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## MEMORANDUM

**TO:** Dr. R. Ray D. Somera, Vice President for Academic Affairs  
**FROM:** T. Dela Cruz, Chair, Learning Outcomes Committee (LOC)  
**DATE:** May 11, 2017  
**SUBJECT:** Governance Committees' Year End Report for AY 2016-2017

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- **Learning Outcomes Committee**
- **Committee Members**
  - S. Balbin
  - J. Concepcion
  - C. Cruz
  - T. Dela Cruz (Chair)
  - Y. Flores
  - N. Guerrero
  - J. Jocson
  - C. Leon Guerrero
  - B. Muna
  - R. Nanpei (Past Chair)
  - M. Palomo
  - A. Sunga (Chair Elect)
  - D. Ventura

Initiatives		Completed	Carried Forward	Will Not Pursue	Status Description
1.	Review curriculum and respond in a timely manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	With the record number of curriculum document submissions during AY 2016-2017, review of curriculum in a timely manner was a challenge for LOC; 48 documents are still in the review process.
2.	Attend trainings and participate with GCC's curricular review process via ACALOG.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All LOC committee members completed Acalog training with J. Camacho during Fall 2016.
3.	Provide training on curricula process and development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Chong and A. Manzana offered one Curriculum Writing Workshop during the fall semester and one during the spring semester.

### Self Assessment

- To what degree has the committee met its roles and responsibilities?
  - LOC successfully met Initiatives 2 and 3 for AY2016-2017, which were LOC members attending Acalog training and providing curriculum writing workshops.
  - Initiative 1: review curriculum and respond in a timely manner is 72% complete. LOC received 170 curriculum documents during AY 2016-2017: 137 courses, 14 certificates and programs, and 19 secondary, yellow folder documents. To date, 48 need to complete the review process.
- How could the committee improve its effectiveness in regard to meeting its roles and responsibilities?
  - Deadlines are in place to ensure timely review of documents; however, all parties involved to include authors need to adhere to the posted timelines. Lack of follow-through after a document was reviewed slowed down the completion of the review process.
  - A curriculum review workshop is necessary to ensure all LOC members who review documents follow the same guidelines. Feedback from authors throughout the academic year was that some dyads review differently than others i.e. some review for grammar, others are particular about format, while others conduct

meticulous review thus a document would go back and forth from author to dyad a few times before an NC (No Changes) was recommended.

- How effective was the committee in completing its goals?
  - The high number of curriculum document submissions during Spring 2017 made it difficult for some committee members to meet the ten-day review period. On March 3, the curriculum deadline, committee members were given an additional grace period for review because of the record number of submissions on that day.
  - It is important to note that some authors did not return documents to LOC within their ten-business day time frame, which significantly slowed down the process.
  - In an attempt to ensure all documents were completed, the LOC chair sent an email to department chairpersons (DCs) for assistance in championing their faculty to update their course documents based on LOC checklists before the end of the semester. In addition, in late April, the LOC chair sent follow up Acalog alerts to encourage authors to follow through.
  - LOC was unable to successfully publish its 2016-2017 Curriculum Manual. One of the roles of the LOC Chair Elect is to gather suggestions and update the Curriculum Manual prior to the end of the Spring semester. At the end of AY 2015-2016, based on revision suggestions from LOC and the campus community, the curriculum manual was submitted to the VPAA for review and approval. Administrators requested additional time for review and asked R. Nanpei and T. Dela Cruz to meet during Summer 2016 to discuss the suggestions made by the administration team. In Fall 2016, upon updating the curriculum manual to accommodate the administration's suggestions, T. Dela Cruz emailed a PDF file of the Curriculum Manual to DCs in early October for dissemination to program faculty; the document was too large to post on MyGCC. Still later in the semester, the VPAA asked for a Word copy of the Curriculum Manual so M. Montague and Dr. Ulloa-Heath could review it to ensure the administration's suggestions were incorporated and to ensure the Acalog process description was consistent throughout the document; a PDF version was provided. On March 24, 2017, M. Montague and Dr. Ulloa-Heath provided feedback of their review to the LOC Chair and Chair-Elect. The Curriculum Manual review was designated to the Chair-Elect to announce a call for revision suggestions to the campus community; announcements were made and a deadline was provided.
- How might the committee improve its effectiveness in regard to accomplishing its initiatives?
  - Revisiting curriculum deadlines and time allotted between author and LOC might help all stakeholders successfully complete their goals.

- While LOC checklists outline dyad recommendations, some authors did not make the changes either by choice or because of misunderstanding of reviewer comments. Perhaps the next chair can work closely with authors or DCs to assist in the revision process of curriculum documents.

## **Recommendations**

- Because there are still several curriculum documents that need to be completed, LOC recommends allowing only those documents to be completed without having to transfer information to a new template should one be created by next year's Curriculum Review Committee (CRC).
- If a continued high number of curriculum documents is anticipated, additional members for next year's CRC is necessary.
- All reviewers (authors, DCs, deans, and registrar) should participate in a curriculum review/template workshop. Dyads found overlooked errors from DC and administrator levels; delays in the LOC process might have been avoided if errors were corrected at the first, second, and third levels of review prior to reaching LOC.
- An ongoing discussion and LOC concern is SLOs. While LOC's charge is to ensure quality curriculum, the LOC consensus is that program faculty, DCs, and deans should have extensive SLO discussion and input prior to LOC review; CCA has offered mentorship to authors to ensure measurable SLOs are written. For example, "demonstrate" was deemed immeasurable this semester whereas in the past, it was an acceptable, measurable SLO. This was communicated verbally and informally between authors and LOC; no formal documentation or memorandum was issued. A campus-wide training or workshop would be helpful for authors and reviewers.
- Revisiting deadlines and time allotted between author and LOC might reduce the number of documents needing to be completed so close to the end of each semester.
- Because not all authors are trained or have access to Acalog, LOC recommends providing Acalog training for authors who will submit documents.
- The secondary review process is quite tedious and time consuming because it still utilizes hard copies. It may be helpful for the administration team to consider Acalog for the secondary curriculum review process.
- The timeline for Curriculum Manual review and input for suggestions should happen early in the Spring semester to ensure completion prior to the end of the academic year.

## **Additional Endeavors:**

- LOC and GenEd chairs worked together to create a review process and curriculum flow chart to accommodate both committees' endeavors which was outlined in a memo issued on August 18, 2016 to the Faculty Senate President, the GCC Union President, and the VPAA. The LOC chair attended the GenEd Acalog training to provide insight on the

LOC review process. When GenEd began to review, LOC found that once a GenEd reviewer canceled an Acalog alert, it also canceled the LOC alert to dyads for review; this process needs to be revisited to ensure both committee can review simultaneously.

- LOC's Chair, LOC Chair Elect and GCC's GenEd committee met with committee members from the University of Guam's (UOG) General Education Committee to discuss proposed changes to their general education requirements. Many GCC students transfer to UOG thus the importance of learning about such important changes.
- LOC Chair met with CCA's Z. Teng to discuss SLOs and advisory committee minutes. After conferral with LOC, the following responses were provided:
  - "There is still consensus regarding making authors confer SLOs with CCA prior to a document being submitted to LOC and the reference in the Curriculum Manual regarding the memo from Kat last year will stay. Their recommendation is that authors and DCs work with CCA to ensure measurable SLOs prior to routing a course or program through the LOC curriculum review process."
  - "Advisory Committees are part of the LOC Course and Program templates and are also described in various places of the Curriculum Manual. This policy has been in place and LOC is doing its part to ensure we follow through. Advisory Committees are created then vetted by the President thus the importance of continuing this practice to ensure up-to-date techniques, strategies, etc. are taught in the classroom."
- In response to the VPAA's flagship assignment and based on preliminary research, LOC recommends program faculty and/or department chairpersons take the lead in finalizing the research for this flagship assignment because they are the field experts and are able to compare GCC programs with other ACCJC accredited programs. Please see the attached memo.

March 9, 2017

To: Dr. R. Somera, Vice President of Academic Affairs

Via: Faculty Senate

From: /s/ T. Dela Cruz, Chair, Learning Outcomes Committee

Below and attached are my preliminary findings in response to the flagship assignment regarding program degree requirement comparisons. The attachment includes general education requirements, core/major requirements, and electives.

Of colleges accredited by ACCJC, 14 were similar in enrollment to Guam Community College; enrollment ranged from just under 2000 to just over 3000. Of the 14, seven have identical programs/titles to those at GCC. Of the 18 programs found, seven require 60 credits, eight require 61-63 credits, and three require 66-68 credits.

Here is a summary of the credit requirements:

Program	Number of Programs found	Credit Requirements
A.S. Accounting	1	60
A.S. Architectural Drafting	1	66
A.S. Automotive (and related degrees)	5	60-67
A.S. Criminal Justice	1	61
A.A.S. Culinary Arts	1	68
A.S. Early Childhood Education	2	60-62
A.A. S. Hospitality and Tourism	1	63
A.S. Human Services	1	60
A.A. Liberal Studies (and related degrees)	4	60-63
A.A.S. Marketing	1	62

Based on this preliminary research, I recommend program faculty and/or department chairpersons take the lead in finalizing the research for this flagship assignment because they are the field experts. It was difficult to discern how a degree in Criminal Administration differs from Criminal Justice or how Automotive Technology differs from Automotive Mechanics Technology. In addition, there were several degrees that could be determined to be Visual Communication. A field expert would immediately identify the similarities and differences and conclude if a program from another college equates to one here at GCC.

**Comparison of Degree Requirements of colleges accredited by ACCJC**

College	Enrollment	Program	Credit Requirements	
American Samoa Community College	1795	A. A. Liberal Arts	General Education Requirements	28
			Core Foundation	27-29
			Program Requirements	3
			Elective Credits	3
			Total Credits	61-63
		A.S. Autobody Repair	General Education Requirements	28
			Co-Foundational Requirements	31
			Program Requirements	3
			Total Credits	62
		A.S. Automotive Technology	General Education Requirements	28
			Co-Foundational Requirements	36
			Program Requirements	3
			Total Credits	67
		A.S. Architectural Drafting	General Education Requirements	28
			Co-Foundational Requirements	32
			Program Requirements	6
			Total Credits	66
		A.S. Criminal Justice	General Education Requirements	28
			Co-Foundational Requirements	27
			Program Requirements	6
			Total Credits	61
Barstow Community College	3275	A.S. Accounting	Major Requirements	21
			General Education Coursework	27
			Electives	12
			Total Credits	60
		A.S. Automotive Technology	Major Requirements	20
			General Education Coursework	27
			Electives	13
			Total Credits	60
		A.S. Early Childhood Education	Total Units for Major	25
			General Education	39
			Electives - as needed to reach 60 credits	
			Total Credits	60

<b>College of Micronesia - FSM</b>	2744	A.A. Liberal Arts	General Education Requirements Major Requirements Electives Graduation Requirements	29 24 9 62
<b>Hawai'i Community College</b>	3686	A.S. Early Childhood Education	Total Credit Requirements	62
		A.A. S. Automotive Mechanics Technology	Total Credit Requirements	63
		A.A.S. Culinary Arts	Total Credit Requirements	68
		A.A. S. Hospitality and Tourism	Total Credit Requirements	63
		A.A. Liberal Arts	Total Credit Requirements	60
		A.A.S. Marketing	Total Credit Requirements	62
<b>Lassen College</b>	2103	A.S. Automotive Technology	General Education Required Core Courses Electives Total Units for A.S.	18 39 3 60
		A.S. Human Services	General Education Electives Required Core Courses Total Units for A.S.	18 6 27 60
<b>Porterville College</b>	3887	A.A. Liberal Arts	General Education Area of Emphasis Electives  Total Credits	31-40 18 as needed to meet 60 credits 60