospitality & Management	1 (1%)	HS150, 152, JA110, HL020
Human Services	Early Childhood	4 (5%)	CD110, 140, 221, 180
	Cosmetology	2 (2%)	(H.S. Diploma Needed)
Information Technology	Computer Networking	1 (1%)	EE103, 104 (103), 112(104), EE211
	Computer Science	5 (6%)	CS101, 102 (CS101), 110, SM108
Law, Public Safety, Corrections & Security	Criminal Justice	17 (21%)	CJ100,102,150
	Emergency Management		
Manufacturing			
Marketing	Marketing	1 (1%)	MK123, VC101, 102 (VC101), 125, 126
Science, Technology, Engineering & Math			
Transportation, Distribution & Logistics	Automotive	10 (12%)	AST100,110, 140 (100), 150 (100), 170 (100)

It should be noted that the number of students per semester (approximately 80) is significantly lower than the unduplicated head count per academic year (approximately 200) because of the high attrition rate of 40-60 % between semesters. In other words, about half of all AHS students drop out of the program each semester.

Each AHS student is required to meet with the AHS counselor to select 4 career and technical electives (12 credits) from a single career path. Currently accounting, practical nursing, culinary arts, and criminal justice programs do not have enough career and technical electives to satisfy this requirement. Each of these programs would need to add additional career and technical electives.

An Adult High School Needs Assessment Survey was conducted in Spring 2011. Of the 82 enrolled, 54 students responded to the survey for a 65% response rate. Results of the Spring 2011 GCC's Adult High School Student Needs Assessment Survey are presented below:

- | 1. What are your academic needs? | Response Percent | Response Count |
|---|------------------|----------------|
| Increasing skills in mathematics | 75.9% | 41 |
| Expressing ideas in writing | 38.9% | 21 |
| Improving my understanding of what I read | 33.3% | 18 |
| Learning to take notes effectively | 22.2% | 12 |
| Improving my test-taking skills | 40.7% | 22 |
| Listening effectively | 16.7% | 9 |
| Understanding my learning style | 37.0% | 20 |
| Other (please specify) | | 0 |
| Answered question | | 54 |
| Skipped question | | 0 |
-
- | 2. What are your personal needs? | Response Percent | Response Count |
|--|------------------|----------------|
| Pre-enrollment counseling for college and financial aid | 24.5% | 13 |
| Identifying careers that fit my interests, skills, and abilities | 62.3% | 33 |
| Knowing more about job opportunities and job outlook | 58.5% | 31 |
| Applying and interviewing for a job | 37.7% | 20 |
| Creating a resume portfolio | 34.0% | 18 |
| Learning to handle stress and anxiety in my life | 26.4% | 14 |
| Improving my problem-solving abilities | 15.1% | 8 |
| Becoming a critical thinker | 20.8% | 11 |
| Making informed decisions and setting life goals | 26.4% | 14 |
| Managing my time | 28.3% | 15 |
| Maintaining a healthy lifestyle | 30.2% | 16 |
| Understanding my personality style | 24.5% | 13 |
| Being a team player | 9.4% | 5 |
| Other (please specify) | | 0 |
| Answered question | | 53 |
| Skipped question | | 1 |
-
- | 3. What support system can GCC provide to assist you with your academic and career goals? | Response Percent | Response Count |
|---|------------------|----------------|
| Providing remedial/tutorial assistance | 64.0% | 32 |
| Furnishing computer labs with internet access | 42.0% | 21 |
| Organizing more student club activities | 30.0% | 15 |
| Addressing the needs of student with disabilities | 12.0% | 6 |
| Providing reliable transportation | 20.0% | 10 |
| Supplying funding stipend for gas | 28.0% | 14 |
| Supplying funding stipend for food | 16.0% | 8 |
| Providing individual/group counseling | 26.0% | 13 |
| Other (please specify) | | 0 |
| Answered question | | 50 |
| Skipped question | | 4 |
-
4. (Optional) If you want your advisor/counselor to contact you regarding your survey results, please provide the following: Name: Email: Contact Number:

Response Percent	Response Count
45%	37
Answered question	37
Skipped question	17

The student needs assessment results support the need for additional remedial/tutorial assistance and continuance of the SO099 Student Success Workshop. However, these results do not provide information about the currently enrolled students' experiences with and attitudes toward the AHS program. In the Program Recommendation section of this document, it will be recommended that two focus groups be formed to obtain this information.

Funding

At the present time, the AHS program has three funding sources. All 10 courses (30 credits) in the English, Mathematics, Science, and Social Studies subject areas are funded by the Workforce Investment Act (WIA) Title II Adult Education and Family Literacy Act. All 4 courses (12 credits) in the Career and Technical Electives area are funded by the Agency for Human Resource Development (AHRD) in the form of a reimbursement directly to the students. Local funding is used for the remaining one course (3 credits) in The Computer Skills area and the one course (3 credits) in the Student Success Workshop area. The local funds requested by the AHS program for FY2010 and FY2011 are as follows:

	Fall 2009	Spring 2010	Fall 2010	Spring 2011
AHS Registration Fee	\$11,680	\$11,680	\$11,826	\$11,826
AHS Tuition	\$16,200	\$16,200	\$3,960	\$3,960
Fund 05 Total	\$27,880	\$27,880	\$15,786	\$15,786

PROGRAM RECOMMENDATIONS

There is room for improvement in the adult high school diploma program. Answers to certain questions continue to elude us. Why are 40 to 60% of our students not continuing from semester to semester? What can we do to help our students be more successful? What other formats can our courses take to assist in their success?

Although the SLOs have recently been revised and the data required for WIA is captured in the pre and post tests, the program needs to determine if it is assessing the most appropriate goals. It is recommended initial discussions take place between the faculty and program office to review the program SLOs. Additionally, answers to some of the questions about the program and the students may be found by talking to the students directly and therefore two focus groups are recommended to seek those answers. Finally, it is important to review the basic requirements of the degree to see if current credit requirements are the barrier to student success. Recommendations for all these areas are below.

Program Unit-Level Student Learning Outcomes

Based on the goals of the AHS program (earn a high school diploma, earn basic skills for the workplace, and prepare for postsecondary education), revisions to the current program level student learning outcomes should be considered. Possible student learning outcomes to consider follow.

Upon successful completion of the AHS program, students will be able to:

1. Earn their high school diploma within 4 years of initial enrollment in the AHS program.

2. Demonstrate their preparedness for the workplace by maintaining a portfolio which includes a complete résumé, a complete Government of Guam Employment Application, and a list of references.
3. Demonstrate their preparedness for postsecondary education by maintaining a portfolio which includes a complete college application form and a complete Free Application for Federal Student Aid (FAFSA) form.

Developmental Education

Developmental education has two opposing effects: it delays and discourages students, but it may teach them material that they need to be able to take advantage of college-level instruction. Even if remediation to some extent strengthens academic skills, the delays and discouragement that it causes may outweigh that positive effect (Zeidenberg and Bailey, March 2010, Human Resource Development and Career and Technical Education in American Community Colleges). Zeidenberg and Bailey suggests that for students with weak skills, it is important to work to minimize the time that they spend in developmental courses, possibly by compressing the time in which the courses are taught. Therefore, it is recommended that EN066 Reading Workshop and MA052 General Mathematics be offered in half-semester (7.5 weeks).

English

It is recommended that AHS students who score 236 or above on the CASAS reading scale be required to successfully complete 3 English courses (9 credits) instead of the current requirement of 4 courses (12 credits). This would not compromise the academic integrity of the AHS diploma program while eliminating the need to find another English elective class. Therefore, the courses and credit requirement for the English area would now be: 3-4 courses (9-12 credits), depending on the CASAS reading score.

Mathematics

It is recommended that AHS students who score 226 or above on the CASAS math scale be required to successfully complete 1 Mathematics course (3 credits) instead of the current requirement of 2 courses (6 credits). Based on consultations with the department chair of mathematics, it is also recommended that MA057 Applied Mathematics (3 credits) be replaced with MA070 Algebra (3 credits) as a math elective. AHS students who choose the MA070 Algebra elective will be better prepared to perform at the post-secondary level. The courses and credit requirement for the Mathematics area would now be: 1-2 courses (3-6 credits), depending on the CASAS math score.

Science

It is recommended that the current requirement remain as is: 1 course (3 credits).

Social Studies

It is recommended that SO099 Student Success Workshop (3 credits) be added to the Social Studies section as a required course, without increasing the total number of courses and credits required for this area. This would allow for SO099 to be covered under WIA Title II funding. Based on consultations with the department chair of criminal justice and social sciences, it is also recommended that SS063 American Government (3 credits) become an elective rather than a required course and that SS091 Multicultural Workplace (3 credits) be replaced with HU120 Pacific Cultures (3 credits) as an elective. It was determined that there were too much overlap in course content between SO099 and SS091. The courses and credit requirement for the Social Studies area would remain the same: 3 courses (9 credits).

Computer Skills

It is recommended that the current requirement remain as is: OA101 Keyboarding Applications (3 credits). However, it is also recommended that the Program Specialist for Adult Education Programs research the possibility of moving OA101 Keyboarding Applications (3 credits) to the Career and

Technical Electives area. This would allow for OA101 to be covered under AHRD funding. Alternative funding possibilities to explore include using UOG or GCC student interns to teach this class. These internships would be for academic credit, not for pay.

Career and Technical Electives

It is recommended that the courses and credit requirement for the Career and Technical Electives area be reduced from 4 courses (12 credits) to 3 courses (9 credits). AHS students should be encouraged to continue postsecondary education and GCC's certificate programs have a general requirement that restricts students from taking more than 9 credits of career and technical courses before taking EN100R, EN100W and MA108. Reducing the career and technical electives to 3 courses (9 credits) would also eliminate the current need to add additional electives course offerings in several career paths. It is also recommended that SS063 American Government (3 credits) become an elective rather than a required course for the Social Studies area. For the Criminal Justice career path, it is recommended that CJ150 Criminal Procedure (3 credits) be removed as an elective course, and CJ101 Juvenile Justice Process (3 credits) and CJ107 Introduction to Corrections (3 credits) be added as elective courses.

It must be noted that selecting career and technical electives from a single career path is a requirement imposed by the Agency for Human Resource Development (AHRD) – the funding source for these electives. This is a regrettable requirement because recent research demonstrated that public high school graduates who took 3 career and technical electives from a single career path were less likely to enroll in postsecondary education within the first two years after high school graduation (69.9 percent) than those who took 3 career and technical electives from multiple career paths (80.4 percent) (U.S. Department of Education, January 2011 Issue Tables: Postsecondary and Labor Force Transitions Among Public High School Career and Technical Education Participants). Furthermore, among public high school graduates who took 3 career and technical electives from a single career path, only 22.1 percent had postsecondary major, first job, or current job (two years after graduation) related to their career path. The single career path requirement may be counterproductive and needs further research and discussions with AHRD.

Student Success Workshop

As explained in the Social Studies section, it is recommended that SO099 Student Success Workshop (3 credits) be added to the Social Studies section as a required course and that Student Success Workshop section be removed.

Portfolio

It is recommended that a portfolio requirement be added to the AHS program. The portfolio should be first developed during the first semester of enrollment as part of SO099 Student Success Workshop. The portfolio should then be maintained and updated each semester to provide regular recognition of progress. It should also become an academic advising tool that helps to strengthen the students' self-efficacy.

The portfolio should include academic materials such as an up-to-date GCC transcript (unofficial until after graduation), certificate of attendance at workshops and conferences, class projects, awards, scholarships, admission test results, a complete college application form, and a complete Free Application for Federal Student Aid (FAFSA) form. The portfolio should also include marketing materials such as a complete résumé, a complete Government of Guam Employment Application, list of references, writing samples, professional examination results, and licenses and certifications such as the National Career Readiness Certificate.

Focus Groups

It is recommended that two focus groups be developed to learn about adult students' experiences and attitudes toward the AHS program. Focus Group 1 should include a sample of approximately 10 students selected from the 37 currently enrolled AHS students who answered yes to the student needs assessment

question: “If you want your advisor/counselor to contact you regarding your survey results, please provide the following...” Alternatively, Focus Group 1 could also include members of the Adult High School Student Organization (AHSSO). Focus Group 2 should include AHS “eligible” adults who have not participated in the AHS program in the past. Sample questions for Focus Group 1 are found in Appendix A while Appendix B contains a different set of questions for Focus Group 2.

Summary

If all of the recommendations on this program review are implemented, the total number of courses and credit requirements for the updated AHS program will be 12-14 courses (36-42 credits), depending on the CASAS math and reading scores, plus a non-credit portfolio. A summary of the new (proposed) AHS program requirements is as follows:

ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	COMPUTER SKILLS	CAREER & TECHNICAL ELECTIVES	PORTFOLIO
3-4 courses (9-12 credits)	1-2 courses (3-6 credits)	1 course (3 credits)	3 courses (9 credits)	1 course (3 credits)	3 courses (9 credits)	Non-credit requirement
EN066 Reading Workshop (need 221-235 CASAS score)	MA052 General Mathematics (need 211-225 CASAS score)	SI051 Earth Science	HU120 Pacific Cultures	OA101 Keyboarding Applications	Select Career Path and Electives in consultation with AHS counselor	
EN067 Writing Workshop (required)	MA065 Adult Mathematics (required)	SI075 Applied Science	SO099 Student Success Workshop (required)	CS151 Windows Applications		
EN081 Literature Survey	MA070 Algebra		SS063 American Government	CS152 Macintosh Applications		
EN091 Fund. of Communication (required)	3 GED prep credits may be transferred in		SS081 U.S. History I		3 pre-GED credits may be transferred in	
3 GED prep credits may be transferred in						

Recommended Timeline for Implementation

- September, 2011 the Adult Education Office in conjunction with a representative from counseling and respective academic departments shall meet to confirm course and credit recommendations.
- October 2011, a substantive revision to the current program document should be submitted by the Adult Education Office to the LOC.
- October 2011, the AHS counselor should establish two focus groups to create baseline data that will help in the on-going assessment of program health.
- November 2011, program document review from the Learning Outcomes Committee (LOC) and approval from the Academic Vice President.
- November 2011, AHS counselor should revise student planning sheets to reflect approved program changes.
- New students who enter the AHS program in the Spring 2012 semester will follow the new program requirements, as will students who have not enrolled for two consecutive regular semesters.
- Current students (those who enter the AHS program prior to the Spring 2012 semester) will be given an option to transfer to the new program.

This program review is a current snap shot of an existing program. Knowing there is room for improvement and discussing and taking steps toward that improvement will prove this exercise worthwhile.

Appendix A: Sample questions for Focus Group 1:

1. In what classes and activities at GCC are you currently participating?
2. What are your reasons for enrolling in the AHS program?
3. How did you hear about the AHS program?
4. Do you plan to transfer to a four-year institution such as UOG?
5. How do you think you've benefited from being here on campus?
6. How could your experience be improved?
 - a. Scheduling?
 - b. Programming?
 - c. Advising or Counseling (academic, career, personal)?
 - d. Faculty availability?
7. What other kinds of classes or activities would you like to see GCC offer?
8. What obstacles to participation have you encountered?
 - a. Transportation/distance?
 - b. Scheduling?
 - c. Health / disability?
 - d. Fees?
 - e. Lack of information / understanding about...?
 - i. Adult High School Student Organization (AHSSO)
 - ii. Chachalani (campus newsletter)
 - iii. Tutoring
 - f. Discomfort / lack of confidence about college campus experience?
 - g. Family / work / community obligations / support?
9. Based on your experiences, what do you think adult high school programs could do to encourage even more participation of older adults?
 - a. Better / different / more kinds of advertising?
 - b. Programming? Age segregation / integration?
 - c. Waivers / other kinds of financial support?
 - d. Service learning classes?
10. Is there anything else that you think adult high school programs need to know about older adults?

Appendix B: Sample questions for Focus Group 2:

1. What kinds of classes and activities at GCC or any other college do you know about for older adults?
2. How have you learned about the AHS program at GCC?
3. How do you think these classes and activities might help older adults?
4. Do you plan to pursue post-secondary education? Certificate or degree?
5. Would you consider a service-learning class? Why or why not?
6. How do you think the AHS program might benefit you?
7. What are some of the obstacles that have kept you from participating? What other things have you heard people say about obstacles?
 - a. Transportation/distance?
 - b. Scheduling?
 - c. Health / disability?
 - d. Fees?
 - e. Lack of information / understanding about...?
 - i. Adult High School Student Organization (AHSSO)
 - ii. Chachalani (campus newsletter)
 - iii. Tutoring
 - f. Discomfort / lack of confidence about college campus experience?
8. What could GCC do to enable you to participate?
9. Based on your experiences, what do you think colleges and universities could do to encourage more participation of older adults?
10. Is there anything else that you think colleges need to know about older adults?

Course Review for Driver's Education

By: Dr. Geraldine S. James

The Driver's Education offering consists of one course: ME051 Driver's Education. ME051 is a three-credit course offered under the Guam Community College's Automotive Department. One section is offered during the fall and spring semesters. The current course description is as follows:

Department of Motor Vehicle requires students to be in class for 32 hours [8 days] and in the car for 8 hours of instruction covering driving procedures, vehicle code rules and laws, use of vehicle instruments and controls. The 8 hours consist of 4 hours behind-the-wheel driving experience and 4 hours of in-car observation covering road driving skills as well as special skills such as backing, parallel parking, handling emergencies, etc. Students must be rated as "competent" on all "required" driving skills in order to receive credit (CR) for the course. Course offering: As needed. Prerequisite: Students must be 15 years of age or older before the first day of the course.

Instruction is given in basic fundamental driving skills and operating a motor vehicle safely. The course provides classroom instruction and "behind-the-wheel" driving time in accordance with Guam Law: 16 Guam Code Annotated Section 3113 (16GCA § 3113) which states that licensing public and private drivers education services must provide 40 hours of training with 32 classroom hours and 8 hours in-automobile or on-road to those individuals applying for a first time driver's license.

Course History

The Driver Training Project began in 1985 as a Chapter II funded program and was ongoing up through Fall 2002 as a Title VI grant program for high school students. The federal grant subsidized the cost of tuition and fees with high school students paying only \$50 for the classes. The grant budget provided funding for up to 38 driver education classes to include payment for instructors (classroom and behind-the-wheel time) and the purchase of one vehicle every other year for driver training. GCC had five instructors who were certified to teach Driver's Education. By 2002, twelve high schools (public, private, and DODEA) were represented in the Driver's Education program. The classes were held after school and on Saturdays.

In November 2002, the College received notice that USDOE would no longer approve driver's education under the grant. Thus, beginning Spring 2003, the students paid full tuition and fees.

December 1989

The earliest course document found for the Driver's Education course was from December 1989 (course document author—C. Veltri). The course code/title was *SP051: Drivers Education*. The course was offered as a secondary course, although the course guide is not clear as to whether this course was a secondary or postsecondary course or both. The catalog description read as follows:

The course is designed not only for unlicensed and beginning drivers but is beneficial in making any driver safer and more efficient. Although basic fundamental driving skills are emphasized, "Defensive driving" is also taught. No official Driver's License Exams are given although preparation for both written and road license exams is included.

Contact hours, duration, credit and cost:

1. Contact hours per week: Lecture 5 hours and Lab 3.5 hours
2. Duration: 60 hours for 4 groups of 3 persons, or 15 hours for each 3 person group.
3. Credit: 0.5 carnegie unit
4. Cost to student: Standard tuition and fees plus \$20.00 lab fee

The target group was high schools students, age 15 or older and adults. Successful completion of this course entitled students to a “Driver’s Education Certificate” and possible benefits such as lower car insurance rates, etc. The course grade was pass/fail (credit or no credit). In addition, students had to receive a rating of competent on at least 75% of all other driving skills listed on the chart. A passing score on a written practice vehicle code exam was also required.

July 1993

Pursuant to a memorandum (7-27-93) from the Guam DOE Director, Dr. Franklin Quitugua, to the College President, DOE was in the process of developing and implementing a comprehensive Drivers Education program. As such, GDOE invited GCC to participate in a committee which would be responsible for providing oversight and advisement for drivers education issues. The committee included representation from the: Guam Police Department, DOE, GCC, Office of Highway Safety, Department of Mental Health and Substance Abuse, Department of Motor Vehicles, Mothers Against Drunk Driving, and Students Against Drunk Driving.

No document was available for this writer’s review to determine if GCC participated in the committee or the outcomes of the committee’s work.

January 1995

A new course guide with substantive revision was submitted by C. Veltri on 12-6-94 and approved on 1-23-95. The course code/title remained the same (*SP051-Driver’s Education*). The new course guide specifically stated the course was a **secondary course** with the following objectives:

1. To provide a Driver Education Course which complies with Guam Public Law 22-20 (added to the 16GCA § 3113 which states that licensing public and private drivers education services must provide 40 hours of training with 32 classroom hours and 8 hours in-automobile or on-road to those individuals applying for a first time driver’s license). Note: This course revision actually provided more classroom hours (42) and more in-automobile hours (12) than the law required. The course was later revised in 2002 to reduce these hours to align with the law’s requirement.
2. To provide instruction in basic fundamental driving skills.
3. To impart knowledge required to operate a motor vehicle safely.
4. To provide students with opportunities and experiences that will develop knowledge, competency, visual perception, decision-making process, and handling skills needed for safe, efficient operation of a motor vehicle.

Course hours, duration, credit, and cost:

1. Contact hours: Lecture 42 hours (Note: The 12 hours of in-car instruction were included in “lecture hours” rather than as “lab hours” due to the constant instructor commentary and assistance provided to students during this in-car phase).
2. Duration: Secondary course 1 period per day for 5 days per week for ½ semester
3. Credit: ¼ Carnegie unit per semester or 3 semester hours

4. Cost to student: Standard tuition and registration fees

The target group remained the same (students age 15 years or older).

The rationale for this new course proposal as stated in the course proposal included:

- For students: The major impact on students is that their student-instructor contact time (hours they must attend) increased from 18 hours to 42 hours. This increase resulted from an additional 26 hours in the classroom instruction phase. However, students' in-car instruction was reduced from 15 hours to 12 hours (per 3 student group). The number of students able to take the course remained the same as the increased class time was cancelled out by the reduced small group in-car time.
- For GCC: Enrollment in other courses and programs would not be significantly affected as the overwhelming majority of Driver's Education students were not attending other courses. The small percentage of students that were would still be committing themselves to the same weekly times s they ordinarily had registered for.
- Faculty: The total faculty required would remain the same.
- Facility: The facility requirements would increase in that a single classroom would be needed for an additional eight hours per week.
- Cost: The additional cost would be approximately \$1,400 for 100 textbooks (student class sets) and \$200 for instructor resource materials.
- External Agencies: The revisions made this course comparable to that offered by the Guam Public School System, the University of Guam, and the private driving schools of Guam by increasing the classroom instruction phase to the 30 hours as recommended by the Driver's License Branch.

January 2002

A non-substantive course revision was made to change the number of contact hours for the course from 42 hours to 40 hours to align with the Department of Motor Vehicles (DMV) requirement. DMV requires students to be in class for 32 hours and in the car for 8 hours (4 driving and 4 observing) for a total of 40 hours. But, the GCC course was previously adopted with 42 contact hours (30 in class and 12 in the car). The non-substantive revision changed the contact hours, but the course content and competencies of the GCC course were not changed.

March 2010

A non-substantive revision was made to change the Drivers Education course code from SP051 to ME051. No revisions were made to the course content and competencies.

The next section of this report provides a snapshot of the course over a four-year period from Fall 2007 to Spring 2011 to include student enrollment and a cost analysis as follows:

Student Enrollment

Table 1 shows student enrollment in the Drivers Education course from Fall 2007 to present. Only one Drivers Education course has been offered each semester. The same instructor taught the course during these past four years. The course is offered on Saturdays from 8:00 AM to 12:00 Noon. Please note that from Fall 2007 to Spring 2010, the course code was SP051. This code was changed to ME051 beginning Fall 2010.

Table 1: Student Enrollment in Drivers Education Course

Term	Course	Maximum Enrollment	Actual Enrollment
Fall 2007	SP051	30	11
Spring 2008	SP051	30	10
Fall 2008	SP051	30	*
Spring 2009	SP051	30	13
Fall 2009	SP051	30	14
Spring 2010	SP051	30	13
Fall 2010	ME051	30	18
Spring 2011	ME051	30	13

* In Fall 2008, the course was scheduled but then cancelled due to low enrollment

Cost Analysis

A cost analysis of the course is presented showing revenues and expenses over a period of four years from Fall 2007 to Spring 2011. Tables 2 and 3 provide a breakdown of these amounts.

The **revenue** generated comes from tuition and enrollment fees. Students pay for a three-credit course and enrollment fees which include a “Behind-the-Wheel” lab fee.

The **expenses** include the instructor’s salary, estimated vehicle maintenance, and new vehicle replacement. The same instructor taught the course from Fall 2007 to Spring 2011, and the instructor’s hourly rate remained consistent throughout this period. According to the Automotive Repair Controller, some vehicle maintenance is done in-house by the Automotive classes. Additionally, a new vehicle is supposed to be purchased every five years to replace the old vehicle. The last vehicle purchased was a Toyota Corolla in 2005; however, no new vehicle was purchase in 2010 due to budgetary constraints. Please note that the vehicle is also used by the College for other college-relates services. Thus, the gas expense listed in Table 3 reflects only the usage of the vehicle for the Driver’s Education course.

Table 2: Revenues for Drivers Ed. Course from Fall 2007 to Spring 2011

REVENUES				
Term	Tuition	Enrollment Fees	Subtotal x Enrollment	Total
Fall 2007	3 credits x \$90 per credit = \$270	\$133 + \$103 lab fee = \$236	\$506 x 11	\$ 5,566
Spring 2008	Same	Same	\$506 x 10	\$ 5,060
Fall 2008	3 credits x \$110 per credit = \$330	\$146 + \$113 lab fee = \$259	\$589 x 0 (Course Cancelled)	\$ 0
Spring 2009	Same	Same	\$589 x 13	\$ 7,657
Fall 2009	Same	Same	\$589 x 14	\$ 8,246
Spring 2010	Same	Same	\$589 x 13	\$ 7,657
Fall 2010	Same	Same	\$589 x 18	\$10,602
Spring 2011	Same	Same	\$589 x 13	\$ 7,657
TOTAL REVENUE				\$52,445

Table 3: Expenses for Drivers Ed. Course from Fall 2007 to Spring 2011

EXPENSES	
Description	Cost*
Vehicle purchased in 2005	\$15,000
Annual Maintenance \$500 times 4-year period from 2007 to 2011 (Note: some annual maintenance is done in-house by classes): <ul style="list-style-type: none"> Oil service: \$50 x 8 semesters Brake flush: \$15 x 4 years 	\$ 400 \$ 60
Gas: \$700 per year x 4 years	\$ 2,800
Every 2½ years tire replacement—one replacement during this 4-year period: <ul style="list-style-type: none"> \$60 x 4 tires 	\$ 240
Instructor's Salary from Fall 2007 to Spring 2011 [Note: no course in Fall 2008— instructor paid for 92 hours (32 lecture + 60 behind-the-wheel) each semester]: <ul style="list-style-type: none"> \$21.66 per hour (reduced pay for Fall 2007 and Spring 208) x 92 hours x 2 semesters \$28.88 x 92 hours x 5 semesters 	\$ 3,985 \$13,285
Car Insurance: \$500 per year x 4 years	\$ 2,000
Indirect Costs: Room usage, utilities, room maintenance, etc. would be 8% of revenue generated: 8% x \$52,445	\$ 4,196
TOTAL EXPENSE	\$41,966

*Amounts are rounded estimates as per the Automotive Repair Controller and Automotive Department Chairperson

A review of Table 2 and Table 3 shows that the course generated a profit over the past four years:

Table 4: Cost Analysis with Current Vehicle

Revenue – Expense
\$52,445 Revenue - \$41,966 Expense \$10,479 Profit

(Note: The Automotive Repair Controller recommends that a new replacement vehicle should be purchased every five years. The last vehicle was purchased in 2005; however, no vehicle was purchased in 2010 due to funding constraints.)

RECOMMENDATIONS

1. Update the current course guide (dated December 6, 1994), and reflect any changes to the course (e.g., textbook, classroom hours, behind-the-wheel hours, etc.)
2. Determine if the five-year timeline for purchase of new replacement vehicle is reasonable and/or modify timeline as appropriate; then, follow through with scheduled purchase of replacement vehicle as per the timeline.
3. Explore the possibility of running the Driver's Education course under Continuing Education (CE). The funds generated under CE can be a source for the Automotive Department's incentive funds.
4. Consider including the following survey questions in a future review of this course:
 - a. Why are students choosing to attend the GCC Drivers Education course instead of local driving schools which cost less?
 - b. What percentage of students who complete the GCC Drivers Education course pass the Driver's test issued by the Department of Motor Vehicles?
5. Standardize the methodology for determining revenues and expenses for future course and program reviews.

Notes:

1. The initial draft of this Course Review was prepared in April 2011 by Dr. Geraldine S. James, Associate Dean, TPS. She received input and data from the following individuals:
 - a. Christopher Dennis (Automotive Department Chairperson)
 - b. Rick Mendiola (Automotive Repair Controller)
 - c. Patrick Clymer (Coordinator, Admissions & Registration)
 - d. Dean Reilly Ridgell
2. The April 2011 draft was reviewed by the following administrators on 8-3-11. Their input and recommendations were included in this final report:
 - a. Dr. R. Ray Somera (Academic Vice-President)
 - b. Dr. Michelle Santos (Dean, TSS)
 - c. Dr. Michael Chan (Adjunct Associate Dean)
 - d. Doris Perez (Assistant Director, Planning & Development)
 - e. Priscilla Johns (Program Specialist, AIER)
 - f. Joseph Benavente (Planner IV, AIER)
 - g. Marlena Montague (Institutional Researcher, AIER)
 - h. Huan Hosei (Program Specialist, Adult Education)

Program Review of the Associate of Arts in Liberal Arts Degree Program

By: Dr. Michelle S. Santos

The term liberal arts denotes a curriculum that imparts general knowledge and develops the student's rational thought and intellectual capabilities, unlike the professional, vocational and technical curricula emphasizing specialization. The contemporary liberal arts comprise studying literature, languages, philosophy, history, mathematics, and science.

Program Description

The Associate of Arts in Liberal Arts program at Guam Community College was formally adopted in March, 2003. This program was written by the Social Sciences Department under the School of Trades and Professional Services. The core technical courses are housed in the English Department, the Math/Science Department, the Social Sciences Department, Tourism and Hospitality Department, and Marketing/Visual Communications Department. In January of 2010, "ownership" of the degree program and assessment of the program was transferred to the English Department in the School of Technology and Student Services. In Fall 2010, 27 sections of technical core courses were offered, including four sections of Japanese I to fulfill the modern language requirement. Currently six full time faculty and 11 adjuncts across six departments support the technical requirements of the degree. For fall semester 2010, one faculty member from the English Department receives a one class release in order to oversee the rewrite of the program document and to bring the degree into compliance with assessment.

College/Program Mission

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

The mission of the Associate of Arts in Liberal Arts is to provide students with the means to engage in critical insight, reasoning, mature judgment, and independent thinking; awaken students to a sense of the importance of values, self-awareness, and responsibility; and prepare students for scholarly excellence.

The program supports the Institutional Learning Outcomes (ILO) by means of providing a fairly diverse core of technical requirements in addition to providing specific courses that directly relate to the ILOs. For example, technical core courses that would meet the ILO "use of acquired skills in effective communication, and quantitative analysis with proper application of technology" include EN125, Introduction to Speech; EN111, English Composition; and PI101, Introduction to Philosophy. There are similar relationships to other courses and ILOs.

SLO Assessment

No assessment activity has taken place since 2006 for a variety of reasons. Although data was collected in spring 2006 and entered into TracDat in fall 2006, the results of the data were not analyzed or used to make further decisions about the program. In the fall of 2007, it appears the same SLOs were entered into TracDat but were not assessed. Issues regarding "ownership" of the degree have been present since its inception. The degree was driven by the Social Sciences Department and when the Department Chairperson left the department in July 2007 and entered administration, there was no more follow through with deadlines and assessment activity. There were requests of the English department to "do their share" but there was only one faculty member in the English department handling EN110 and above and she wasn't even identified as a Liberal Arts Advisor until October 2008. Additionally, this "ownership" attitude created a

conspicuous picture of the need for greater interdisciplinary conversations. These interdisciplinary conversations have yet to become formal conversations.

In an effort to revitalize the assessment of the degree, the program was moved to the English Department in January, 2010 (Appendix A). However, in early fall 2009, the Dean of Technology & Student Services acknowledged the inactivity and in an attempt to introduce the move, held cross discipline meetings to begin reviewing the program offerings and program health. Initial participation was diverse with the first meeting in September 2009 and data discussions in October. It was in December that two faculty members provided documents (Appendix B1 and B2) with concrete recommendations and ideas on structuring the on-going conversation and ultimate reorganization of the Liberal Arts degree program.

SLO Matrix

A program Non-Substantive Revision Memorandum was submitted in September, 2009 for purposes of the SLO mapping required of all programs. Unfortunately this linked all the core courses to the 28 general education outcomes just prior to the adoption of the ILOs. The General Education Committee adopted the Institutional Learning Outcomes in the Fall of 2009 as a means of truly being able to link programs to outcomes our students should attain upon completion of their degree and educational experience at GCC.

Student Achievement

Enrollment, completion, and transfer rates are provided in an effort to paint the picture of achievement for the Associate of Arts in Liberal Arts degree program. Trends show us that the program is a popular choice for students to enroll in, but completion data doesn't paint the same picture.

Enrollment trends from the GCC Fact Book indicate a pattern of growth:

Fall Sem.	2006	2007	2008	2009	2010
	46	69	107	136	141

Completion trends from the GCC Fact Book:

Spring	2007	2008	2009	2010
	6	4	1	5

Transfer rates of Completers from report by UOG AAIR Office(Appendix C):

To UOG	2005	2006	2007	2008	2009	2010
%	100% (n=1)	66% (2/3)	66%* (4/6) + 1 to U Miss	100% (n=4)	100% (n=1)	60% (3/5)

* Figure represents transfer to UOG, 83.3% total.

Although completion rates for this program appear abysmal, qualitative data collected from our three out of four of our post secondary counselors presents a different story. In order for a student to receive financial assistance, that student must have declared a major. Often, students enrolling at the last minute who are unsure of what they want to major in or know they will ultimately be transferring to UOG or another four year institution, are guided by our counselors toward the Liberal Arts degree. Of the 141 declared Liberal Arts majors, 85 are receiving Federal Financial

Aid, or 60.28%. This percentage is the second highest in the top five programs relative to enrollment and fourth in the top ten relative to percent receiving financial aid. Criminal Justice, Accounting, and Medical Assisting all have a greater percentage of students supported with Federal Aid.

An August 2009 report completed by the University of Guam, “A Progress Report on Transfer Students to the University of Guam from Pacific Postsecondary Education Council Member Institutions” identifies 620 students applied and were accepted from GCC. Of those, 328 actually transferred from GCC and enrolled in the University from June 2003 to June 2009. The average number of transfer credits was 28.5 and the median number was 17.5. Based on those numbers, it is apparent that students are taking courses at GCC that articulate to the University, but not transferring with completed degrees.

Armed with such data, it is important to reflect upon whether the program is able to accomplish its program learning outcomes, which are: Upon completion of the program, students will be able to:

1. Draw relationships between continuity and change in explaining human behavior and society.
2. Analyze the progress of one’s self in life and study the input it has had in relation to living in a democratic and global society.
3. Examine the relationships between past, present and future events in society.
4. Transfer to a 4 yr. institution.

Based on a lack of systematic evidence captured over the last seven years, this program is not measuring what it indicated in the beginning it would. The program insures courses are available to the students; however, at this point there is no scaffolding of the courses and there is no capstone experience for Liberal Arts students.

In a general review of the degree it is apparent that the degree is very social science heavy. The program document and the 2010-2011 Catalog show the degree, inclusive of general education and technical requirements, require twelve (12) credits of English, three (3) credits of math, eight (8) credits of science, and eighteen (18) credits from the social science department. Course options and transferability are key factors to consider as well.

Program Recommendations

The Liberal Arts degree program is in the process of being rewritten, as guided by the following insights:

1. Need for the student voice (a survey is being conducted to gather information from students currently declared as Liberal Arts majors seeking an understanding of intent).
2. Provide options for the students within core categories as opposed to having such a prescriptive degree program.
3. Review the multidimensional Liberal Arts Outcomes from the Wabash National Study of Liberal Arts Education, to include
 - a. Integration of Learning
 - b. Inclination to inquire and lifelong learning
 - c. Effective reasoning and problem solving
 - d. Moral character
 - e. Intercultural effectiveness
 - f. Leadership
 - g. Well-being

4. Consider the student who is only taking courses to transfer and not complete the degree
5. Provide an opportunity for a student to explore an area of interest with a service learning/mentor/presentation aspect required using a course already taken as the impetus to seek further information on a topic, e.g. 6 more credits of architectural design with a cultural aspect – mentored by a representative from Gef Pago – reflection presentation as a capstone experience.
6. Explore transfer into the BA Interdisciplinary Arts and Sciences major at the University of Guam.
7. Create and explore “art and humanities” options, e.g. a creative writing course or a music history course with a cultural aspect as integral components of the program.

Program Review of On-the-job Work Experience Training Program, Postsecondary & Secondary

By: Dr. Michael L. Chan and Dr. Geraldine S. James

Work Experience (WE) is a method of instruction that allows students to receive on-the-job training in their chosen field of study. Through written agreements between the Guam Community College (GCC) and local employers, students receive credit in addition to real-life work experiences. This on-the-job training is carefully monitored and coordinated with in-school occupational and academic classes to provide students with a total educational program aimed at making them employable, productive citizens.

Responsibilities

The College

When a business chooses to participate in the WE program, GCC provides:

- Motivated students who have been trained in the type of work employers request
- Students who are screened to acceptable scholastic records and attitudes predictive of success
- A liaison between employers and employee
- Monitoring and follow-up by professional coordinators

The Employer

When a business chooses to participate in the WE program, the employer agrees to provide:

- Training that follows a written plan
- Supervision by a competent trainer
- Safe working conditions
- A minimum of 15 hours per week, paid or unpaid
- Periodic evaluation of the student

[Taken from Work Experience Information Brochure,]

Duties and Responsibilities

Coordinators

At Guam Community College, two fulltime WE Coordinators and one Program Coordinator (PC) III oversee the WE program during the regular school year. For purposes of this report, these coordinators and the CTE programs they oversee are identified as follows:

1. WE Coordinator 1 (Associate Professor): Allied Health, Marketing, Visual Communications, and Computer Science
2. WE Coordinator 2 (Associate Professor): Automotive, Carpentry, Electronics, Supervision & Management, Accounting, and Office Technology
3. WE Coordinator 3 (PC-III): Tourism - ProStart and Lodging Management (Secondary Programs only)

WE Coordinator 1 and WE Coordinator 2 oversee the postsecondary and secondary WE program which falls under the Construction Trades Department. In the postsecondary level, LPN, Nursing Assistants, CJ, Education, and Culinary all take care of their practicum/internship.

A review of the GCC 2010-11 Student Catalog shows the following postsecondary programs offering WE internship as either a 198 or 298 level course: Accounting (AC298), Cosmetology (CM198), Computer Science (CS298), Marketing (MK298), Office Technology (OA298), Supervision & Management (SM298), and Visual Communications (VC298). WE Coordinator 3 is a Program Coordinator III under the Apprenticeship Department, and she oversees only the secondary WE programs for Tourism.

For the summer WE program, three adjunct instructors are employed. They typically work from May to August. These coordinators vary from summer to summer as their employment is only on a part-time basis. They come under the oversight of the Associate Dean, TPS.

Methodology

Information gathered for this report included key informant interviews, primary data collected from the WE coordinators, and internal/external documents review. For secondary programs, an external document reviewed was a PowerSchool report (GDOE's database) of students enrolled in the WE program from 2007 to 2010. Data gathered for this report were both quantitative (e.g., workload tables, postsecondary course enrollment and grades, secondary WE hours, and student and employer surveys) and qualitative (e.g., secondary instructor feedback for Certificates of Mastery, student and employer surveys).

Focus of this Report

The Student Service Outcomes of the Work Experience (WE) Program here at Guam Community College, according to TracDat, primarily focuses on 1) Recruitment, 2) Relevant Placement, and 3) Student and Employer Service. According to WE Coordinator 2, "WE Coordinator is the authorizing of awarding and posting of students' final grades and credits for WE Program." The authorizing and awarding of grades and credits involves a process of operational duties exercised by the WE coordinators. The SSUOs listed in TracDat link to only some of the operational duties of the WE coordinator. This report will provide an overview of the operational duties of the WE coordinators of GCC, compare the operational duties of the GCC WE coordinators with operational duties of WE coordinators from other institutions, discuss process and clarity of process, progress in assessment, and provide recommendations.

Operational Duties

Guam Community College WE Coordinator 1 and WE Coordinator 2 each provided a weekly summary of their operational duties. Each stated that the operational duties on a weekly basis varies due to a number of factors that include the time of the semester/year, the number of students recruited, the support level of the instructors and employers, and the level of involvement of the students. One must keep in mind that WE Coordinator 1 and WE Coordinator 2 both are under the Construction Trades department; however, the manner in which they run their program is not based on any coordination between the two.

WE Coordinator 1 spends five to six hours a week going to the satellite schools to conduct presentations, pick up applications of potential recruits, reviewing the applications, and takes the time to meet with students. The five to six hours is inclusive of travel time. SSUO #2 for the WE program focuses on student recruitment in which conducting presentations for the programs that each coordinator is responsible for falls under "Artifact/Instrument/Rubric/ Method/Tool Description". The presentation then leads to the distribution and collection of applications.

WE Coordinator 1 spends approximately six hours a week meeting with postsecondary students at her office to discuss the program, process them into the program, as well as to converse about their work experience. The meeting of postsecondary students involves making an appointment with the WE coordinator and is also specified in TracDat. When the students are recruited and properly placed to work with an employer, WE Coordinator 1 spends approximately six hours a week monitoring and visiting students at the worksite. The six hours is inclusive of travel time. WE Coordinator 1 spends approximately 16 hours a week following up with the students, sending reminders, grading papers, preparing paperwork, and providing feedback.

WE Coordinator 2 spends approximately four to five hours a week acquiring applications from possible recruits and spends approximately six hours a week on student appointments and coordinating with

employers for proper job placements for recruits. WE Coordinator 2 spends approximately four hours a week conducting onsite visits and performing evaluations. Weekly reports, according to WE Coordinator 2, requires fifteen hours a week to review and provide feedback. According to WE Coordinator 2, the duties and responsibilities of the Work Experience Coordinators goes beyond coordination in that they are also responsible for developing MOUs (Memorandum of Understanding) with government agencies as well as other agencies. Both WE Coordinator 1 and WE Coordinator 2 have developed MOUs for differing agencies.

In addition, WE Coordinator 2 and WE Coordinator 3 work with postsecondary students in the Apprenticeship Training Program. WE Coordinator 2 develops and establishes apprenticeable trades and occupations standards for new employers in the private sector, the military, and government agencies that participate through the apprenticeship training program as it relates to GCC's Technical Programs at the postsecondary level. WE Coordinator 2 is primarily responsible for monitoring apprenticeship postsecondary students OJT monthly progress reports, marketing the apprenticeship program, conducting presentations for recruitment, enrolling, and counseling each student as they enroll in GCC's technical programs. WE Coordinator 2 also assists in the apprenticeship program's data collection and the input of data into TracDat. WE Coordinator 3 has responsibilities regarding registration, in-processing, and budget with the apprenticeship program.

WE Coordinator 3 assumed her WE responsibilities in August 2008. WE Coordinator 3's work experience role is only one of several responsibilities she has as a PC-III. Currently, her WE responsibilities are supposed to represent 50% of her workload, and she oversees only secondary programs (Tourism LMP and Tourism ProStart). A detailed description of her duties is included in the Secondary section of this report.

In summary, although WE Coordinator 1 and WE Coordinator 2 do not coordinate their efforts in running the WE program, the operational duties provided by each do parallel each other. The total hours are similar with WE Coordinator 1 summing up to approximately 34 hours a week with her operational duties and WE Coordinator 2 summing up to approximately 30 hours a week with his operational duties. Again, it was mentioned by each coordinator that the time spent on operational duties tends to vary depending on certain factors. WE Coordinator 1 and WE Coordinator 2 indicated that there are times when they work on weekends, evenings, and holidays. None of the coordinators indicated the amount of time spent working on assessment in their summary of operational duties.

The following tables show the coordinators internship work load for secondary and postsecondary by program.

Table 1: WE Coordinator 1

Program	Secondary Number of students	Postsecondary Number of students	Program	Secondary Number of students	Postsecondary Number of students	
Allied Health	21		Computer Science		1	
Marketing	11	2				
Visual Communications		2				Total
Total	32	4			1	37

Source: WE Coordinator 1

Table 2: WE Coordinator 2

Program	Secondary Number of students	Postsecondary Number of students	Program	Secondary Number of students	Postsecondary Number of students	
Automotive	15		Supervision & Management		3	
Carpentry	1		Accounting		1	
Electronics	10		Office Technology		1	Total
Total	26				5	<u>31</u>

Source: WE Coordinator 2

Table 3: WE Coordinator 3

Program	Secondary Number of students
Tourism - Prostart	20
Tourism – Lodging Management	17
Total	<u>37</u>

Source: WE Coordinator 3

Table 4: Apprenticeship Training Program Enrollment as of July to September 2010

BY COORDINATOR	Enrollment
WE Coordinator 1	113
WE Coordinator 2	44
WE Coordinator 2	178
WE Coordinator 3	21
Total	<u>356</u>

Source: Office of the Apprenticeship Training Program

One of the challenges that face the Work Experience program of Guam Community College is the lack of a formula for the work load. According to the formula used in the Wisconsin High School district, the work experience coordinator should have a minimum of one-half hour of coordination time available per week for each student enrolled (Lambert, Engels, Wisconsin U., 1975). Therefore, if 30 students are enrolled, the work experience coordinator should have 15 clock hours of coordination time per week. The one-half hour clock hour per week per student includes coordination and travel time (Lambert, Engels, Wisconsin U., 1975).

Based on the formula used in the Wisconsin High School district, for WE Coordinator 1, who has a total of 37 students, WE Coordinator 1 should have 18.5 clock hours of coordination time per week. For WE Coordinator 2, who has a total of 31 students, WE Coordinator 2 should have 15.5 clock hours of

coordination time per week. For WE Coordinator 3, who has a total of 37 students, WE Coordinator 3 should have 18.5 clock hours of coordination time per week.

Operational Duties Comparison

The following is a list of the Work Experience Coordinator operational duties that were most common among the Work Experience Program from four different high school districts (Mayville High School, 1993; Lambert, R., Engels, D., & Wisconsin Univ., M. 1975; Dependents Schools (DOD), W., 1975; San Mateo Union High School District, C., 1972;) Although an extensive search was done to locate up to date resources on work experience programs, the sources used in this report were all that were available. Guam Community College's Work Experience Program is unique in that it contains both secondary and postsecondary programs. The difference in operational duties between secondary and postsecondary is minute.

1. Liaison between the student, business, and instructor.
2. To keep the student's instructor and place of business informed of progress or lack of progress.
3. Inform student, instructor, and business informed of responsibilities when involved with work experience program.
4. Teach a class that will supplement the work experience program.
5. Onsite visit of student.
6. Consult with student, instructor, or place of business.
7. Report to Principal/Dean regularly on progress of work experience program.
8. Monitor absences/tardy of students at place of work. Issue warnings or infractions.
9. Communicate with businesses involved with WE program and to be aware of what is expected of their employees.
10. Locate job positions for potential WE students.
11. To coordinate an evaluating system with the places of business.
12. To coordinate a culminating activity on an annual basis that honors the businesses willing to participating with the WE program. (Note: The summer WE coordinators do present the businesses with Certificates of Appreciation at the end of the summer program. There is no formal presentation ceremony, but the coordinators do visit each training site, present the certificates, and take photos.)

The operational duties listed in blue are part of the operational duties of GCC's Work Experience coordinators. The operational duties in red are operational duties not typically exercised by GCC's Work Experience coordinators. GCC's Work Experience coordinators do not teach courses at the secondary or postsecondary level that supplement the Work Experience program. WE Coordinator 1 and WE Coordinator 2 do not regularly report the progress of the Work Experience program to their Dean. WE Coordinator 1 and WE Coordinator 2 do not physically monitor absences or tardiness at the place of employment; absences and tardiness are monitored by a time sheet / rate sheet that is due at the end of the term. There is no annual activity organized to honor the businesses who participate in GCC's Work Experience program.

Clarity of Process

The procedures for processing a student into the Work Experience program of Guam Community College are similar for both coordinators. Both coordinators, whether the student is at the secondary or postsecondary level require the student to fill out the WE application and sign a training agreement. In addition, both coordinators have exit surveys for both the student and the employer. However, the exit surveys differ for each coordinator.

The process and criteria by which grades and credit are awarded by each coordinator have similarities and differences. Both coordinators require students to write reports or journals in which the students reflect on their experiences. The difference is that WE Coordinator 1 requires her students to submit their

reports on a weekly basis and WE Coordinator 2 collects the journals at the end of the term. In the “**Operational Duties**” of this report, WE Coordinator 2 stated in the document he provided that he spends approximately fifteen hours a week reviewing weekly reports, however, none of WE Coordinator 2’s documents provided indicate that students are required to do a journal or report. The only document that resembles anything to a journal or report is the Student Self Evaluation Form submitted at the end of the term. When asked to provide documents of weekly journal reports from past students, WE Coordinator 2 indicated that he had relocated them due to his office purchasing new furniture. Unfortunately, documents of student weekly journal reports were still not provided. Both coordinators have Midterm Evaluations and Final Evaluations done by the student’s respective employment supervisor. WE Coordinator 1, however, has a Midterm Evaluation that is also conducted by the faculty coordinator.

The Work Experience Program of Guam Community College requires 180 hours of work experience in order for the student to receive credit for the postsecondary level. The process by which WE Coordinator 1 confirms that the 180 hours has been fulfilled is by ensuring that the supervisor signs the timesheet and evaluation and crosschecks the timesheet with the weekly journals submitted by the student. When asked if there have been instances where a postsecondary student had not completed the minimum 180 hours and still received credit, WE Coordinator 1 indicated that it is a “rare” occurrence for a postsecondary student to fail to complete the 180 hour minimum work experience requirement. WE Coordinator 1 further stated that should a student fail to meet the minimum 180 hours, the student may be able to complete the hours during the following semester. WE Coordinator 1 further stated that she always tries to work with the student if there are issues concerning completing the 180 minimum hours.

For WE Coordinator 2, validation of the 180 minimum hours is made through the student’s Rating Sheet or Performance Evaluation Sheet which is provided by the Work Experience program. The Rating Sheet contains information on the number of hours the student has completed during the course of the term, information on the student’s grade, and credits. The Rating Sheet is signed by the student’s employment supervisor. According to WE Coordinator 2, there have been no incidences of students slipping through the cracks of not completing the 180 minimum hours of work experience and being awarded credit by him.

The three coordinators were asked to provide 10-15 samples of the following documentation as evidence of the aforementioned WE activities: (1) students’ weekly journal reports and (2) employers’ verification of student work hours completed or signed time sheets. WE Coordinator 1 and WE Coordinator 3 provided the requested samples. WE Coordinator 2 provided samples of the employers’ verification of student work hours.

In summary, for a registered student to receive credit, the WE coordinators first make certain that all documents have been completed by the student; weekly journals, rating sheets, midterm report and final report, final project, and exit surveys. The WE coordinators must also then make sure that the minimum of 180 hours of work experience has been fulfilled. Both WE Coordinator 2 and WE Coordinator 1 ensure that the 180 hours is fulfilled by the signature of the supervisor on the timesheet or the rating sheet.

Progress in Assessment

Past assessment cycles of the Work Experience program indicates that data collection has stopped since 2005. The SSUOs were inputted, a description of the tools was given for each SSUO, and the criterion was stated for each SSUO. However, the third, fourth, and fifth column of the report were blank. Upon review of the current Assessment Plan of the Work Experience program, certain revisions will be required: SSUOs for AY09-10:

- 1) Needs to be linked to the ISMP, the ILOs, and Program Review Goals.
- 2) The proposed outcome from the department’s budget request needs to be identified.

- 3) Data collection tools need to be uploaded.
- 4) Tasks were not identified and assigned in TracDat.
- 5) This plan does not incorporate the use and implementation of results from previous cycles.

According to WE Coordinator 1, the assessment plan was a joint effort between WE Coordinator 1 and WE Coordinator 2.

Work Experience (Postsecondary)

The recruitment of students is one of the outcomes being assessed by the Work Experience program. The Work Experience program depends on the coordinators being able to properly recruit students and the coordinator's ability to recruit is dependent on the number of faculty who support the Work Experience program. The following table is WE Coordinator 1's enrollment and the grades received by the postsecondary students from spring 2006 to spring 2010:

Table 5

	2006 (Spring)	2006 (Fall)	2007 (Spring)	2007 (Fall)	2008 (Spring)	2008 (Fall)	2009 (Spring)	2009 (Fall)	2010 (Spring)	
	MK298	MK298	MK298	CS298	CS298	CS298	CS298	MK298	CS298	
	A - 2	A - 1	A - 1	A - 4	A - 2	B - 1	A - 1	A - 1	A - 3	
	CS298	CS298	Inc - 1	VC298	B - 1	VC298	VC298	CS298	CM198	
	A - 7	A - 4	CS298	D - 1	CM198	A - 2	A - 1	A - 3	A - 1	
		NG - 1	A - 5		A - 1		C - 1	VC298		
	VC298	VC298	B - 1					A - 3		
	A - 2	A - 2	VC298					C - 1		
		CS198	A - 2							
		A - 2	B - 1							
			CS198							
			C - 1							<u>Total</u>
Total	11	10	12	5	4	3	3	8	4	60

Source: Registrar's Office, ODS Report

The following table is WE Coordinator 2' enrollment and the grades received by the postsecondary students from spring 2006 to spring 2010.

Table 6

	2006 (Spring)	2006 (Fall)	2007 (Spring)	2007 (Fall)	2008 (Spring)	2008 (Fall)	2009 (Spring)	2009 (Fall)	2010 (Spring)	
	AC298	AC298	SM298	SM298			OA298		AC298	
	A - 1	A - 1	A - 2	A - 1			A - 2		A - 2	
	F - 1	B - 1	ME298				ME 198		SM298	
	SM298	SM298	B - 1				A - 1		A - 1	
	A - 2	B - 1	OA298						OA298	
		W - 1	B - 1						A - 1	
										<u>Total</u>
Total	4	4	4	1	0	0	3	0	4	20

Source: Registrar's Office, ODS Report

Work Experience (Secondary)

This section of the report examines the Guam Community College's secondary Work Experience (WE) program. Under this program, the College provides Co-op and Internship participation for all the secondary Career and Technical Education (CTE) program areas that GCC offers in the five GDOE high schools. See Attachment A for a list of the CTE secondary programs and courses offered at each high school.

Information and data for this report was gathered from the SY 2008-09 and SY 2009-10 WE programs. The secondary WE program also includes summer participation. Thus, information and data in this report include the WE summer programs prior to and during the aforementioned school years to truly capture student participation for graduates in 2010.

High School Presentations

WE Coordinator 1 conducts initial presentations in the Fall only. WE Coordinator 1 contacts the instructors to schedule the Fall presentations. WE Coordinator 1 follows up with the instructors and students two weeks after the initial presentations. WE Coordinator 1, then, revisits the classes in November to check for any new applicants for the Spring semester. WE Coordinator 1 sets the deadline for applications sometime in January or February. Once the students are enrolled in the program, WE Coordinator 1 monitors their progress by conducting site visits a week or two after they start, and then every two to three weeks thereafter. WE Coordinator 1 makes initial contact with the employers/supervisors via e-mail and stays in communication with them throughout the students' internship. Additionally, WE Coordinator 1 visits the Allied Health classes weekly.

WE Coordinator 2 conducts presentations at the start of the Fall and Spring semesters at all five high schools. WE Coordinator 2 has set schedules with the faculty at the high schools at the beginning of the school year and semester. The instructors for the programs WE Coordinator 2 oversees inform the coordinator about the students interested in participating in the WE program. WE Coordinator 2 carefully screens each student's application for qualification into the program. The students must also be recommended by their instructors. Once in the program, WE Coordinator 2 monitors the students at their job sites three to four times a month. WE Coordinator communicates with the employers/supervisors and stays informed of the students' progress and job training monthly. WE Coordinator 2 also monitors students on the weekends as needed since some students do their internship on the weekends.

WE Coordinator 3 conducts presentations at the high schools from August through October and then again in April of each academic year. She also conducts additional presentations when an instructor requests for a presentation. When she started assisting in the WE program, she communicated with employers, and they recommended that they (the employers) set up interviews with the students rather than WE Coordinator 3 doing this initial work. The employers wanted students trained at the very beginning of the process in getting a job. Once students are properly placed, then WE Coordinator 3 monitors the students' progress. She observes the students at their training sites and keeps in contact with the representative of the company overseeing the students.

Within WE Coordinator 3's WE presentations, she also provides students with information regarding the College's Apprenticeship Program. She informs students that if they are hired within their field of study after graduation, they can contact her at the College and she will direct them to the proper process for enrolling in the Apprenticeship Program. WE Coordinator 3 shared some of her success stories of students who started in the WE program and continued on to the Apprenticeship Program.

For the summer WE program, three part-time coordinators are employed. The program is funded by the Title VA grant and funds up to 1000 hours of pay for the coordinators. So, each coordinator typically works approximately 300-350 hours from May to August. These coordinators vary from summer to summer as their employment is only on a part-time basis. They come under the oversight of the

Associate Dean, TPS. The coordinators conduct recruitment in May and June. They contact employers, place students in training sites, and help students develop training plans with their employers. The coordinators then monitor the students' progress throughout the summer and complete a close-out report for the Title VA grant. The summer coordinators also coordinate site visits with the GDOE Federal Program Coordinator monitoring the Title VA grant activities.

Instructor Input

Although the instructors recommend students for the WE program, not all instructors know from the onset if their students actually enter the WE program. WE Coordinator 2 communicates directly with the instructors and informs them when their students complete the WE program. WE Coordinator 1, instead, communicates directly with the student about their starting date, then leaves it to the students to inform their instructors when they complete the program because the culminating WE program requirement is a final in-class project presentation the students present about their internship experience. WE Coordinator 3 gives applications to the students and informs them to return to their instructors, and the instructors inform WE Coordinator 3 that they have the applications.

Some instructors take a proactive approach and work closely with their students who express an interest in the WE program. These instructors also contact the WE coordinators directly. Other instructors don't know their students are in the program until the student initiates telling them. Instructors were asked how they know their students are enrolled in the program, their students' progress, and when they complete it. They responded as follows:

- (Allied Health) There is no official way to tell who signs up, the coordinator usually tells me. However, during the summer I don't find out until I get back to school who participated. I am not informed on their progress.
- (Allied Health) We have to fill out forms recommending the students to be involved in WE. Then, the coordinator lets me know where the student is being placed. The coordinator usually keeps in contact with me about how things are going. If the coordinator has any concerns, then the coordinator will talk to me. I also ask the students how things are going and what kinds of things they have been experiencing.
- (Allied Health) I work closely with the coordinator. I schedule a WE presentation for my current 2nd-year students, and I recommend all students placed at a site. Also, my previous 2nd-year students who want to sign up again or need to finish their 180 hours also attend the WE presentation.
- (Marketing) I find out because the coordinator and, usually the student, announces it in class. The coordinator usually gives updates, and the student faxes weekly reports from class.
- (Marketing) In order for the student to enroll in the program, I have to recommend them and usually sign off on their paperwork. Also, I stay in communication with the coordinator to ensure students who enrolled are placed out. After placement, I confirm with the coordinator and the students where they are placed and ensure that they are learning the CTE skills necessary to complete the program. The coordinator either e-mails or contacts me regarding my students' performance. I also review the student's evaluation form from the employer. Also, at the end of the students' training, if it's during the school year, they would do a presentation of their experience with the rest of my students. I usually use this as a recruitment tool for the WE program. The coordinator is present during the presentations.
- (Marketing) I normally communicate with the coordinator directly. I keep informed of my students' progress through continuous communication with the coordinator and the student, at times, I work with the employer.
- (Marketing) The WE coordinator works hand in hand with me in regards to openings for students. From there, I recommend a student from my Marketing program and assist the student in completing and handing in the application. If the student is approved, then the

-
- coordinator informs me of the organization/business that the student will be working at. Yes, I am kept informed of my students' progress. The students are excused from class in the mornings on a weekly basis just to turn in their work journals.
- (Tourism – Previous Coordinator) The previous coordinator did an excellent job working closely with me. The coordinator visited my school at the beginning of each semester to talk and explain to my students about the internships. When the coordinator came, the coordinator already had prospective employers lined up for students. The coordinator then distributed the forms and kept the line of communication between us and the students.
 - (Tourism) I survey students who are willing and able to do the internships in the beginning of each semester. . . . But, I have to chase the WE coordinator to do the things that need to be done. Because I don't hear much from the coordinator, I go out and visit my students these days.
 - (Tourism) My student informs me, or I ask. It would be nice to receive a quarterly notice so that I can support the students as they are working. It could have updates on pending applications, completed applications, students and their assigned workplace, and those that have completed 90 hours. I am also informed when the WE coordinators come to the school and ask me to give the packet to the student. I don't always know they are selected, what site they were assigned to and when they finished. It would even be more difficult if more students took advantage of the summer WE program. I get more involved when I receive concerns by the students as to why their credit was not recorded in their transcript. Then, I would investigate to find out that the: (a) student did not complete assignments, (b) employers did not turn in documents, or (c) WE coordinators have not submitted grades yet to the counselors.
 - (Tourism) I am informed of their progress mainly if my student tells me about it or the student expresses a concern and I contact the WE coordinator. I need clarification of my role as a instructor and my need to know their progress in work experience. I know I have to sign their final form with their grade. I used to receive a list at the beginning of the school year with students and their credits, but it is not systematic. All their requirements to apply for WE and their final documents go straight to the WE coordinator. I offer the students to leave their assignments with me and just inform the WE coordinators for pick up. I don't know if there is supposed to be a collaboration with the WE coordinator. Although, as a concerned instructor, I do ask the student how they are doing. What would be helpful to me if I was informed about their behavior and if I need to address this in the classroom as a lesson or provide some kind of tutoring.
 - (Tourism) The students need my recommendation before they can participate; this is included in the WE application. I am not informed of their progress in regards to how they are doing, but I am made aware of their completion.
 - (Tourism) I work closely with all my students who are in internship and I also follow up with the WE coordinator. I ask my students on their progress as interns. Furthermore, my WE coordinator must get my signature to award students for their internship grade since the coordinator for my program is not a faculty member.
 - (Tourism) When I first started, I did a quick survey with all the 2nd and 3rd year students to find out who was doing their work experience. I wasn't sure if there was an official document that is given periodically to track who is doing work experience. Once I do find out who is in the program, I just ask the student how far he or she is with their hours. However, I'm uncertain if the hours they are telling me are accurate.
 - (Electronics) I recommend a student and sign his/her application. I get the verification from the coordinator. When the student completes it, he/she shows me the report and the coordinator tells me about it. I am briefly kept informed of the student's progress (but summer work programs I don't know). Students tell me about it when they come to class.

- (Electronics) No work experience coordinator informed me this time. Usually I send students for on-the-job training during the summer for their Certificate of Mastery. At this point in time, no students are qualified for a Certificate of Mastery.

High School Credits

Students earn high school credits for their participation in the secondary WE program. The high school GCC course code used for these credits is VESP089. Successful completion of work experience hours equate to high school credit as follows: 90 hours = 0.5 credit and in the same increments thereafter. For example, 180 hours = 1.0 credit, 270 hours = 1.5 credit, and so on.

At the end of each school year, the regular WE coordinators submit the students' grades and hours/credits to the high school Computer Operators and Assistant Principals of Curriculum for input into the schools' data base system (PowerSchool). Similarly, the summer WE coordinators provide this information to the same parties at the start of the school year (since the summer program ends in August).

Some sharing of information occurs between the regular WE coordinators and the summer WE coordinators. For example, some students who begin the WE program during the regular school year end up continuing into the summer WE program. The regular WE coordinators then provide these students' record to the summer WE coordinators. The same practice occurs between the coordinators if the students start in the summer and then continue into the regular school year. Although the coordinators may share files and information in these situations, no standard practice is in place for the student data from all WE coordinators to be gathered and inputted on a regular basis into one database depository to reflect accumulated WE hours for all students in the program.

Certificates of Mastery

Students in GCC's secondary career and technical (CTE) programs must complete a minimum of 180 hours of work experience in their respective CTE program area of study to be eligible for a secondary Certificate of Mastery. Additionally, students must achieve a minimal "B" average in all CTE technical courses required in the CTE program.

Current practice places the onus on the GCC secondary instructors to determine if their students have met the requirements for the Certificate of Mastery in their respective programs. The instructors were asked about their verification process, and their responses are summarized as follows:

- The instructor tells the students to get their credit verification from their counselors and reviews the transcripts.
- The instructor checks for WE credit on the student's report card.
- The student does a presentation in class of his or her internship in the WE program as evidence of his or her completion of the program.
- The student does a presentation in class of his or her work experience, and then the instructor gets verification from the WE coordinator of the internship completion.
- The instructor contacts the WE coordinator and provides a list of students' names. The WE coordinator then responds to the instructor and identifies those students who completed the program.
- The instructor first verifies with the student (transcript or report card). Then, if the student doesn't have this verification, the instructor contacts the coordinator.
- The instructor signs paperwork for the student because the WE coordinator is not a faculty member, so the CTE instructor becomes the instructor of record for the student's GDOE credit.
- The instructor receives a report submitted by the student.

- The WE coordinator requested a list of seniors from the instructor, and then the coordinator provided a listing of the students with their hours earned.

Once the instructors identify their Certificate of Mastery recipients, the instructors provide a list of these recipients to the Associate Dean, TPS at the end of the school year. The certificates are then prepared at the College and awarded to graduates at their high school graduation ceremonies. A snapshot of these recipients for 2010 is provided in Table 7 on the following page.

Table 7 data for the 2010 Certificate of Mastery recipients were compiled from the various data records that the regular and summer WE coordinators provided. Additionally, this writer obtained the GDOE PowerSchool listing of students who received high school credit for the WE course (VESP089). The 2010 graduates would have entered the GCC CTE program, at the earliest, as sophomores (during SY 2007-08); thus, the GDOE listings reflected students enrolled in VESP089 for SY 2007-08, SY 2008-09, and SY 2009-2010.

Findings

The data in Table 7 show that 94 students were awarded Certificates of Mastery in 2010. The breakdown of these students by school is: GWHS 23 students or 24%, JFKHS 40 students or 43%, OHS 10 students or 11%, SSHA 18 students or 19%, and SHS 3 students or 3%. The breakdown of these students by CTE program is: Allied Health 16 students or 17%, Automotive Service 7 students or 8%, Construction/Carpentry 1 student or 1%, Electronics 5 students or 5%, Marketing 11 students or 12%, Tourism (LMP) 22 students or 23%, Tourism (ProStart) 26 students or 28%, and Visual Communications 6 students or 6%. The Tourism program (Lodging Management and ProStart) had a combined total of 48 students which represented more than half (51%) of the Certificate of Mastery recipients.

Of the 94 students who received the certificates, 18 students' data are highlighted in the table and are color coded as follows: (a) gray—WE hours for summer 2009 are still being reviewed pending receipt of updated hours from one of the summer coordinators, (b) green—Visual Communication students, and (c) pink—non-completion of 180 WE hours. A discussion of problematic areas follows the tables.

TABLE 7: SECONDARY CERTIFICATE OF MASTER RECIPIENTS – 2010 GRADUATES

ID #	School	Grade	Mastery Program	WE Coordinator	# of WE Hours	Credit as per DOE Data	Employer(s)	Comments
Student 01	JFKHS	12	Tourism - ProStart	WE Coordinator 3	180	1.0	Hyatt Regency Guam	
Student 02	JFKHS	12	Tourism - LMP	WE Coordinator 3 & Summer 09	180	1.0	Hilton	
Student 03	GWHS	12	Electronics Technology	WE Coordinator 2	198	1.0	Rally Point	
Student 04	GWHS	12	Visual Communications	WE Coordinator 1	90	None	Public Broadcasting Service (PBS Guam)	Coordinator said student completed 90 hours to graduate; however DOE data showed no credit received
Student 05	GWHS	12	Allied Health			1.0		No hours from Coordinator for this student, but GDOE data verified 1 credit received
Student 06	JFKHS	12	Allied Health	WE Coordinator 1	180	1.0	The Doctor's Clinic	
Student 07	GWHS	12	Tourism - ProStart	Summer 08 & Summer 09	90 / 0-INC	1.0	Hilton	completed 90 hours in summer 08, still verifying w/ 09 coordinator for hours; however DOE data verified 1 credit received
Student 08	JFKHS	12	Tourism - LMP	WE Coordinator 3	90 / 90	2.5	Guam Plaza / GU Plaza-JP	

ID #	School	Grade	Mastery Program	WE Coordinator	# of WE Hours	Credit as per DOE Data	Employer(s)	Comments
Student 09	JFKHS	12	Automotive - Auto Service	WE Coordinator 2	392	1.5	GCC-Automotive Shop	
Student 10	GWHS	12	Allied Health	WE Coordinator 1	180	1.0	FHP	
Student 11	JFKHS	12	Automotive - Auto Service	WE Coordinator 2	340	1.5	GCC-Automotive Shop	
Student 12	OHS	12	Tourism - LMP	Summer 09	180	1.0	Guam Plaza	
Student 13	JFKHS	12	Marketing	Summer 08	180	1.0		
Student 14	JFKHS	12	Tourism - ProStart	Summer 09	270-INC	None	Marriott	Summer WE coordinator is re-checking records
Student 15	GWHS	12	Visual Communications			None		
Student 16	JFKHS	12	Tourism - ProStart	WE Coordinator 3	90 / 180	2.0	Hotel Nikko	
Student 17	JFKHS	12	Tourism - ProStart	WE Coordinator 3 & Summer 09	180	1.0	PROA Restaurant	
Student 18	GWHS	12	Electronics Technology	WE Coordinator 2 & Summer 09	148 / 32	2.0	PBS Guam / Compacific	
Student 19	SSHS	12	Allied Health	Summer 09	180		Marianas Physicians Group	
Student 20	SSHS	12	Allied Health	WE Coordinator 1 & Summer 09	90 / 90	0.5	FHP / FHP	
Student 21	GWHS	12	Tourism - ProStart	WE Coordinator 3	180	None	Westin	
Student 22	GWHS	12	Tourism - ProStart	Summer 09	180-INC	1.0	I.P. Coffee	DOE data show 1 credit earned; summer 09 coordinator is re-checking records
Student 23	SSHS	12	Allied Health	Summer 09	180	1.0	Marianas Physicians Group	
Student 24	JFKHS	12	Allied Health	WE Coordinator 1	180	1.0	Marianas Physicians Group	
Student 25	SSHS	12	Allied Health	WE Coordinator 1 & Summer 09	90/90	1.5	FHP	
Student 26	JFKHS	12	Tourism - ProStart	WE Coordinator 3 & Summer 09	270	1.5	PROA Restaurant	
Student 27	JFKHS	12	Tourism - LMP	WE Coordinator 3 & Summer 09	270	1.5	Sheraton	
Student 28	GWHS	12	Tourism - LMP	WE Coordinator 3 & Summer 09	90 / 180	2.0	Hilton / Sheraton	
Student 29	JFKHS	12	Tourism - ProStart	WE Coordinator 3	180	1.0	Hanagi	
Student 30	JFKHS	12	Allied Health	Summer 09	180	1.0	FHP	
Student 31	JFKHS	12	Tourism - ProStart	Summer 08	180	None		
Student 32	JFKHS	12	Allied Health	WE Coordinator 1	180	1.0	FHP	
Student 33	SHS	12	Marketing			None		
Student 34	JFKHS	12	Automotive - Auto Service	WE Coordinator 2	224	1.0	GCC-Automotive Shop	
Student 35	JFKHS	12	Tourism - LMP	WE Coordinator 3	270	1.5	Jia Asian Bisto GU Plaza	

ID #	School	Grade	Mastery Program	WE Coordinator	# of WE Hours	Credit as per DOE Data	Employer(s) - if more than one, indicate # of hours for each employer	Comments
Student 36	GWHS	12	Electronics Technology	WE Coordinator 2	180	1.0	Comm PACIFIC	
Student 37	OHS	12	Tourism - LMP	Summer 09	180	1.0	Guam Reef Hotel	
Student 38	JFKHS	12	Tourism - LMP	WE Coordinator 3 & Summer 09	270	1.5	Sheraton	
Student 39	JFKHS	12	Allied Health	Summer 09	90	0.5	FHP	
Student 40	SSHS	12	Marketing	WE Coordinator 1	180	1.0	Hyatt Regency Guam	
Student 41	JFKHS	12	Tourism - LMP	WE Coordinator 3 & Summer 09	270	1.5	Dept. of Public Health & Social Services	
Student 42	JFKHS	12	Tourism - LMP	WE Coordinator 3 & Summer 08	90 / 180	1.5	Jia Asian Bisto GU Plaza	
Student 43	JFKHS	12	Tourism - ProStart	Summer 09	270	None	Marriott	
Student 44	JFKHS	12	Electronics Technology	Summer 09	180	1.0	Compacific	
Student 45	GWHS	12	Tourism - ProStart	Summer 09	0-INC	1.0	Sheraton	Summer 09 coordinator is re-checking records
Student 46	OHS	12	Marketing	WE Coordinator 1	180	0.5	Micro Mall Theatres	
Student 47	SSHS	12	Tourism - LMP	Summer 09	180	1.0	Westin	
Student 48	SSHS	12	Tourism - LMP	WE Coordinator 3	180	1.0	GU Plaza	
Student 49	OHS	12	Tourism - LMP	Summer 09	180-INC	1.0	Outrigger	Summer 09 coordinator is re-checking records; DOE data show 1 credit earned
Student 50	GWHS	12	Allied Health	WE Coordinator 1	180	None	Health Partners	
Student 51	JFKHS	12	Allied Health	WE Coordinator 1	180	1.0	Health Partners	
Student 52	JFKHS	12	Tourism - ProStart	WE Coordinator 3	180	1.0	Dryers	
Student 53	GWHS	12	Marketing	Summer 08 & Summer 09	90 / 90	1.0	Marketing Solutions	completed 90 hours each in summer 08 and 09
Student 54	JFKHS	12	Automotive - Auto Service	WE Coordinator 2	248	1.5	GCC-Automotive Shop	
Student 55	JFKHS	12	Tourism - ProStart	WE Coordinator 3	180	1.0	Fiesta Resort	
Student 56	GWHS	12	Tourism - ProStart	Summer 09	180	1.0	Hilton	
Student 57	GWHS	12	Electronics Technology	WE Coordinator 2	180	1.0	Comm PACIFIC	
Student 58	JFKHS	12	Allied Health	WE Coordinator 1	180	1.0	Sagua Managu	
Student 59	OHS	12	Tourism - LMP	Summer 09	180	1.0	Hilton	
Student 60	SSHS	12	Allied Health	Summer 09	180	1.5	FHP	
Student 61	SSHS	12	Tourism - ProStart	WE Coordinator 3	270	1.0	Hyatt Regency Guam	
Student 62	JFKHS	12	Allied Health	WE Coordinator 1	180	1.0	Marianas Physicians Group	
Student 63	JFKHS	12	Marketing	WE Coordinator 1	180	1.0	Underwater World	
Student 64	SSHS	12	Tourism - ProStart	Summer 09	90-INC	None	Denny's MM	No DOE credit earned
Student 65	SHS	12	Marketing	Summer 09	180	None	Hilton	

ID #	School	Grade	Mastery Program	WE Coordinator	# of WE Hours	Credit as per DOE Data	Employer(s) - if more than one, indicate # of hours for each employer	Comments
Student 66	SSHS	12	Tourism - ProStart	WE Coordinator 3	270	1.5	Sea Grill	
Student 67	OHS	12	Tourism - LMP	Summer 09	270	1.5	Hilton	
Student 68	JFKHS	12	Automotive - Auto Service	WE Coordinator 2	293.5	1.5	United Tire Service Center	
Student 69	JFKHS	12	Tourism - LMP	WE Coordinator 3	270	1.5	IT&E	
Student 70	SSHS	12	Tourism - ProStart	WE Coordinator 3	270	1.5	Sea Grill	
Student 71	OHS	12	Tourism - LMP	Summer 09	180	1.0	Hilton	
Student 72	JFKHS	12	Tourism - LMP	WE Coordinator 3	270	1.5	Yama	
Student 73	JFKHS	12	Automotive - Auto Service	WE Coordinator 2	180	1.0	NAPA Auto Parts	
Student 74	OHS	12	Tourism - LMP	Summer 09	180	1.0	Guam Reef Hotel	
Student 75	JFKHS	12	Tourism - ProStart	WE Coordinator 3	180	1.0	Marriott	
Student 76	SSHS	12	Tourism - LMP	WE Coordinator 3	180	1.0	GU Plaza	
Student 77	GWHS	12	Visual Communications			None		
Student 78	SHS	12	Construction - Carpentry	WE Coordinator 2	185	1.0	GCC-Construction Trades Shop	
Student 79	SSHS	12	Tourism - ProStart	WE Coordinator 3	270	1.5	Sea Grill	
Student 80	SSHS	12	Tourism - LMP	WE Coordinator 3 & Summer 09	180	None	Westin	
Student 81	GWHS	12	Tourism - ProStart	WE Coordinator 3	180	1.0	Westin	
Student 82	OHS	12	Marketing	Summer 09	270	1.5	Harle Davidson	
Student 83	GWHS	12	Visual Communications			None		
Student 84	JFKHS	12	Marketing	Summer 09	90	0.5	Guam Plaza	
Student 85	OHS	12	Tourism - LMP	Summer 09	180	1.0	Sheraton	
Student 86	GWHS	12	Visual Communications			None		
Student 87	SSHS	12	Marketing	WE Coordinator 1	180	1.0	JP Superstore	
Student 88	JFKHS	12	Automotive - Auto Service	WE Coordinator 2	270	2.0	Atkins Kroll	
Student 89	SSHS	12	Tourism - ProStart	WE Coordinator 3	270	1.5	Sea Grill	
Student 90	JFKHS	12	Tourism - ProStart	WE Coordinator 3	180	1.0	Onward Beach Resort	
Student 91	SSHS	12	Tourism - ProStart	WE Coordinator 3	270	1.5	Sea Grill	
Student 92	GWHS	12	Visual Communications			None		
Student 93	GWHS	12	Tourism - ProStart			None		
Student 94	GWHS	12	Marketing	Summer 09	180	1.0	Pizza Hut	

Recommendations

Recommendation 1: Standardize the WE program coordinators' operational duties, rules, objectives, and means of assessment.

The two regular WE coordinators have similarities and differences with their operational duties. WE Coordinator 2 expressed his support of taking the differences in operational duties between himself and WE Coordinator 1 and working together to produce standard procedures for all WE coordinators to follow. Having standard procedures will allow for smoother operation of the program.

The data for Visual Communications (VisCom) students (highlighted in green in the Table) show that students did not complete the required 180 WE hours under the regular WE coordinator or the summer WE programs. Instead, the instructor explained that he credited these 3rd-year VisCom students with WE hours for projects they worked on in class for outside entities (e.g., creating a logo for the PREL Educators Conference). On occasion, the students worked on projects for the Public Broadcasting Service (PBS) at the actual PBS office during the regular school day, and the instructor credited the students with WE hours for these projects. The instructor received parental approval for these off-site trips. The instructor kept a record of the students' hours on task and maintained a portfolio of the projects. However, this practice was problematic in that the WE hours the instructor credited his students for towards the Mastery Certificate requirement were not official WE hours/credits earned under the College's WE program (VESP089) and, thus, could not equate to DOE credit(s). Additionally, the Deans Office was not aware of this instructor's practice until the writing of this report. Standardizing procedures with regard to the activities that instructors credit their students towards the Mastery of Certificate will ensure that the hours credited are official WE hours/credits earned under the College's WE program.

Student #44 (JFKHS – Electronics Technology) was originally omitted in the original Certificate of Mastery listing given to the high schools, and did not receive her certificate during the school's graduation ceremony. The error was discovered after the parent questioned the school. The instructor did not include the student in the Certificate of Mastery list she submitted to the Associate Dean because the instructor said she was not informed of the students' participation in the WE program by either the student or the WE coordinator. Subsequently, the student's eligibility was verified, and the student was awarded the certificate. A major concern that the instructors have expressed is that many times, they are not aware that their students have even entered the program, and, therefore, are not kept informed of their students' progress. Having standard procedures will allow for much more effective means of tracking all WE participants.

Recommendation 2 (Secondary Program): Standardize the verification process instructors are to follow to confirm their students completed the 180 WE hours for the secondary Certificates of Mastery.

Six students were awarded Certificates of Mastery despite not meeting the 180 hours (1 credit) WE program requirement (see pink highlighted cells). (Note: This discrepancy may or may not have been the situation for all cases highlighted in the Table as further investigation needs to be done to substantiate these initial findings).

Recommendation 3: WE coordinators follow up and verify that the WE hours recorded align with the GDOE credits received.

In a few cases, the WE hours recorded do not align with the GDOE credits received. For example, Student #08 completed 180 WE hours but received 2.5 GDOE credits instead of 1 credit. Student #20 completed 180 WE hours but received 0.5 GDOE credit instead of 1.0 credit.

Input from WE Coordinators

Input was provided by the WE coordinators during the development of this program review. WE Coordinator 2 and WE Coordinator 1 believe that the Work Experience program should have a working budget, since Work Experience is a “program”. It should also be noted that the WE coordinators brought up the idea of working for 10 – 12 months. The rationale given for this recommendation is that the WE program for postsecondary and secondary students includes the summer months. (Note: The current part-time Summer WE coordinators oversee only secondary programs.) In addition to working 10 – 12 months, the WE coordinators also emphasized that they must travel to satellite schools as well as training sites and so being provided a vehicle would be extremely helpful and beneficial to the program. Lastly, WE Coordinator 2 feels that work experience is necessary for all postsecondary programs, as the college’s graduates must have an adequate amount of experience.

Appendix A

STUDENT EVALUATION SURVEY Conducted by WE Coordinator 1

The following questions and responses were taken from Student Evaluation exit surveys administered by WE Coordinator 1. Specific names of businesses and employers/supervisors in the students' responses were replaced with an "X". Grammar, spelling, etc. remain as written by the students.

1. What did you like best about your Co-op or Internship?

- I like the fact that I gained experience. The people I worked with were very friendly and welcoming.
- The best part was meeting new people and working with them. I also love to fax and make copies.
- Benefits is that I got to experience and meet new people, got to really see behind what a employee goes through at the X, and improvements on social skills, strengths and helping the customers.
- Meeting new people, developing the skills I was hoping to gain and more, being introduced into an actual work environment.
- Working with many different people and meeting new people.
- The best thing that I like about my Co-op is inputting of the immunization and home visit. I enjoy home visiting the new born baby because I learn more about babies when their normal or not.
- Dancing, making sure people are enjoying the show, making new friends.
- It was my first time to experience things in a real kitchen and to like an employee. And I like getting paid.
- My Co-op Internship made me gain so much knowledge. Also, I love the people that works there. They are funny and very helpful when we need help.
- What I enjoyed the most was working with the staff. I got to work in different departments. I met new people everywhere. Everybody was so kind and very funny!
- I liked meeting or working with new people.
- Having the opportunity to meet new people and gain real world experience.
- Working with the funniest, friendliest people I've ever met, and enjoyed meeting. They are the reason that I believe is why I continued the Internship.
- I liked that we had so many hands-on experiences. What I really liked most was that all my co-workers were friendly, and they really took time to help us out when we needed help. They were very caring and considerate.
- I really like working with all the people in the kitchen staff.
- Having to work with many people and learning a lot from them. Also had a lot of hands experience.
- I got to learn how it feels being a employee at Footlocker. I write more about what I did today or my experience. I met a lot of guys that are funny.
- Trying new things and meeting new people.
- The fact that I got along with all of the Housekeeping staff.
- I liked how I did more hands-on. I also liked how I got along with the nurses and doctors.
- The best things was getting hired and getting paid.
- I liked everything overall it gave me a good view of how it will be in the work place and how to manage my time efficiently.

2. What did you like least about your Co-op or Internship?

- Actually, nothing that I like least about the co-op program or training.
- Not getting paid.
- The least that I like about the fact I file in alphabetical order the whole 2 weeks.
- No offense, but the unpreparedness. I never got to try something else, never getting my name tag, not getting a uniform that said X [hotel's name].
- Learning so many things at one time. But for the most part I got used to it.
- Whenever we had double shows. We'd always have to carry all of our leis, grass skirts, poles, etc. (It's really heavy!)
- I didn't like the schedule I first started out with.
- None at all.
- There's nothing I didn't like. However, I wish I could have done some work in the nurse's station or in the processing room to gain co work experience in the "medical" field.
- Not really getting as much sleep as I used to.
- Well when they kept making me run when I asked to host and buss.
- Was that it took a lot of my time, and I didn't learn much I guess cause I did my past internship at the front of the house. So I basically know what to do already.
- During the internship we hardly saw Chef X. I just wanted to see more of him and I wanted him to see how well we've all developed and gain experience.
- Cutting my fingers. During the internship I cut my fingers a lot of times.
- I dislike lobby duty where I stand for 30 min. greeting guest and they don't smile back.
- Having to print out my powerpoint and faxing papers to the [WE] coordinator. That was pretty much that.
- Dealing with cutting shrimp or lobster.
- I didn't like putting away socks in the stock Room.
- That I couldn't stay in one department.
- What I least liked was that I did not get enough hours (hours that I needed to graduate) and how I had to work longer than my other classmates.
- I honestly didn't dislike anything.
- Weekly reports because it takes me forever to fill them out.
- Lobby duty
- The only thing I like least is the language the guest when they speak I don't understand when they "say".

3. Would you recommend this Co-op or Internship to other students? Why?

- Yes, because it gives me more experience in my career, it makes me learn and understand people different personalities and especially their cultures.
- Yes, it gives you experience for the future. You'll have a better chance of obtaining a job with the experience you get.
- Yes, if they are interested on sitting or sometimes standing and filing.
- Yes, because you gain so much knowledge and your actually involved and the people are wonderful.
- Yes, because it provides a good experience in working with other people.
- Yes, because you get the interaction with the customers. It's GREAT exercise, you making new friends, and it's a great part time job, especially if your still going to school.
- Definitely, it's a good way to get experience and see what its like to work in a restaurant.
- Of course, because it is a very friendly facility.

- Yes, it's a great experience in learning different fields and meeting and working with different people from other schools.
- Yes, because I love my work environment and others would love it too.
- Because sometimes school experience isn't always a fully one hundred percent experience. I mean being in the real world opens my eyes and I'm sure it will others.
- Yes, because it gives experience and credit and a chance to get to feel how the real world is run.
- OF COURSE! Doing this internship, you meet people, you interact with lots of people, and this is a great way to gain experience in the kitchen. I would highly recommend this to other students in and out of the program.
- Yes, because it's a fun and great experience. You'll learn a lot when your doing the work we do.
- Yes, it's the best way to gain experience in what you want to do, and you have a lot of experience.
- At X, it is a easy task job, and you can meet or socialize with some customers/co-workers. It can give you more experience in a workplace.
- It depends on the student. They should know that there will be a lot of standing, also it is pretty strenuous when working in the back.
- Yes, it's a great experience and it could be a guide line to your career.
- Yes, I do. This internship is very fun and you can learn a lot from it.
- Yes, it teaches us how to interact with customers, and it's a good basis for the workforce.
- Yes, because it is a very good experience for people who never had a job.
- Its fun and you learn a lot and when your there it feels like your family w/ them.

4. How do you think we can get more students to participate in the Co-op or Internship program?

- Advertise or announce how it will help them in their careers, and I think they might like it if they earn credits plus money.
- Do presentations and also let the students that already have done a co-op or internship talk to their peers.
- Have the person who is in charge of the program and present how to take advantage of these program.
- Advertise it. The main reason I get involved is because of everything I hear about it. It has so many benefits.
- Tell them about our program and how it will benefit them.
- Show them how the show goes and how fun it is, the benefits it come with like interaction w/ the customers. EXERCISE! Have a great time!
- Just keep up what you're doing.
- I really don't know. But I know a lot of students want to participate in this program. Just tell them once they'd be very interested in joining.
- Making it more open to students that are in the vocational programs so they can get experience in the field they are already learning about.
- Have more jobs available for more students and more advertisement for new jobs.
- Well by having other students hear it by the people who really did the intern like me and classmates.
- Let students get to talk to the ex interns to see and know how much fun you'll have, depending of course on how it went.

- You'd maybe want to advertise more, do some brochure, and present in schools and in programs. Tell students what they will be gaining from participating in an internship or co-op.
- Advertise
- Put up flyers, post it up in the bulletin, newspaper, announce it on radio.
- By advertising at the school not only for the Tourism Academy but the whole school.
- Let them know the benefits they can receive during the internship.
- Come to every school, every month!!
- My having former co-op students motivate students by telling them their experiences and how worthy it is to do it.
- Tell them my story of getting hired and paid.
- We should have workshops or presentations on it.
- If who ever is doing this, I don't think you should change anything cause more and more students will find out then they will want to do it.

5. On a scale of 1 to 5 (1 = Needs Improvement, 3 = Average, 5 = Outstanding), how would you rate your performance and why?

- 4. Because I could remember the things I learn in school and I could apply in my work experience while I'm training.
- 5. Despite the fact that I didn't go in all the time, I felt like I did my best and was a very hard worker.
- 5. Because I knew what to do. I ask questions if I had an issue, and never talked back.
- 4. I'm not a professional but I watched everything they did and I did my very best. I think I did great. I didn't cause any trouble most of the time...
- 4. I pretty much do a good job, but of course I have my off days.
- 4. I try to do the best I can and I know how to always smile, but there are always some days where you feel really weak.
- 4. Because I always did what I was told, didn't complain, always asked questions, and tried to learn what I could.
- 4. I did my best and that's the best I can do for that facility.
- 5. I rate myself a 5 just because I completed every task given to me with good work ethics and thoroughly.
- 4. I haven't worked too long and there's always room for improvement.
- 3. Because I learned a lot and I know I can put it to use some day.
- 3. Average, because I worked for about 15 days, which means I had less time with my job.
- 4. I made mistakes, but I corrected them. I wasn't outstanding, but I believe that I was excellent. I did what I was suppose to do and I never gave up. ☺
- 4. Because there were sometimes when I was tired but tried hard to work.
- 3. I'm not too sure, but I would give myself a 5 because I am confident with myself.
- 4. Because I still need to learn more and understand how they cook.
- 4. This is because there were a few times when I showed up very tired and didn't want to work.
- 4. I don't want to be to perfect with everything I did, although I tried and applied my best of my skill.
- 3. I was not independent. I had to be told what to do most of the time. But I did ask if any of the staff needed help.
- 3. I didn't have much initiative.
- 4. Because my only weakness was speaking Japanese.

- 3. Cause I make mistake and everybody does. So I be average.
- 5. I met the standard of the job.

6. What suggestions do you have for improving the program?

- I don't really have any suggestions, but I would like to say that you will keep the work up and never stop helping out students who really need help in anything.
- Having a set schedule printed out for the employees and employers.
- Get more people to be active in a program. Have more students join the program so it can help them in the long run.
- I think employers should see how employees handle situations. Ex: Put them to work for at least 3 days before hiring them.
- I didn't really have any problems. I felt that everything went smoothly.
- The employers need to be more organized and should give co-op students schedules that fit in time for school.
- It is great as it is!!
- I really don't have any suggestions for making the program better. In my opinion, this program is great as is for the experience it brought me.
- Nothing really it is great as it is.
- Well maybe more advertisements.
- Making sure that the employer knows what to do with the intern.
- Again, the program is great! The work assignments are not too much and everything is being done orderly, so it's all good. Just advertise more, so some students could participate in this type of program.
- Uniforms. Give us uniforms for work.
- None, the program is great.
- Probably the things that I'm writing down would help a little.
- There is nothing to improve.
- None
- Come to each high school more often, the more you come, students will be convinced.
- I have no suggestions.
- I suggest pre training for interview and a few workshops.
- Nothing, everything is good.

STUDENT EVALUATION EXIT SURVEY

Conducted by WE Coordinator 2

Student survey results were from 20 respondents:

	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Overwhelmingly Satisfied
Are you satisfied with the training you received?	0%	0%	0%	30%	70%
How satisfied were you with the service from the Work Experience Program?	0%	0%	0%	35%	65%
Are you satisfied with the work experience you received?	0%	0%	5%	15%	80%
Did the academic vocational training you received at GCC prepare you for the world of work?	0%	0%	0%	30%	70%

Conducted by WE Coordinator 3

Student survey results were from 14 respondents:

	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Overwhelmingly Satisfied
Are you satisfied with the training you received?	0%	0%	07%	43%	50%
How satisfied were you with the service from the Work Experience Program?	0%	7%	14%	29%	50%
Are you satisfied with the work experience you received?	0%	0%	7%	50%	43%
Did the academic vocational training you received at GCC prepare you for the world of work?	0%	0%	14%	22%	64%

Conducted by Summer 2010 WE Coordinators

Student survey results were from 42 respondents:

	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Overwhelmingly Satisfied
Are you satisfied with the training you received?	0%	0%	14%	36%	50%
How satisfied were you with the service from the Work Experience Program?	0%	0%	16%	36%	48%
Are you satisfied with the work experience you received?	0%	0%	14%	29%	57%
Did the academic vocational training you received at GCC prepare you for the world of work?	0%	0%	10%	31%	59%

Appendix B

EMPLOYER SERVICE SURVEY Conducted by WE Coordinator 1

As of the writing of this report, WE Coordinators 2 did not provide any employer survey results.

Based on responses from 4 employers:

	Strongly Disagree	Somewhat Disagree	Somewhat Satisfied or No Opinion	Satisfied or Agree	Very Satisfied or Strongly Agree
1. Are you satisfied with the services you've received from the WE Program?	0%	0%	0%	75%	25%
2. How satisfied are you with the student's academic and vocation preparation?	0%	0%	0%	75%	25%
3. How satisfied are you with the student's work behaviors and performance?	0%	0%	25%	0%	75%
4. How satisfied are you with your ability to provide training?	0%	0%	0%	75%	25%

5. What suggestions do you have to strengthen the Work Experience Program?

- Let the students know what to expect before getting on the job. The past 3 students have been on the quiet side and all need to be more outspoken and aggressive when working retail.
- None, I think it's fine how it is!
- No Response
- I do not know much about the program to make suggestions.

Conducted by WE Coordinator 3

Based on responses from 14 employers:

	Strongly Disagree	Somewhat Disagree	Somewhat Satisfied or No Opinion	Satisfied or Agree	Very Satisfied or Strongly Agree
1. Are you satisfied with the services you've received from the WE Program?	0%	0%	36%	50%	14%
2. How satisfied are you with the student's academic and vocation preparation?	0%	0%	36%	50%	14%
3. How satisfied are you with the student's work behaviors and performance?	0%	7%	29%	21%	43%
4. How satisfied are you with your ability to provide training?	0%	0%	29%	50%	21%

Conducted by Summer 2010 WE Coordinators

Employer Survey Results (19 out of 31 employers responded)

	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Overwhelmingly Satisfied
How satisfied are you with our ability to coordinate the WE Program?	0%	0%	0%	58%	42%
How satisfied were you with the student's academic and vocation preparation?	0%	0%	11%	53%	36%
How satisfied are you with the student's work behavior and performance?	0%	0%	6%	47%	47%
How satisfied are you with your ability to provide training?	0%	0%	0%	63%	37%

As of the writing of this report, WE Coordinator 2 did not provide any employer survey results.

Appendix C

GUAM COMMUNITY COLLEGE CAREER/TECHNICAL EDUCATION COURSE OFFERINGS for GDOE HIGH SCHOOLS SY 2010-2011

I. The courses listed below are in the various career preparatory clusters.

PROGRAM	COURSE NO.	COURSE TITLE	ENROLLMENT		OFFERED AT				
			MIN	MAX	GWHS	JFKHS	SHS	SSHS	OHS
Allied Health	VEHO050A/B	Intro to Health Occupations	15	20	xx	x	x	x	
	VENU062	Allied Health Occupations	15	20	xx	x	x	x	
	VESI050	Applied Anatomy & Physiology	15	20	xx	x	x	x	
Automotive	VEME050A	Intro to Automotive Service I	15	20	xx	x	x	x	x
	VEME050B	Intro to Automotive Service II	15	20	xx	x	x	x	x
	VEME061A	Autobody Non-structural & Damage Repair I	15	20	xx		x		
	VEME061B	Autobody Non-structural & Damage Repair II	15	20	xx		x		
	VEME065	Brakes	15	20	xx		x		
	VEME066	Suspension & Steering	15	20	xx		x		
	VEME071A	Painting & Refinishing I	15	20	xx		x		
	VEME071B	Painting & Refinishing II	15	20	xx		x		
	VEME075	Electrical/Electronic Systems	15	20	xx	x	x	x	x
	VEME077	Engine Performance	15	20	xx	x	x	x	x
Construction Trades	VECT053	Intro to Carpentry IA/IB	15	20	xx	x	x	x	x
	VECT073	Carpentry IIA/IIB	15	20	xx	x	x	x	x
	VECT080	Intro to AutoCAD	15	20	xx				
	VECT081	Intermediate AutoCAD	15	20	xx				
Early Childhood Education	VEEC050	Early Childhood Ed. Orientation 1	15	20	xx				
	VEEC051	Early Childhood Ed. Orientation 2	15	20	xx				
	VEEC060	Language Arts in Early Childhood 1	15	20	xx				
	VEEC061	Language Arts in Early Childhood 2							
	VEEC089	Early Childhood Ed. Co-op	15	20	xx				
Electronics-Computer Networking	VEEE051A	Fundamentals of Electricity I	15	20	xx	x	x	x	x
	VEEE051B	Fundamentals of Electricity II	15	20	xx	x	x	x	x
	VEEE080	IT Essentials I	15	20	xx	x	x	x	x
	VEEE081	IT Essentials II	15	20	xx	x	x	x	x
	VEEE065	Computer Networking I	15	20	xx	x	x	x	x
	VEEE066	Computer Networking II	15	20	xx	x	x	x	x
Marketing	VEMK050	Marketing IA	15	20	xx	x	x	x	x
	VEMK051	Marketing IB	15	20	xx	x	x	x	x
	VEMK060	Marketing IIA	15	20	xx	x	x	x	x
	VEMK061	Marketing IIB	15	20	xx	x	x	x	x
	VEMK062	Marketing Sales & Services Lab II A							
		(This course replaces VEMK066)	15	20	xx	x	x	x	x
	VEMK063	Marketing Sales & Services Lab II B							
		(This course replaces VEMK067.)	15	20	xx	x	x	x	x
	VEMK072	Marketing Sales & Services Lab III A							
		(This course replaces VEMK078.)	15	20	xx	x	x	x	x
	VEMK073	Marketing Sales & Services Lab III B	15	20	xx	x	x	x	x
Tourism	VETT054	Lodging Management Program I	15	20	xx	x	x	x	x
	VETT055	Pro Start I	15	20	xx	x	x	x	
	VETT064	Lodging Management Program II	15	20	xx	x	x	x	x
	VETT065	Pro Start II	15	20	xx	x	x	x	
	VETT074	Advanced Lodging Management Program	15	20	xx	x	x	x	x
	VETT075	ProStart III	15	20	xx	x	x	x	
Visual Communications	VEVC051	Visual Communications I	10	15	xx				
	VEVC052	Visual Communications II	10	15	xx				
	VEVC053	Visual Communications III	10	15	xx				
	VEVC054	Visual Communications IV	10	15	xx				

II. Program Enrollment:

- a. In all cases, the number of students enrolled in a class shall not exceed the number of fully equipped and adequately supplied student work stations in the classrooms.
- b. Over enrolled and under enrolled classes may be approved based on program growth and other identified reasons if agreed upon by the faculty involved, the site school administrator, and the program administrator.

<p>GDOE/GCC MOA Appendix A Revised 9/19/2006 Updated each school year: Most recent update on 11/1/2010</p>
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