



GUAM COMMUNITY COLLEGE
Continuing Education and Workforce Development
(671) 735-5574

MEMORANDUM

Date: September 13, 2013

To: R. Ray D. Somera, Ph.D. 
Vice President, Academic Affairs 9/14/13


From: Victor Rodgers 
Assistant Director, CE&WD

Subject: 11.A.2 Recommendation 1, ACCJC Evaluation Report 2012

In response to the 11.A.2 Recommendation 1 of the ACCJC Evaluation Report 2012, the staff of the Continuing Education and Workforce Development and AIER departments met to develop the systematic assessment process of the continuing education activity of CEWD.

Provided for your information is an Executive Summary along with additional documents supporting the assessment activity that has occurred since the approval of the Assessment Process for CEWD on August 30, 2013. The approval memorandum of the assessment process and procedures is also included.

Upon your review, you will notice the exceptional performance of the CEWD Program Specialist and the CEWD administrative staff in addressing the assessment requirements in accordance with the 11.A.2 recommendation. Their focused teamwork aligned the CEWD department with the campus-wide GCC Two-year Assessment Cycle Schedule by completing the assessment activity more than 30 days in advance of the assessment cycle deadlines.

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GUAM COMMUNITY COLLEGE
Continuing Education and Workforce Development
As Submitted by Rowena Perez, Program Specialist
September 13, 2013

EXECUTIVE SUMMARY

During the period of March 19 through March 20, 2012, a team of 11 professional educators conducted the evaluation of the Guam Community College for the purpose of reaffirmation of accreditation in compliance with the Accrediting Commission for Community and Junior College (ACCJC) Standards, Eligibility Requirements and Policies.

As a result of the Team's evaluation visit and as outlined in the 2012 GCC Accreditation Evaluation Report, several recommendations for improvement for the College were noted. One of the recommendations focused on developing a process that would systematically evaluate non-credit courses, workshops, and training sessions for content and effectiveness to align with the current assessment process in place for credit courses (11.A.2).

In response to the 11.A.2 recommendation as stated, the Continuing Education and Workforce Development (CEWD) arm of the College, along with the support of the Office of Assessment, Institutional Effectiveness and Research (AIER) were tasked to develop a manageable process to systematically assess the non-credit and continuing education (CEU) course offerings as well as the various event offerings (i.e., workshops, training sessions, testing, etc) for accountability and improvement in order to preserve the integrity of training offered through Guam Community College.


The Program Specialist of CEWD and the Assistant Director of AIER commenced a series of meetings to determine how to best categorize the different types of continuing education activity of CEWD and to develop the evaluation process in line with the College's assessment calendar cycle. The discussion allowed for a better understanding of the complex dynamics of the operations of CEWD. This active dialog supported the establishment of three (3) separate categories of CEWD activities and the creation of the standard operation procedures for assessment. As a result of the joint efforts of the CEWD and AIER Team, the Assessment Process for CEWD per category activities received approval by the Assistant Director of CEWD and the Vice President for Academic Affairs on August 30, 2012.


The quick turnaround efforts of the CEWD and AIER Team for the approval of the formalized Assessment Process for CEWD provided the foundation for the CEWD staff to immediately commence working on the evaluation activity to meet the Assessment Report deadline of October 8, 2012. In doing so, CEWD would be aligned with the GCC campus-wide 2-year assessment schedule. The CEWD and AIER Team worked to develop the Student Services Unit Outcomes (SSUOs). From this point the CEWD Program Specialist and staff designed, created, and administered the evaluation instruments for the data collection for each established SSUO. The CEWD staff then performed the required data collection and analysis for each SSUO and determined the Use of the Results for the strengthening of the designated program or event as per CEWD category activity. The CEWD Team completed the Assessment Plan, Data Collection/Analysis, and the Assessment Report up to thirty (30) days before the required deadlines.


GUAM COMMUNITY COLLEGE
Continuing Education and Workforce Development
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MEMORANDUM

Date: August 28, 2012

To: R. Ray D. Somera, Ph.D. 
Vice President, Academic Affairs

Via: Victor Rodgers 
Assistant Director, CE&WD

From: Rowena Ellen Perez 
Program Specialist

Subject: Assessment of Continuing Education and Workforce Development Activity in Response to Recommendation 1, ACCJC Evaluation Report 2012

In follow up to the discussion regarding the evaluation of the non-credit and continuing education unit (CEU) courses, the staff of CE&WD and AIER held a series of meetings to discuss and determine how to best categorize the different types of continuing education activity of CE&WD and the evaluation process. The goal is to develop a manageable process to systematically assess the CEU, non-credit courses, and event offerings per category for accountability and improvement in order to preserve the integrity of continuing education.

The following table identifies the categories, measurement, type of instrument for data collection, and the projected frequency of data collection for assessment per category.

Table 1

CATEGORY	MEASUREMENT	INSTRUMENT	FREQUENCY
Certificate or Online Training/Testing	Success Rate or Customer Satisfactory Rate	Test Results Roster or Paper/Electronic Survey	Bi-annually
Specialized Training Courses	Student Learning Outcomes or Satisfactory Rate	Paper/Electronic Survey	Quarterly
Special Events (i.e., workshop, conference, etc.)	Student Learning Outcomes or Satisfactory Rate	Paper/Electronic Survey	Annually

Continuing Education & Workforce Development Assessment

Certificate or Online Testing/Training

For the Test Center or Online Vendors (i.e., ed2go) a survey will be used to measure the customer satisfaction for the level of service received by the examinee at the GCC Test Center or Online vendors. Areas of consideration for the development of the survey tool will be the availability of dates for test or online program scheduling, aspects of customer service provided by the GCC Test Proctor or online vendor customer service, the conduciveness of the test center environment, and internet accessibility.

For the health certificate program and future programs of similarity, the test results of the certification exams administered at the end of the training by the instructor/test proctor will be used to measure the success rate of the participants attending the training.

Specialized Training Courses

A paper or electronic survey will consist of questions with a section for a participant to provide comments or recommendations. The survey will be used to measure the student's response to the instructor's effectiveness and if the student learning outcomes have been achieved for the non-credit/CEU specialized training course.

Special Events

A paper or electronic survey will consist of questions with a section for a participant to provide comments or recommendations. The survey will be used to measure the participant's satisfaction rate of the workshop or special event and should CEUs be awarded, then the survey will include questions for content of the training attended.

SSUOs and Assessment:

SSUO #1:	Certificate or Online Training/Testing:
Description:	Students will receive a health certificate upon successful completion of the health certificate workshop.
Criterion:	70% of the students who participate in the Health Certificate class during the last week of March will pass the Health Certificate Test.
Method:	Health Certificate Test results will be used as the measuring tool to determine success rate of completion. To preserve the integrity of the test instrument a "sample" test question will be uploaded into TracDat.
Activity Schedule:	Table 1 indicates the frequency of the assessment for the Certificate or Online Training/Testing category to be conducted on a bi-annual basis to track the continued success of the certificate or online training/testing.
Related Activities:	Instructor or Test Proctor administers test at end of the health certificate workshop and submits the test results to CE&WD.
Tasks:	CE&WD assigned staff will perform the following tasks:

Use of Results:	<ol style="list-style-type: none"> 1. Provide the final student test score roster to the Department of Public Health & Social Services to grant a "permanent – annual" Health Certificate to successful completers. 2. Analyze test results of March to determine the success rate of the participants who took the Health Certificate Test in March. 3. Input data into TracDat and upload "sample" test instrument. 4. Submit required memo to AIER/CNA for TracDat. <p>CE&WD will review the assessment results with the DC of the Tourism and Hospitality to determine/support workshop/test updates or revisions.</p>
SSUO #2:	Specialized Training Courses (Non-credit or CEUs):
Description:	Students will demonstrate a better understanding of the fundamentals and principles of the Guam government procurement.
Criterion:	70% of the Spring 2012 students of the Procurement Training will agree they gained a better understanding of the Guam government procurement.
Method:	Procurement Training Survey will be used as the measuring tool for the criterion. The survey tool will be uploaded into TracDat.
Activity Schedule:	Table 1 indicates the frequency of the assessment for the Specialized Training Courses category to be conducted on a quarterly basis to demonstrate the students are gaining a better understanding of the subject matter offered.
Related Activities:	Design and administration of survey tool.
Tasks:	<p>CE&WD assigned staff will perform the following tasks:</p> <ol style="list-style-type: none"> 1. Inform Adjunct Instructor/Trainer of assessment procedures 2. Administer the survey on last day of class or event 3. Analyze survey/test results/input report into TracDat 4. Send related Memo to AIER/Committee for TracDat 5. Share the results with related units or subject matter expert/instructor.
Use of Results:	CE&WD will develop training/courses with subject matter experts to address industry workforce development demands.
SSUO#3:	Special Event: Work Readiness Training for Summer Employment Opportunity Program
Description:	Participants will report satisfaction with the knowledge learned on work readiness for immediate application for gainful employment or for continued high school education after the SEOP.
Criterion:	70% of the participants of the Summer Employment Opportunity Program will be satisfied with the work readiness knowledge learned to apply at their SEOP Employer work-placement.
Method:	The Work Readiness Training (WRT) survey will be used as the measuring tool for the criterion. The survey will be uploaded into TracDat.
Related Activities:	Design and administration of survey tool, secure employer group participation in SEOP and assign SEOP participant to employer group for employment experience.
Tasks:	<p>CE&WD assigned staff will perform the following tasks:</p> <ol style="list-style-type: none"> 1. Inform Adjunct Instructor/Trainer of assessment procedures 2. Administer the survey on last day of class or event 3. Analyze survey/test results/input report into TracDat 4. Send related Memo to AIER/Committee for TracDat 5. Share the results with related units or subject matter expert/instructor.

Use of Results: CE&WD will develop and formalize SEOP and establish Memorandum of Agreement with Employer Groups interested in providing summer employment experience for work readiness trained youth participating in the SEOP.

Standard Operation Procedures for Assessment of CE&WD Activities

CE&WD Standard Operation Procedures for assessment continuity for non-credit/CEU specialized training or identified Special Event activity. The SOP will be used to incorporate staff participation in assessment activities by assigning the different tasks associated with the step by step general assessment procedures. Detailed tasks will be determined per category SSUO.

Step 1: Design survey applicable for each category to be assessed

Step 2: Inform Adjunct Instructor/Trainer of assessment procedures

Step 3: CE&WD administers survey on last day of class or event

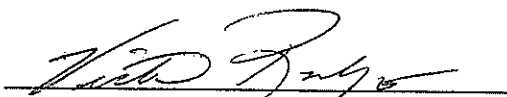
Step 4: CE&WD analyzes survey/test results/inputs report into TracDat

Step 5: Send related Memo to AIER/Committee for TracDat

Step 6: CE&WD shares the results with related units or subject matter experts.

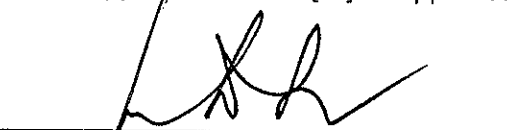
Developing the CE&WD assessment process for non-credit and CEU courses proved to be a productive and knowledge sharing activity between CE&WD and AIER. Both departments benefitted from this exercise in better understanding the complex dynamics of the operations of CE&WD as well as the support AIER provides to the departments in the implementation of assessment activity. *You're upon* your review and approval of the CE&WD assessment process submittal, both departments will immediately commence working together to meet the Assessment Report deadline of October 8, 2012.

Endorsed by:


Victor Rodgers, Assistant Director, CE&WD

8/30/12
Date

[☒] Approved [☐] Disapproved


Dr. R. Ray D. Somera
Vice President for Academic Affairs

8/30/12
Date

CC: AIER

GUAM COMMUNITY COLLEGE
Continuing Education & Workforce Development

FA12-SP13 SSUO#1 – Certificate or Online Training/Testing

Description: Students will receive a health certificate upon successful completion of the health certificate workshop.

Criterion: 70% of the students who participate in the Health Certificate workshop during the last week of March will pass the Health Certificate Test.

Method: Health Certificate Test results will be used as the measuring tool to determine success rate of completion. The Health Certificate Student Test Score Roster will be uploaded in TracDat.

Data Collection Status/Summary of Result:

The CE&WD office supports the Tourism and Hospitality Department in conducting the Health Certificate Workshops for the Department of Public Health and Social Services (DPHSS) Health Certificate (HC) Program. The CE&WD office is responsible for registering and admitting students into the HC workshop. The CE&WD office prepares and submits the final HC Student Test Score Roster to DPHSS to grant the “permanent annual” health certificate to successful completer/test-takers.

Overall analysis of the HC Student Test Score Roster shows that of the 203 students scheduled by DPHSS for the HC Workshop during the last week of March 26 – 29, 2012, a total of 103 students registered. This HC Workshop yielded an attendance rate of close to 51% (50.7%, $n=103$) thus revealing a gap of a Of the 51% ($n=103$) of students who attended and completed the HC Workshop and tested, the final HC Student Test Score Roster shows that 77% (76.69%, $n=103$) of test-takers successfully passed with a failure rate of slightly over 23% (23.3%, $n=24$) of the remaining test-takers.

Based on these findings, CE&WD will review the assessment results with the Department Chair of the Tourism and Hospitality Department to determine if the Health Certificate Workshop curriculum and test instrument(s) need to be updated or revised to address the pass/failure rate of test-takers. Other areas to be addressed are the gaps between the number of students scheduled by DPHSS versus the actual number of registrants for the HC workshop as well as the determination of barriers affecting the failure rates of the test-takers (i.e., language barriers, etc.).

Data Collection Status/Summary of Result
(N=?) Date: 10/5/12

Data Collection Status/Summary of Result Status: Criterion Met

Budget Implications: Over \$5,000

Notes: Increase in fees associated with Health Certificate Workshop for subject matter expert (Adjunct Instructor) costs.

Budget Related Performance Indicators: Additional services may be required as a result to address the failure rate of test takers (i.e., new curriculum materials, instructors, ESL language barriers, language translator(s), test development into different language(s), etc.).

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Continuing Education & Workforce Development

FA12-SP13 SSUO#2: Specialized Training Course(s) (Non-credit or CEU)

Description: Students will demonstrate a better understanding of the fundamentals and principles of the Guam government procurement.

Criterion: 70% of the Spring 2012 students of the C_BE101 Procurement Training class will agree they gained a better understanding of the Guam government procurement.

Method: Procurement Training Survey will be used as the measuring tool for the criterion. The survey will be uploaded into TracDat.

Data Collection Status/Summary of Result:

The CE&WD office worked with subject matter experts in developing the C_BE101 Procurement Training course for CEUs offered in Spring 2012. The first class was launched in February, 2012 with a total of 20 students registered. Of the students registered, 90% ($n=18$) completed the course and received 1.8 CEUs.

CE&WD administered the Procurement Training Survey (PTS) to the class. Overall analysis of the Procurement Training Survey (PTS) showed the following results. Of the 18 student completers of the course, the PTS yielded a response rate of close to 89% (88%, $n=16$).

The students were asked to respond to the eight (8) survey questions which resulted as follows:

1. When asked to if sufficient time was made available to discuss items listed on the syllabus, close to 38% (37.5%, $n=6$) *strongly agreed*, 63% (62.5%, $n=10$) *agreed*, with no response to *somewhat agree*, *disagree*, or *strongly disagree*.
2. When asked if the instructor(s) demonstrated a knowledgeable and clear understanding of the subject matter, 75% ($n=12$) responded they *strongly agreed*, 25% ($n=4$) responded they *agreed*, with no response to *somewhat agree*, *disagree*, or *strongly disagree*.
3. When asked did the training provide information you can use to develop your agency/company's current process or program, responses showed almost 69% (68.8%, $n=11$) *strongly agree*, 25% ($n=4$) *agree*, over 6% (6.3%, $n=1$) *somewhat agree*, with no response to *disagree* or *strongly disagree*.
4. When asked do you have a better understanding of the subject matter to augment, strengthen or support your process or program, close to 69% (68.8%, $n=11$) *strongly agree* and over 31% (31.3%, $n=5$) *agree*, with no response to *somewhat agree*, *disagree*, or *strongly disagree*.
5. When asked if the resource handbook, CD, handouts, and presentations helped explain the subject matter, the responses included 75% ($n=12$) *strongly agree*, close to 19% ($n=3$) *agree*, over 6% (6.3%, $n=1$) *somewhat agree*, with no response to *disagree* or *strongly disagree*.

6. Students were asked if the guest speakers provided useful information to increase their understanding or awareness of the subject matter and almost 69% (68.8%, n=11) responded they *strongly agree*, over 31% (31.3%, n=5) *agree*, with no response to somewhat agree, disagree, or *strongly disagree*.
7. In response to the question what subject or topic did you find the most interesting or helpful, the students commented as follows:
- 1 – *I found the topic of proper documentation of a purchase most helpful I also found having Mr. Brown + Mrs. Brooks participate in class very helpful. Mr. Perez is also a very knowledgeable man on procurement + it's procedures.*
 - 1 - *Both the AG and Appeals was very interesting to hear.*
 - 1 - *This is history of procurement.*
 - 1 - *Procurement history.*
 - 1 – *History of the Guam Procurement Law and to know that a policy office exists and also the powers of the policy office.*
 - 1 – *Procurement process – Ethics and moral values.*
 - 1 – *The protest process as presented by the Public Auditor.*
 - 1 – *GAR & GCA topic.*
 - 2- *All subject(s).*
 - 1 – *All.*
 - 4 – *None.*
8. In response to improvements for the next training module, the students commented as follows:
- 1 – *Give more advance notice of class times.*
 - 1 - *Would like to hear & understand better the relationship between the agencies and CPO/DPW Dir. Find an agency who does thing "right" or has a good system to present their system/process. Might be good at RFP or IFB, and another on contact management. Also produce contact mgmt as a topic.*
 - 1 – *Continue to have procurement modules. Make it a course for a whole semester or more.*
 - 1 – *Continue with the certifying of procurement officers.*
 - 1 – *Get into the details of Bids, RFP's, etc.*
 - 1 – *More class discussions and real life situations be debated.*
 - 1 – *Make it available venue at each Gov't. Agency Facility.*
 - 1 – *Need more time.*
 - 1 – *Have more times.*
 - 1 – *Break every 45 minutes.*
 - 1 – *By limiting the class for 2 hours during the day.*
 - 1 – *Better venue, sometimes too cold.*
 - 3 – *None.*

Based on these findings, CE&WD will review the assessment results with the subject matter experts to develop additional procurement training courses to address Guam's procurement law and processes. The local industry certification program will continue to evolve into what is envisioned as the Guam Procurement Institute.

Data Collection Status/Summary of Result

(N=?) Date: 10/5/12

Data Collection Status/Summary of Result Status: Criterion Met

Budget Implications: Over \$5,000

Notes: Increase in budget costs will be required to hire additional subject matter experts and administrative assistance will be required for the development and growth operations for the procurement training program.

Budget Related Performance Indicators: Additional curriculum and test development will be required for the local industry certification in procurement which will progress into the Guam Procurement Institute.

CE&WD administered the Procurement Training Survey (PTS) to the class. Overall analysis of the Procurement Training Survey (PTS) showed the following results. Of the 18 student completers of the course, the PTS yielded a response rate of close to 89% (88%, $n=16$). When asked do you have a better understanding of the subject matter to augment, strengthen or support your process or program, close to 69% (68.8%, $n=11$) strongly agree and over 31% (31.3%, $n=5$) agree, with no response to somewhat agree, disagree, or strongly disagree.

GUAM COMMUNITY COLLEGE
Continuing Education & Workforce Development

FA12-SP13 SSUO#3 – Special Event: Work Readiness Training (WRT) for Summer Employment Opportunity Program (SEOP)

Description: Participants will report satisfaction with the knowledge learned on work readiness for immediate application for gainful employment or for continued high school education after the SEOP.

Criterion: 70% of the participants of the SEOP will be satisfied with the work readiness knowledge learned to apply at their SEOP Employer work placement.

Method: The Work Readiness Training (WRT) Survey will be used as the measuring tool for the criterion. The survey will be uploaded into TracDat.

Data Collection Status/Summary of Result:

The CE&WD office worked with subject matter experts to provide WRT for the participants of the Summer Employment Opportunity Program for high school students achieving academic excellence. The training was provided in Summer 2012 with a total of forty-four (44) students scheduled to attend.

CE&WD administered the Work Readiness Training (WRT) Survey to the participants. Overall analysis of the WRT Survey showed the following results. Of the 44, over 61% (61.4%, $n=27$) students registered and completed the WRT. Of the 27 completers, close to 93% (92.59%, $n=25$) responded to the WRT Survey.

The students were asked to respond to the four (4) survey questions which resulted as follows:

1. When asked to rate their overall satisfaction with the training, the participants response rate shows 96% ($n=24$) *very satisfied*, 4% ($n=1$) *somewhat satisfied*, with no response to *neutral*, *somewhat dissatisfied*, or *very dissatisfied*.
2. When asked to rate if the trainer was knowledgeable, well-prepared and communicated well, the students responded as follows:
 - Customer Service Workshop: 92% ($n=23$) *very satisfied* with 8% ($n=2$) responding they did not attend, with no response to *somewhat satisfied*, *neutral*, or *somewhat dissatisfied*.
 - Dollars and Cents Workshop: 76% ($n=19$) *very satisfied*, 12% ($n=3$) *somewhat satisfied*, 8% ($n=2$) *neutral*, 4% ($n=1$) *somewhat dissatisfied*, with no response to *very dissatisfied* or *did not attend*.
 - Team Building Workshop: 88% ($n=22$) *very satisfied*, 16% ($n=4$) *somewhat satisfied*, 4% ($n=1$) *neutral*, with no response to *somewhat dissatisfied*, *very dissatisfied* or *did not attend*.

- Social Media in the Workplace: 80% (n=20) *very satisfied*, 16% (n=4) *somewhat satisfied*, 4% (n=1) *neutral*, with no response to *somewhat dissatisfied*, *very dissatisfied* or *did not attend*.
 - Success Habits/Work Ethics: 84% (n=21) *very satisfied*, 16% (n=4) *somewhat satisfied*, with no response to *neutral*, *somewhat dissatisfied*, *very dissatisfied* or *did not attend*.
3. When asked to rate their satisfaction with the following workshops, the students responded as follows:
- Customer Service Workshop: 92% (n=23) *agree* with 8% (n=2) responding they did not attend, with no response to *neutral* or *disagree*.
 - Dollars and Cents Workshop: close to 96% (95.8%, n=23) *agree* with over 4% (4.2%, n=1) *disagree*, with no response to *neutral* or *did not attend*.
 - Team Building Workshop: 100% (n=25) *agree* with no response to *neutral*, *disagree*, or *did not attend*.
 - Social Media in the Workplace: 100% (n=25) *agree* with no response to *neutral*, *disagree*, or *did not attend*.
 - Success Habits/Work Ethics: 100% (n=25) *agree* with no response to *neutral*, *disagree*, or *did not attend*.
4. In response to the open Comment section, 68% (n=17) responded:
- Just by attending the workshop, I have learned so much about the work place.
 - In my honest opinion I believe that the training today was a success. I enjoyed the people, food, and the activities that were given. I learned new things that I have never knew (known) until now. I am glad that I was chosen to participate in the knowledgeable, fun and prosperous Workforce Development Training.
 - This was a good workshop, I learned a lot of new things that I can use in the workforce.
 - Thank you for this it really helped for the work force.
 - I am ready to work! But I need more knowledge on money.
 - This will help many students in the future.
 - I had a great and fun experience in today's training.
 - I did expect to learn this much so I want to thank you all.
 - This training was very enjoyable. I had so much fun being here. I am grateful (grateful) that I was one of the chosen ones to be here.
 - The food was great! The program is really helping me out with the job dilemma.
 - Thank you (for) Changing my life.
 - It was very interesting and taught me a lot. It's the only training class I took all summer that didn't put me to sleep! Thank you!
 - Good Job!!!
 - I really learned a lot from this & I enjoyed coming to this workshop.

- I really enjoyed this program!!
- Overall it good!
- The Dollars and Cents speaker spoke a little too fast. Maybe you can try sense? The other speakers & coordinators were very friendly and AWESOME.

Based on these findings, the SEOP will be a formalized program with the Work Readiness Training as a permanent component. Additionally, a Memorandum of Agreement will be generated between GCC and each Employer Group interested in providing summer employment job experience for the SEOP student trainee.

Data Collection Status/Summary of Result

(N=?) Date: 10/5/12

Data Collection Status/Summary of Result Status: Criterion Met

Budget Implications: Over \$5,000

Notes: Budget costs will be required to formalize the SEOP, pay for trainers or Adjunct Instructors associated with the components of the SEOP, and administrative assistance needed to support the development and operations of the program.

Budget Related Performance Indicators: Subject matter experts will develop the training components, network to develop Employer Group participation, summer employment job placement and continued assessment of the SEOP to evolve into the leading mentorship-workforce development program for high school students who achieve academic excellence.