# Guam Community College
# Fall 2008
## INSTITUTIONAL EFFECTIVENESS
## SURVEY REPORT
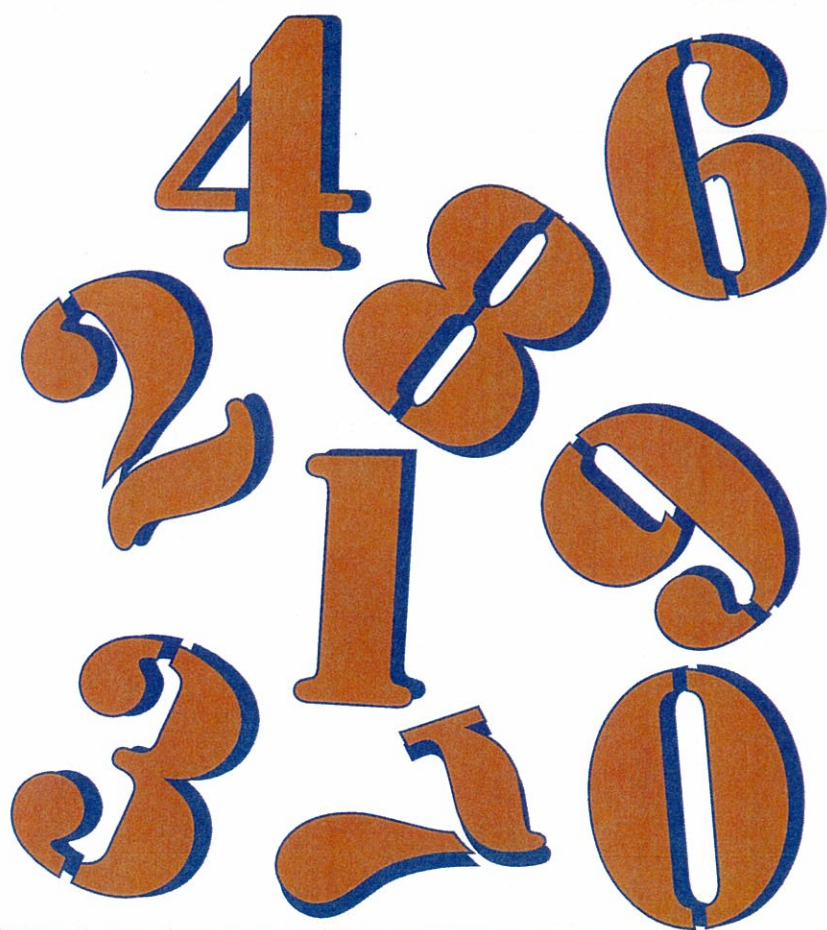
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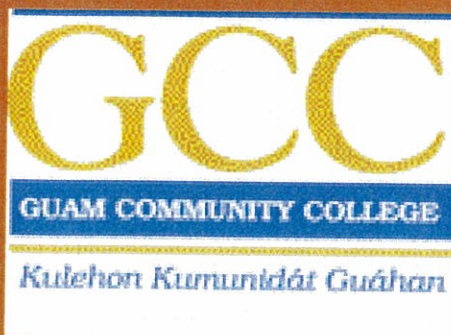
**GCC**
**GUAM COMMUNITY COLLEGE**
*Kulehon Kumunidát Guåhan*

## Mission Statement - Board of Trustees Policy 100

Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. We provide education and vocational training that is premised on lifelong learning. GCC is committed to providing quality-learning opportunities in occupational, vocational-technical, technological, academic, and continuing education reflective of our community and industry needs. (Adopted February 9, 2005 – Resolution 3-2005 --Policy last reviewed: January 25, 2007)

# FALL 2008 INSTITUTIONAL EFFECTIVENESS SURVEY REPORT

## Executive Summary

For almost a decade now, Guam Community College (GCC) has been working diligently to comply with the Accrediting Commission for Community and Junior College's (ACCJ's) expectation for systematic and regularized program review, short and long-term planning and resource allocation that support improved educational effectiveness, and student learning outcomes assessment. In Fall 2008, GCC's Office of Assessment and Institutional Effectiveness (AIE) administered the *Fall 2008 Institutional Effectiveness Survey* to all full-time employees as well as members of the Board of Trustees. The purpose was to gauge the progress the College has made in meeting the Commissions' expectations as well as to determine the areas in need of improvement.

The survey is divided into four parts. The first part consists of questions designed to collect background information from respondents. The other three parts are divided into *Program Review*, *Planning*, and *Student Learning Outcomes*. Respondents were asked to select a level of implementation and an implementation stage that best describes the College's efforts in each of these areas.

The Fall 2008 survey results reveal that for all three areas-- *Program Review*, *Planning*, and *Student Learning Outcomes (SLOs)*, the College is perceived to be between the implementation levels of *Development* and *Proficiency* and between Stage 2 (*Making Progress in Implementing*) and Stage 3 (*Maturing Stage of Continuous Improvement*) in implementation. It is important to note, however, that responses from individuals from non-academic departments may have impacted the accuracy of the

results reported for SLOs and program review since they are not involved directly in these two areas.

Based on survey results, the following actions are recommended:

- In order to ensure a greater awareness of and participation in *Program Review* activities, departments should get more faculty involved in the process. For example, departments should get their faculty to work together to complete their SLO maps. Dialogue among faculty is essential for program improvement.

- The College should continue its efforts to get input from different stakeholder groups with regards to the formulation and implementation of institutional, program-level, and course-level planning.

- The College needs to find out what kinds of resources faculty would need in order to help them move forward with the development and assessment of SLOs. Since schedule conflicts may make it difficult for some faculty to participate in SLO training sessions held on campus, perhaps online SLO training could be offered (i.e. podcast).

- The College should continue to provide SLO training opportunities for faculty.

- Academic departments should get more faculty involved in the development and assessment of SLOs.

- In the future, surveys should be targeted to specific groups of respondents (i.e. faculty, administrators, staff, and BOT). This will provide the College with more accurate levels of implementation for program review and SLOs since these areas are faculty-driven.

I. Background and Rationale

In Fall 2007, Dr. Barbara Beno, President of the Accrediting Commission for Community

and Junior Colleges (ACCJC), provided the College with a *"Rubric for Evaluating Institutional*

*Effectiveness"* (Appendix A). The rubric was intended to be used by institutions as a tool to

measure and evaluate their own effectiveness and by comprehensive evaluation teams to assess

the level of college performance in the areas of *Program Review, Planning,* and *Student*

*Learning Outcomes.*

In compliance with the expectations of the Commission, Guam Community College's

(GCC's) Office of Assessment and Institutional Effectiveness (AIE) created a *Rubric for*

*Evaluating Institutional Effectiveness* (Appendix B) which incorporates similar levels of

implementation and characteristics of institutional effectiveness. The rubric was pilot tested

during Professional Development Day (PDD) on February 18, 2008.[1]

On October 2008, a revised rubric was developed by members of the College's

Accreditation Monitoring Group (AMG). This rubric is called the *Fall 2008 Institutional*

*Effectiveness Survey* (Appendix C). The AMG is comprised of the Academic Vice President,

Deans, Associate Deans, Adjunct Associate Dean, Planner IV, Program Specialist for

Assessment, Institutional Researcher, and the Assistant Director of AIE. This rubric is a

simplified version of the rubric that was administered last Spring. It is divided into four parts.

The first part consists of four questions designed to collect background information from

respondents. The other three parts are divided into *Program Review, Planning,* and *Student*

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[1] The return rate was 25.7%. Of the 160 surveys that were distributed during PDD, 41

were returned. After PDD, surveys were administered to secondary faculty at their respective

high schools. Of the College's 32 secondary faculty, 20 completed the survey (62.5%).

*Learning Outcomes.* Respondents were asked to select a level of implementation and an implementation stage that best describes the College's efforts in each of these areas.

II.    Methodology and Sampling

AIE administered the *Institutional Effectiveness Survey* in Fall 2008. Packets containing the survey along with a cover memo were provided to all academic and non-academic departments/units. Department and unit heads were asked to provide each full-time employee within their department/unit a copy of the *Fall 2008 Institutional Effectiveness Survey.* Employees were given two weeks to complete the survey (November 5, 2008 to November 19, 2008). Department/unit heads were also asked to collect all the surveys for their area, to place them in the original envelope provided by AIE, and to deliver it to the AIE office no later than November 21, 2008. A memo from AIE announcing the *Institutional Effectiveness Survey* was posted on MyGCC[2] on November 5, 2008. On January 9, 2009, AIE sent a similar memo along with the *Institutional Effectiveness Survey* to the Board Secretary for dissemination to all Board members. Completed surveys were forwarded to AIE by the Board Secretary prior to January 16, 2009.

A total of 214 surveys were distributed to full-time employees of the College and 8 surveys were distributed to board members. Of the 214 surveys distributed to full-time employees, 184 were returned. Of the 8 surveys that were distributed to board members, 7 were returned. The overall survey response rate was 86.04% (191/222).

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[2] The College implemented a new integrated data-base system with web accessible information combining student, financial aid, finance, and human resources into one system now known as MyGCC.

The Remark Office OMR Software was used to design the template that was used to read the survey results. A Xerox copier was used to scan the images of the survey form which was in bubble format. GCC's Management Information Systems (MIS) personnel downloaded the software to the Institutional Researcher's computer and Xerox representatives trained the Institutional Researcher on how to use the software.

III.    Results and Discussion

## Respondent Profile

As shown in Table 1 below, of the 191 respondents, 114 are *female* (59.69%) and 77 are *male* (40.31%).

### Table1. Gender

|  | Number of Response(s) | Percent |
| --- | --- | --- |
| Male | 77 | 40.31% |
| Female | 114 | 59.69% |
| **Total** | 191 | 100.00% |

According to Table 2, in terms of respondent type, nearly 50% of respondents were *faculty* (n=85, 44.50%) followed by *support staff* (n=69, 36.13%), administrator (n=29, 15.26%), and BOT member (n=7, 3.68%). One respondent did not select a respondent type (0.52%).

### Table 2. Respondent Type

|  | Number of Response(s) | Percent |
| --- | --- | --- |
| Faculty | 85 | 44.50% |
| Support Staff | 69 | 36.13% |
| Administrator | 29 | 15.26% |
| BOT Member | 7 | 3.68% |
| No Response | 1 | 0.52% |
| **Total** | 191 | 100.00% |

As for length of service at GCC, Table 3 reveals that 39.79% (n=76) of respondents have been with the college for *ten years or more* followed by 16.75% (n=32) who have been with the college for *1-3 years*, 16.23% (n=31) who have been with the college for *4-6 years*, 15.18% (n=29) who have been with the college for *7-9 years*, and 11.52% (n=22) who have been with the college for *less than a year*. One respondent did not report a length of service (0.52%).

**Table 3. Length of Service**

|  | Number of Response(s) | Percent |
| --- | --- | --- |
| Less than a year | 22 | 11.52% |
| 1-3 years | 32 | 16.75% |
| 4-6 years | 31 | 16.23% |
| 7-9 years | 29 | 15.18% |
| 10+ years | 76 | 39.79% |
| No Response | 1 | 0.52% |
| **Total** | 191 | 100.00% |

Although the survey was meant for full-time employees and BOT members, one respondent was identified as a *part-time employee* (0.52%). There were 182 (95.29%) *full-time employees* who responded to the survey and seven (3.66%) *BOT members*. One (0.52%) respondent did not report an employment status.

**Table 4. Employment Status**

|  | Number of Response(s) | Percent |
| --- | --- | --- |
| Full-Time Employee | 182 | 95.29% |
| Part-Time Employee | 1 | 0.52% |
| BOT | 7 | 3.66% |
| No Response | 1 | 0.52% |
| **Total** | 191 | 100.00% |

When asked to select the College's level of implementation in *Program Review*, 36.13% (n=69) of respondents selected *Development*, followed by 32.98% (n=63) who selected *Proficiency*. The same number of respondents selected *Awareness* (n=26, 13.61%) and *Sustainable Continuous Quality Improvement* (n=26, 13.61%). Seven respondents (3.66%) did not select an implementation level. On a scale of 1 to 4 where 1=*Awareness*, 2=*Development*, 3=*Proficiency*, and 4=*Sustainable Continuous Quality Improvement*, the mean score of the total responses to this question is 2.48. The mean score is the average of the value in all responses based on the scale. This score reveals that there is a general feeling among respondents that the College falls between *Development* and *Proficiency* in terms of the level of implementation in *Program Review*.

### Table 5. Level of Implementation - Program Review

|  | Number of Response(s) | Percent |
|---|---|---|
| Awareness (1) | 26 | 13.61% |
| Development (2) | 69 | 36.13% |
| Proficiency (3) | 63 | 32.98% |
| Sustainable Continuous Quality Improvement (4) | 26 | 13.61% |
| No Response | 7 | 3.66% |
| **Total** | 191 | 100.00% |

When asked to select the implementation stage that best describes the level of implementation chosen for *Program Review*, 43.46% (n=83) of respondents selected Stage 2 *(Making Progress in Implementing),* followed by 34.03% (n=65) who selected Stage 3 *(Maturing Stage of Continuous Improvement)*, 13.09% (n=25) who selected Stage 1 *(Beginning Implementation)* and 5.76% (n=11) who selected Stage 4 *(Advanced Stage of Continuous Improvement)*. Seven respondents (3.66%) did not select an implementation stage. On a scale of 1 to 4 where 1=Stage One, 2=Stage Two, 3=Stage Three, and 4=Stage Four, the mean score of

the total responses to this question is 2.34. This score reveals that respondents generally

perceive the College to be between Stage 2 *(Making Progress in Implementing)* and Stage 3

*(Maturing Stage of Continuous Improvement)*.

**Table 6. Implementation Stage – Program Review**

|  | Number of Response(s) | Percent |
| --- | --- | --- |
| Stage 1 *(Beginning Implementation)* | 25 | 13.09% |
| Stage 2 *(Making Progress in Implementing)* | 83 | 43.46% |
| Stage 3 *(Maturing Stage of Continuous Improvement)* | 65 | 34.03% |
| Stage 4 *(Advanced Stage of Continuous Improvement)* | 11 | 5.76% |
| No Response | 7 | 3.66% |
| **Total** | 191 | 100.00% |

When asked to provide reasons for the implementation stage chosen, many respondents

reported that results of program review are used to make program improvements. For instance,

one respondent indicated that his or her department is "collecting data from assessment and using

it as a tool for improvements." A second respondent mentioned that "program review is

conducted regularly in our department and results are evaluated to improve the college and

student success." A third respondent commented that "noticeable improvements have been made

as a result of assessment data—assessment data has been used in developing curriculum and

outfitting shops." A fourth respondent noted that "GCC has been continuously improving its

assessment process—program review results have been used to improve program practice."

Despite the above findings, there are some individuals at the college who are unsure of

what *Program Review* is. One respondent stated that he or she has "no knowledge of program

review, and is therefore unable to complete the survey." A second respondent indicated that he

or she was "unsure of what should be occurring during the program review process; have not been informed of the following areas being assessed." A third respondent noted that "not all units in the college understand fully the process of program review." It could be that these individuals are from non-academic units that do not conduct program reviews (i.e. business office). Consequently, this may have an impact on program review results.

A couple of issues with *Program Review* that were brought up in the qualitative comments include an inconsistency in faculty participation in program review. One respondent reported that "All faculty do not participate. I'm uncertain why some are tasked but others are not." Another issue is the need to use assessment results to make informed decisions about resource allocation.

<u>Planning</u>

When asked to select the College's level of implementation in *Planning*, 35.08% (n=67) selected *Development*, followed by 28.80% (n=55) who selected *Proficiency*, 16.75% (n=32) who selected *Awareness*, and 15.18% (n=29) who selected *Sustainable Continuous Quality Improvement*. Eight respondents (4.19%) did not select a level of implementation for *Planning*. The mean score of the total responses to this question is 2.44. This score reveals that respondents generally feel that the College is between *Development* and *Proficiency* in its *Planning* activities.

**Table 7. Level of Implementation - Planning**

|  | **Number of Response(s)** | **Percent** |
|---|---|---|
| Awareness (1) | 32 | 16.75% |
| Development (2) | 67 | 35.08% |
| Proficiency (3) | 55 | 28.80% |
| Sustainable Continuous Quality Improvement (4) | 29 | 15.18% |
| No Response | 8 | 4.19% |
| **Total** | 191 | 100.00% |

When asked to identify the implementation stage that best describes the level of

implementation selected for *Planning*, 41.88% (n=80) of respondents selected Stage 2 *(Making*

*Progress in Implementing)*, followed by 31.94% (n=61) who selected Stage 3 *(Maturing Stage of*

*Continuous Improvement)*, 14.66% (n=28) who selected Stage 1 *(Beginning Implementation)*,

and 6.81% (n=13) who selected Stage 4 *(Advanced Stage of Continuous Improvement)*. Nine

respondents (4.71%) did not select an implementation stage. The mean score of the total

responses to this question is 2.32. This score reveals that there is a general opinion among

respondents that the College falls between Stage 2 *(Making Progress in Implementing)* and Stage

3 *(Maturing Stage of Continuous Improvement)*.

**Table 8. Implementation Stage – Planning**

|  | Number of Response(s) | Percent |
|---|---|---|
| Stage 1 | 28 | 14.66% |
| *(Beginning Implementation)* | | |
| Stage 2 | 80 | 41.88% |
| *(Making Progress in Implementing)* | | |
| Stage 3 | 61 | 31.94% |
| *(Maturing Stage of Continuous Improvement)* | | |
| Stage 4 | 13 | 6.81% |
| *(Advanced Stage of Continuous Improvement)* | | |
| No Response | 9 | 4.71% |
| **Total** | 191 | 100.00% |

When asked to provide reasons for the implementation stage chosen for *Planning*, a

number of respondents made reference to the College's new *Institutional Strategic Master Plan*

*(ISMP): 2009-2014*. However, similar to *Program Review*, some respondents mentioned that

they are unaware of what is being done at the College in relation to *Planning*.

The ISMP is a public document that identifies the College's long-term goals and

initiatives and is designed to guide it in meeting the community's need for technical and adult

education training over a five-year period. The plan serves as an important tool to guide the

College in meeting local workforce training and basic educational needs. This is particularly important with the impending military buildup and the anticipated increase in demand for educational services and training.

The College contracted the services of Market Research & Development (MRD), Inc. to develop its ISMP. MRD worked with various representatives from the campus community including faculty, staff, and administrators to develop the framework for the ISMP during monthly *Core Planning Group Working Sessions*. Management team members reviewed the first and second drafts of the plan. In order to ensure broad participation of all stakeholders, the general faculty's input on the third draft was solicited. During the November 2008 Board of Trustees (BOT) meeting, the Board approved the ISMP and during Professional Development Day on February 16, 2008, copies of ISMP were distributed to faculty, staff, and administrators.

There were several issues that were reported with respect to *Planning* at the College. One issue was the perceived "top-down" approach to planning. One respondent stated that "Involvement of planning process and plan implementation is minimal at best—most planning processes are done, cut and dried at upper levels of management and implementation is achieved by shoving established plans down the college population's collective throats." Another respondent commented that "many administrators do not engage faculty, staff, and students in ensuring planning is done in ways that reflect the reality of workplace challenges and dynamics." Yet another respondent mentioned that "planning occasionally seems to be/appears to be top down." A second issue related to *Planning* is limited dialogue prior to the implementation of a plan. One respondent reported that "plans in the institution are being made at various levels, but lack the necessary degree of dialogue prior to implementation of some of the plans." A third issue is resource allocation to support plans. As one respondent put it "progressive planning is

going on but resources are lacking in carrying out the plans." Another respondent indicated that "the link between planning and resource allocation needs more development."

### Student Learning Outcomes

When asked to select the College's level of implementation in *Student Learning Outcomes*, 43.98% (n=84) selected *Development*, followed by 25.65% (n=49) who selected *Proficiency*, 12.57% (n=24) who selected *Sustainable Continuous Quality Improvement*, and 10.99% (n=21) who selected *Awareness*. Thirteen respondents (6.81%) did not select a level of implementation for *Student Learning Outcomes*. The mean score of the total responses to this question is 2.43. This score reveals that respondents generally feel that the College falls between *Development* and *Proficiency* in terms of the level of implementation in *Student Learning Outcomes*.

**Table 9. Level of Implementation – Student Learning Outcomes**

|  | Number of Response(s) | Percent |
|---|---|---|
| Awareness (1) | 21 | 10.99% |
| Development (2) | 84 | 43.98% |
| Proficiency (3) | 49 | 25.65% |
| Sustainable Continuous Quality Improvement (4) | 24 | 12.57% |
| No Response | 13 | 6.81% |
| **Total** | 191 | 100.00% |

When asked to identify the implementation stage that best describes the level of implementation selected for *Student Learning Outcomes*, 40.84% (n=78) selected Stage 2 *(Making Progress in Implementing)*, followed by 27.75% (n=53) who selected Stage 3 *(Maturing Stage of Continuous Improvement)*, 15.18% (n=29) who selected *Stage 1 (Beginning Implementation)*, and 9.42% (n=18) who selected *Stage 4 (Advanced Stage of Continuous Improvement)*. Thirteen respondents (6.81%) did not identify an implementation stage. The

mean score of the total responses to this question is 2.34. This score reveals that respondents

tend to feel that the College falls between Stage 2 *(Making Progress in Implementing)* and Stage

3 *(Maturing Stage of Continuous Improvement)*.

**Table 10. Implementation Stage – Student Learning Outcomes**

|  | Number of Response(s) | Percent |
| --- | --- | --- |
| Stage 1 | 29 | 15.18% |
| *(Beginning Implementation)* | | |
| Stage 2 | 78 | 40.84% |
| *(Making Progress in Implementing)* | | |
| Stage 3 | 53 | 27.75% |
| *(Maturing Stage of Continuous Improvement)* | | |
| Stage 4 | 18 | 9.42% |
| *(Advanced Stage of Continuous Improvement)* | | |
| No Response | 13 | 6.81% |
| **Total** | 191 | 100.00% |

When asked to provide reasons for the implementation stage chosen for *Student Learning*

*Outcomes*, respondents made reference to the SLO maps developed by the College's Curriculum

Committee and General Education Committee, the College's 4-Year SLO Implementation Plan,

and the inclusion of SLOs in course guides, course syllabi and the college catalog. Respondents

also made reference to the SLO workshops that were conducted over the past couple of years.

Some respondents, however, reported that they have no knowledge of SLOs or are unaware of

what is being done at the College with respect to SLOs. Consequently, they were unable to

provide evidence for the implementation stage selected. As is the case with *Program Review*, it

could be that these respondents are from non-academic units that do not have to develop SLOs.

Consequently, this may have an impact on SLO results.

Several issues were raised by respondents with regards to *Student Learning Outcomes*.

One issue was the availability of resources to support SLOs. One respondent noted that "the

resources allocated to support SLOs and assessment may not be sufficient at this time." A

second issue is that not all respondents have a good understanding of what SLOs are and how they are developed. One respondent commented that "the definitions of SLOs are still vague and confusing." Another respondent noted that "the importance of SLOs is not clearly understood by the entire college community, i.e. faculty, staff, admin." Other respondents reported a need for training. One respondent mentioned that "faculty are told to provide outcomes yet are not trained to develop outcomes and assess outcomes." Another respondent stated that "many faculty are industry experts with little or no training on writing SLOs."

Perhaps the comments above were from individuals who did not participate in the various SLO workshops offered by the Curriculum Committee. In AY2007-2008, the Curriculum Committee conducted several workshops throughout the school year to support curricula writing and SLO formulation. During the October 8, 2007 PDD, the Curriculum Committee conducted an SLO workshop. During the February 18, 2008 PDD, the Curriculum Committee conducted an SLO presentation for all faculty. In addition to the PDD presentations, the Curriculum Committee conducted monthly mini SLO workshops. Prior to the October 13, 2008 assessment deadline, several joint workshops were offered by CCA, AIE and the Curriculum Committee. Curriculum Committee representatives presented information on how to write SLOs and how to map programmatic SLOs to all the courses in a program. CCA representatives presented information on the Four-Year Assessment Schedule and course-level TracDat navigation. During Professional Development Day on October 13, 2008, members of CCA and the Curriculum Committee teamed up to offer a training session entitled "Course SLO TracDat Workshop". The workshop was designed to have participants develop course-level SLOs; locate important information on MyGCC pertaining to curricula development, mapping, SLO writing, and assessment; and login and enter data correctly into TracDat.

Since the *2002 Standards of Accreditation* added student learning outcomes assessment and improvement as important components to the required institutional processes of evaluation, planning and improvement, the College has taken various steps to ensure its compliance with this requirement. An SLO Writing Workbook was developed in academic year 2006-2007 and updated in academic year 2007-2008. The College's Curriculum Manual was revised in Spring 2008 to ensure that SLO information is incorporated into curriculum documents and ultimately into the college catalog. An "SLO Map-Program and Course Level" template was created through a joint effort between the General Education Committee and the Curriculum Committee. The template requires curriculum authors to identify the general education SLOs that relate to the courses they are updating. The Curriculum Committee developed checklists for reviewing the course form and checklists for reviewing the program form in the 2008 edition of the Curriculum Manual to ensure that all course/program documents incorporate SLOs. The College's *Syllabus Checklist* was revised and Faculty are now required to identify three to five SLOs in their syllabi. The *2008-2010 College Catalog* includes program SLOs and a number of course level SLOs. The Committee on College Assessment (CCA) adopted a four-year assessment cycle in Fall 2008 whereby assessment efforts alternate between two years of program assessment and two years of course level assessment. If the college adheres to this four year-assessment cycle which is aligned with the College's Four-Year SLO Implementation Plan, then by 2012, SLOs will have been identified for all courses offered at the College. This includes postsecondary, secondary, and continuing education courses.

IV. Conclusions and Recommendations

In a memo from the ACCJC President, Dr. Barbara Beno, dated September 9, 2008 (Appendix D), she announced the following expectations of the Commission:

- *Institutions and teams should be aware that the Commission expects that institutions be at the Sustainable Continuous Quality Improvement level in Program Review of academic programs (including all educational services). Many institutions have not developed sustained processes for evaluating administrative services, but all should be above the Awareness level in these efforts.*
- *The Commission also expects that institutions be at the Sustainable Continuous Quality Improvement level in Planning.*
- *The Commission further expects that institutions now be at the Development level or above in Student Learning Outcomes, since these are the newest requirements included in the Standards of Accreditation.*
- *The Commission recently announced it will expect institutions to be at the Proficiency level in the identification, assessment and use for improvements of student learning outcomes by Fall 2012.*

## Program Review

The mean score of 2.48 for the question "What level of implementation best describes the college at this point in time in the area of Program Review?" reveals that respondents generally feel that the College falls between *Development* and *Proficiency*. Although the College has not reached the Commissions' expectation of *Sustainable Continuous Quality Improvement* in *Program Review,* survey responses reveal that the College is making progress in reaching that goal. In order to ensure a greater awareness of and participation in *Program Review* activities, departments should get more faculty involved in the process. For example, departments should get their faculty to work together to complete their SLO maps. Dialogue among faculty is essential for program improvement.

## Planning

As for *Planning,* survey responses show that respondents tend to feel that the College falls between the level of *Development* and *Proficiency.* Just as in the case of *Program Review,* although the College has not reached the Commission's expectation of *Sustainable Continuous Quality* Improvement, there is progress in this area. The College needs to ensure that it continues its efforts to get input from different stakeholder groups with regards to the formulation and implementation of institutional, program-level, and course-level planning.

## Student Learning Outcomes

In terms of Student Learning Outcomes, survey responses reveal that there is a general opinion among respondents that the College falls between the level of *Development* and *Proficiency.* It is important to keep in mind, however, that responses from individuals from non-academic departments may have impacted the accuracy of the results reported for SLOs. Notwithstanding this, the College needs to find out what kinds of resources faculty need in order to help them move forward with the development and assessment of SLOs. Since schedule conflicts may make it difficult for some faculty to participate in SLO training sessions held on campus, perhaps online SLO training could be offered (i.e. podcast). It is important that the College continue to provide SLO training opportunities for faculty. Additionally, academic departments should get more faculty involved in the development and assessment of SLOs.

In general, future, surveys should be targeted to specific groups of respondents (i.e. faculty, administrators, staff, and BOT). This will provide the College with more accurate levels of implementation for program review and SLOs since these areas are faculty-driven.

# APPENDIX A

# Rubric for Evaluating Institutional Effectiveness – Part I: Program Review
(See cover letter for how to use this rubric.)

| Levels of Implementation | Characteristics of Institutional Effectiveness in Program Review *(Sample institutional behaviors)* |
|---|---|
| **Awareness** | • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.<br>• There is recognition of existing practices and models in program review that make use of institutional research.<br>• There is exploration of program review models by various departments or individuals.<br>• The college is implementing pilot program review models in a few programs/operational units. |
| **Development** | • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.<br>• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.<br>• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.)<br>• Appropriate resources are allocated to conducting program review of meaningful quality.<br>• Development of a framework for linking results of program review to planning for improvement.<br>• Development of a framework to align results of program review to resource allocation. |
| **Proficiency** | • Program review processes are in place and implemented regularly.<br>• Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.<br>• The program review framework is established and implemented.<br>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.<br>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.<br>• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. |
| **Sustainable Continuous Quality Improvement** | • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.<br>• The institution reviews and refines its program review processes to improve institutional effectiveness.<br>• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. |

# Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See cover letter for how to use this rubric.)

| Levels of Implementation | Characteristics of Institutional Effectiveness in Planning *(Sample institutional behaviors)* |
|---|---|
| **Awareness** | • The college has preliminary investigative dialogue about planning processes.<br>• There is recognition of case need for quantitative and qualitative data and analysis in planning.<br>• The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources).<br>• Planning found in only some areas of college operations.<br>• There is exploration of models and definitions and issues related to planning.<br>• There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money"<br>• The college may have a consultant-supported plan for facilities, or a strategic plan. |
| **Development** | • The Institution has defined a planning process and assigned responsibility for implementing it.<br>• The Institution has identified quantitative and qualitative data and is using it.<br>• Planning efforts are specifically linked to institutional mission and goals.<br>• The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.<br>• Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.<br>• Planning processes reflect the participation of a broad constituent base. |
| **Proficiency** | • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.<br>• The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.<br>• The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.<br>• The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).<br>• The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).<br>• The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. |
| **Sustainable Continuous Quality Improvement** | • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.<br>• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.<br>• There is ongoing review and adaptation of evaluation and planning processes.<br>• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. |

## Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

| Levels of Implementation | Characteristics of Institutional Effectiveness in Student Learning Outcomes *(Sample institutional behaviors)* |
|---|---|
| **Awareness** | • There is preliminary, investigative dialogue about student learning outcomes.<br>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.<br>• There is exploration of models, definitions, and issues taking place by a few people.<br>• Pilot projects and efforts may be in progress.<br>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. |
| **Development** | • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.<br>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.<br>• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.<br>• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.<br>• Appropriate resources are being allocated to support student learning outcomes and assessment.<br>• Faculty and staff are fully engaged in student learning outcomes development. |
| **Proficiency** | • Student learning outcomes and authentic assessment are in place for courses, programs and degrees.<br>• Results of assessment are being used for improvement and further alignment of institution-wide practices.<br>• There is widespread institutional dialogue about the results.<br>• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.<br>• Appropriate resources continue to be allocated and fine-tuned.<br>• Comprehensive assessment reports exist and are completed on a regular basis.<br>• Course student learning outcomes are aligned with degree student learning outcomes.<br>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. |
| **Sustainable Continuous Quality Improvement** | • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.<br>• Dialogue about student learning is ongoing, pervasive and robust.<br>• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.<br>• Student learning improvement is a visible priority in all practices and structures across the college.<br>• Learning outcomes are specifically linked to program reviews. |

JP;DB: cg 8/2007

# APPENDIX B

**Description:**

In compliance with the expectations of the Western Association of Schools and Colleges (WASC), the following survey instrument is designed to gather quantitative and qualitative data on the institutional effectiveness of our college.

**Instructions:**

Dear GCC Constituents,

Your institution is interested in systematically listening to its constituencies. Your honest and thoughtful response to this survey, constitute an important component of the various voices we want to hear from regarding our institutional effectiveness. To preserve confidentiality, your name is not reported.

For each question or statement below, **CIRCLE** the most appropriate choice for you.

**Category: Demographic Information**

1.  Are you male or female?

    | Female | Male |
    |--------|------|
    | 1      | 2    |

2.  What type of respondent are you?

    | Administrator | Faculty | Support Staff | BOT |
    |---------------|---------|---------------|-----|
    | 1             | 2       | 3        4    |     |

3.  What is your length of service at GCC?

    | Less than a year | 1-3 years | 4-6 years | 7-9 years | 10+ years |
    |------------------|-----------|-----------|-----------|-----------|
    | 1                | 2         | 3         | 4         | 5         |

4.  What is your current status?

    | Full-time employee | Part-time employee |
    |--------------------|--------------------|
    | 1                  | 2                  |

**DIRECTIONS:**

Using the following guide to rate the three rubrics for Evaluating Institutional Effectiveness (Program Review/Assessment, Planning, Student Learning), circle your response for each characteristic. You are **required** to provide your reasons for each rating. If you are repeating your evidence/rationale/observations/impressions, please write them out again. Do not use ditto marks or write "same as above" or "same as below".

Please indicate the focus of your evaluation (**please check one**): ___institution ___division ___department ___academic unit

**GUIDE TO RATING RUBRICS:** *ONLY SELECT A RATING IDENTIFIED IN THIS GUIDE FOR EACH CHARACTERISTIC.*

| | PART I: Program Review/Assessment | | PART II: Planning | | PART III: Student Learning Outcomes | |
|---|---|---|---|---|---|---|
| | Rating | | Rating | | Rating | |
| **AWARENESS** | 1- | One characteristic is present. | 1- | One or two characteristics are present. | 1- | One or two characteristics are present. |
| | 2- | Two characteristics are present. | 2- | Three or four characteristics are present. | 2- | Three or four characteristics are present. |
| | 3- | Three or four characteristics are present. | 3- | Five or more characteristics are present. | 3- | Five characteristics are present. |
| **DEVELOPMENT** | 1- | One characteristic is present. | 1- | One characteristic is present. | 1- | One characteristic is present. |
| | 2- | Two characteristics are present. | 2- | Two characteristics are present. | 2- | Two characteristics are present. |
| | 3- | Three characteristics are present. | 3- | Three characteristics are present. | 3- | Three characteristics are present. |
| | 4- | Four characteristics are present. | 4- | Four characteristics are present. | 4- | Four characteristics are present. |
| | 5- | Five characteristics are present. | 5- | Five characteristics are present. | 5- | Five characteristics are present. |
| | 6- | Six characteristics are present. | 6- | Six characteristics are present. | 6- | Six characteristics are present. |
| **PROFICIENCY** | 3- | One or two characteristics are present. | 3- | One or two characteristics are present. | 3- | One or two characteristics are present. |
| | 6- | Three or four characteristics are present. | 6- | Three or four characteristics are present. | 6- | Three or four characteristics are present. |
| | 9- | Five or more characteristics are present | 9- | Five or more characteristics are present. | 9- | Five or more characteristics are present. |
| **SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT** | 4- | One characteristic is present. | 3- | One characteristic is present. | 3- | One characteristic is present |
| | 8- | Two characteristics are present. | 6- | Two characteristics are present. | 6- | Two characteristics are present. |
| | 12- | Three characteristics are present. | 9- | Three characteristics are present. | 9- | Three characteristics are present. |
| | | | 12- | Four characteristics are present. | 12- | Four or more characteristics are present. |

## PART I: RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS IN *PROGRAM REVIEW/ASSESSMENT*

| ACCJC-Defined Characteristics | Beginning Implementation | | | Making Progress in Implementing | | | Maturing Stage of Continuous Improvement | Advanced Stage of Continuous Improvement | Evidence/Rationale/ Observations/ Impressions *(What makes you think so?)* |
|---|---|---|---|---|---|---|---|---|---|
| **AWARENESS**<br>1. There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.<br>2. There is recognition of existing practices and models in program review that make use of institutional research.<br>3. There is exploration of program review models by various departments or individuals.<br>4. The college is implementing pilot program review models in a few programs/operational units. | 1 | 2 | 3 | | | | | | |
| **DEVELOPMENT**<br>1. Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.<br>2. Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.<br>3. Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin, etc.)<br>4. Appropriate resources are allocated to conducting program review of meaningful quality.<br>5. Development of a framework for linking results of program review to planning for improvement.<br>6. Development of a framework to align results of program review to resource allocation. | 1 | 2 | 3 | 4 | 5 | 6 | | | |

| PROFICIENCY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Program review processes are in place and implemented regularly. | | | | | | | | | | | | |
| 2. Results of all program review are integrated into institution-wide planning for improvement and informed decision-making. | | | | | | | | | | | | |
| 3. The program review framework is established and implemented. | | | | | | | | | | | | |
| 4. Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. | | | | | | | | | | | | |
| 5. Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. | | | | | | | | | | | | |
| 6. The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. | | | | | | | | | | | | |

| SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | | | | | | | | | | | | | |
| 2. The institution reviews and refines its program review processes to improve institutional effectiveness. | | | | | | | | | | | | | |
| 3. The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. | | | | | | | | | | | | | |

| ACCJC-Defined Characteristics | Beginning Implementation | Making Progress in Implementing | Maturing Stage of Continuous Improvement | Advanced Stage of Continuous Improvement | Evidence/Rationale/ Observations/ Impressions *(What makes you think so?)* |
|---|---|---|---|---|---|
| **AWARENESS**<br>1. The college has preliminary investigative dialogue about planning processes.<br>2. There is recognition of case need for quantitative and qualitative data and analysis in planning.<br>3. The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources).<br>4. Planning found in only some areas of college operations.<br>5. There is exploration of models and definitions and issues related to planning.<br>6. There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money'<br>7. The college may have a consultant-supported plan for facilities, or a strategic plan. | 1    2    3 |  |  |  |  |
| **DEVELOPMENT**<br>1. The institution has defined a planning process and assigned responsibility for implementing it.<br>2. The institution has identified quantitative and qualitative data and is using it.<br>3. Planning efforts are specifically linked to institutional mission and goals.<br>4. The institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.<br>5. Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.<br>6. Planning processes reflect the participation of a broad constituent base. | 1    2    3 | 4    5    6 |  |  |  |

| PROFICIENCY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. | | | | | | | | | | | |
| 2. The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes, and improve institutional effectiveness. | | | | | | | | | | | |
| 3. The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes. | | | | | | | | | | | |
| 4. The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). | | | | | | | | | | | |
| 5. The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). | | | | | | | | | | | |
| 6. The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. | | | | | | | | | | | |
| 7. Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. | | | | | | | | | | | |

| SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning | | | | | | | | | | | | | |
| 2. There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. | | | | | | | | | | | | | |
| 3. There is ongoing review and adaptation of evaluation and planning processes. | | | | | | | | | | | | | |
| 4. There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning and structures and processes. | | | | | | | | | | | | | |

**PART III:      RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS IN *STUDENT LEARNING OUTCOMES***

| ACCJC-Defined Characteristics | Beginning Implementation | | | Making Progress in Implementing | Maturing Stage of Continuous Improvement | Advanced Stage of Continuous Improvement | Evidence/Rationale/ Observations/ Impressions *(What makes you think so?)* |
|---|---|---|---|---|---|---|---|
| **AWARENESS** | 1 | 2 | 3 | | | | |
| 1. There is preliminary, investigative dialogue about student learning outcomes. | | | | | | | |
| 2. There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. | | | | | | | |
| 3. There is exploration of models, definitions, and issues taking place by a few people. | | | | | | | |
| 4. Pilot projects and efforts may be in progress. | | | | | | | |
| 5. The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. | | | | | | | |

| DEVELOPMENT | 1 | 2 | 3 | 4 | 5 | 6 | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. <br> 2. College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. <br> 3. Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. <br> 4. Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. <br> 5. Appropriate resources are being allocated to support student learning outcomes and assessment. <br> 6. Faculty and staff are fully engaged in student learning outcomes development. | | | | | | | | | |

| PROFICIENCY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Student learning outcomes and authentic assessment are in place for courses, programs, and degrees. <br> 2. Results of assessment are being used for improvement and further alignment of institution-wide practices. <br> 3. There is widespread institutional dialogue about the results. <br> 4. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. <br> 5. Appropriate resources continue to be allocated and fine-tuned. <br> 6. Comprehensive assessment reports exist and are completed on a regular basis. <br> 7. Course student learning outcomes are aligned with degree student learning outcomes. | | | | | | | | | | | |

| DEVELOPMENT | 1 | 2 | 3 | 4 | 5 | 6 | | |
|---|---|---|---|---|---|---|---|---|

| SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. | | | | | | | | | | | | | |
| 2. Dialogue about student learning is ongoing, pervasive and robust. | | | | | | | | | | | | | |
| 3. Evaluation and fine-tuning of organizational structures to support student learning is ongoing. | | | | | | | | | | | | | |
| 4. Student learning improvement is a visible priority in all practices and structures across the college. | | | | | | | | | | | | | |
| 5. Learning outcomes are specifically linked to program reviews. | | | | | | | | | | | | | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

# APPENDIX C

# GUAM COMMUNITY COLLEGE
## RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS
Fall 2008

DESCRIPTION:

The following survey instrument is designed to gather data on the institutional effectiveness of our college as required by WASC.

INSTRUCTIONS:

We are interested in systematically listening to our constituencies. Your honest and thoughtful response to this survey is an important component of the various voices we want to hear from regarding our institutional effectiveness. To preserve confidentiality, your name is not reported or requested.

For each question or statement below, **CHECK** the most appropriate choice for you.

**Category:** Demographic Information

1. Are you male or female?

   Male ☐    Female ☐

2. What type of respondent are you?

   Administrator ☐    Faculty ☐    Support Staff ☐    BOT Member ☐

3. What is your length of service at GCC?

   Less than a Year ☐    1-3 Years ☐    4-6 Years ☐    7-9 Years ☐    10+ Years ☐

4. What is your current status?

   Full-time Employee ☐    Part-Time Employee ☐    BOT ☐

**What level of implementation (Awareness, Development, Proficiency, Sustainable Continuous Quality Improvement) do you feel best describes the college at this point in time in the areas of _Program Review, Planning,_ and _Student Learning Outcomes_.**

# PROGRAM REVIEW

1. Please read the characteristics of institutional effectiveness under each column and check **one** box that you feel best reflects the college's level of implementation in _Program Review_.

| ☐ AWARENESS (1) | ☐ DEVELOPMENT (2) | ☐ PROFICIENCY (3) | ☐ SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT (4) |
|---|---|---|---|
| Dialogue exists at the college and within departments about what data or process should be used for program review.<br><br>There are existing practices in program review that make use of institutional research.<br><br>Departments are exploring or using different program review models. | Departments are using data for program improvement when reviewing programs.<br><br>Program review is discussed in relation to program effectiveness.<br><br>Leadership groups (Senate, Admin.) accept responsibility for developing a framework for program review.<br><br>Resources are provided for meaningful program review.<br><br>Program review results are linked to planning for improvement.<br><br>Program review results are linked to resource allocation | Program review structure is established and implemented.<br><br>Program review is conducted regularly.<br><br>Program review results are linked to institutional planning for improvement and informed decision-making.<br><br>Program review results are part of discussion about institutional effectiveness.<br><br>The college evaluates the effectiveness of its program review processes in supporting and improving student achievement. | The college reviews and refines program review processes to improve institutional effectiveness.<br><br>Program review results are used to improve program practices. |

2. Please check **one** box that best describes the college's implementation stage in relation to your selection above.

| ☐ Stage One _(Beginning Implementation)_ (1) | ☐ Stage Two _(Making Progress in Implementing)_ (2) | ☐ Stage Three _(Maturing Stage of Continuous Improvement)_ (3) | ☐ Stage Four _(Advanced Stage of Continuous Improvement)_ (4) |
|---|---|---|---|

3. Please provide one or two brief statements or reasons for the implementation stage you selected above?

a.

b.

# PLANNING

1. Please read the characteristics of institutional effectiveness under each column and check **one** box that you feel best reflects the college's level of implementation in *Planning*.

| ☐ AWARENESS (1) | ☐ DEVELOPMENT (2) | ☐ PROFICIENCY (3) | ☐ SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT (4) |
|---|---|---|---|
| The college discusses its planning processes. | The college has defined a planning process & assigned responsibility for implementation. | The college has a well-documented, ongoing process for self-evaluation. | The college uses ongoing and systematic assessment and planning to improve student learning. |
| There is an awareness of the need to include data and analysis in planning. | The college has identified data as part of its planning process. | The college has a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. | There is ongoing dialogue about institutional effectiveness. Data and analyses are widely distributed and used throughout the institution. |
| The college has developed a systematic cycle of assessment, integrated planning and implementation. | Planning is linked to institutional mission/goals. | The college effectively uses resources to achieve broad educational purposes. | There is ongoing review and refinement of evaluation and planning processes. |
| Planning is found in different areas of college. | The college uses data to improve institutional effectiveness in operations. | The college has documented and communicated assessment results in relation to the achievement of its educational mission. | The college is committed to improving student learning. Educational effectiveness is an evident priority in planning, structures, and processes. |
| A link exists between plans and resource allocation. | Governance and decision-making processes incorporate review of institutional effectiveness in relation to college mission. | The college assesses progress toward achieving its education goals over time. | |
| The college has a consultant-supported institutional strategic plan. | Planning processes involve participation of a broad constituent base. | The college plans and incorporates results of program review in all areas of educational services. | |

2. Please check **one** box that best describes the college's implementation stage in relation to your selection above.

| ☐ Stage One *(Beginning Implementation)* (1) | ☐ Stage Two *(Making Progress in Implementing)* (2) | ☐ Stage Three *(Maturing Stage of Continuous Improvement)* (3) | ☐ Stage Four *(Advanced Stage of Continuous Improvement)* (4) |
|---|---|---|---|

3. Please provide one or two brief statements or reasons for the implementation stage you selected above?

a.


b.

# STUDENT LEARNING OUTCOMES (SLOs)

1. Please read the characteristics of institutional effectiveness under each column and check **one** box that you feel best reflects the college's level of implementation in *Student Learning Outcomes*.

| ☐ AWARENESS (1) | ☐ DEVELOPMENT (2) | ☐ PROFICIENCY (3) | ☐ SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT (4) |
|---|---|---|---|
| Dialogue about student learning outcomes exists. | The college has established an institutional framework for student learning outcomes. | Student learning outcomes and assessment strategies exist for courses, programs, and degrees. | Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. |
| There is awareness of course objectives and its relation to student learning outcomes. | The college has established strategies for assessing student learning outcomes. | Assessment results are used for improvement and alignment of institution-wide practices. | Discussions about student learning are ongoing and pervasive. |
| The college has discussed whether to define student learning outcomes at the course, program, or degree level. | Existing organizational support strategies for student learning outcomes definition and assessment. | There is widespread institutional dialogue about assessment results. | Evaluation and fine-tuning of organizational structures to support student learning is ongoing. |
| | Leadership groups (e.g., Senate and administration) have accepted responsibility for student learning outcomes implementation. | Decision-making includes discussion on assessment results and is directed toward improving student learning. | Student learning improvement is a priority in all practices and structures across the college. |
| | Resources are allocated to support student learning outcomes and assessment. | Resources are allocated to support outcomes. | Learning outcomes are tied to program reviews |
| | Faculty and staff are engaged in developing student learning outcomes. | Comprehensive assessment reports are completed on a regular basis. | |
| | | Student learning outcomes for courses and degrees are aligned. | |
| | | Students are aware of the goals for the courses and programs in which they are enrolled. | |

2. Please check **one** box that best describes the college's implementation stage in relation to your selection above.

| ☐ Stage One *(Beginning Implementation)* (1) | ☐ Stage Two *(Making Progress in Implementing)* (2) | ☐ Stage Three *(Maturing Stage of Continuous Improvement)* (3) | ☐ Stage Four *(Advanced Stage of Continuous Improvement)* (4) |
|---|---|---|---|

3. Please provide one or two brief statements or reasons for the implementation stage you selected above?

a.


b.

# APPENDIX D

September 9, 2008

Memo to:  Chancellors, College Presidents, Chief Instructional Officers, Accreditation Liaison Officers

From:  Barbara Beno, President

Subject:  Updated Timelines for Rubric for Evaluating Institutional Effectiveness

In September 2007 I sent you a "Rubric for Evaluating Institutional Effectiveness" that was developed by the Commission for use by colleges as they do self-assessment, by teams as they examine college adherence to the Standards of Accreditation, and by the Commission as it evaluates institutions. This letter reviews the purpose of the rubric and updates the timeline for institutional achievement on the student learning outcomes portion of the rubric- Part III.

The purpose of the rubric is to provide some common language that can be used to describe a college's status *vis-à-vis* full adherence to the standards, as well as to provide a developmental framework for understanding each institution's actions toward achieving full compliance with standards. The Commission hopes the rubric will be a useful tool for colleges and evaluators.

For more than a decade, the Commission's Standards of Accreditation have required institutions to engage in systematic and regular program review as well as short and long-term planning and resource allocation processes that support the improvement of institutional and educational effectiveness. The 2002 Standards of Accreditation have added student learning outcomes assessment and improvement as important components to the required institutional processes of evaluation, planning and improvement.

As teams and the Commission evaluate institutional and educational effectiveness, these three areas – program review, the use of data and analyses to inform institutional planning and improvement, and the assessment of student learning – consistently emerge as areas in which institutions' seem to need additional guidance. The Commission, colleges, and teams have all indicated they need a device other than pure narrative for understanding and describing how well colleges have done in reaching full compliance with the standards. In the past, self study reports and team reports have reflected the authors' unique efforts to find appropriate summative descriptive terms to best communicate each institution's status. This rubric provides for greater consistency in those descriptive narratives.

It is important to note the sample behaviors described in each text box of the rubric are *not* new criteria or standards by which an institution will be evaluated, but are rather examples of behavior that, if characteristic of an institution, would indicate its stage of implementation of the standards. College leaders may find

1

the rubric helpful in assessing what additional efforts institutions should undertake to achieve full compliance with the Standards of Accreditation.

Finally, the Commission has announced the expectations with regard to performance discussed in the rubric.

- Institutions and teams should be aware that the Commission expects that institutions be at the Sustainable Continuous Quality Improvement level in Program Review of academic programs (including all educational services). Many institutions have not developed sustained processes for evaluating administrative services, but all should be above the Awareness level in these efforts.

- The Commission also expects that institutions be at the Sustainable Continuous Quality Improvement level in Planning.

- The Commission further expects that institutions now be at the Development level or above in Student Learning Outcomes, since these are the *newest requirements* included in the Standards of Accreditation. When it adopted the 2002 Standards, the Commission stated it anticipated institutions would need eight to ten years to come into full compliance with the new standards on student learning outcomes assessment and improvement.

- The Commission recently announced it will expect institutions to be at the Proficiency level in the identification, assessment and use for improvements of student learning outcomes by Fall 2012.

Of course, the ultimate goal is for institutions to achieve the Sustainable Continuous Quality Improvement level in all three areas.

I hope that this rubric is helpful to you in your leadership work at your campus. The Commission welcomes any ideas for improving this rubric or its use to enhance institutional effectiveness.

BAB
Attachment: Rubric

# GUAM COMMUNITY COLLEGE

Created by the Community College Act of 1977, the College offers associate degrees, certificates, and industry certification of course series completion in more than 50 fields of study. GCC also offers Adult Basic Education, an Adult High School Diploma program, GED testing and preparation and English-as-a-Second Language courses and apprenticeship support courses.

**Location**
Mangilao, Guam

**Mailing Address**
P.O. Box 23069 GMF
Barrigada, Guam 96921

**Admission and Registration**
Tel: (671) 735-5531-4
Fax: (671) 735-0540

**Scholarships & Financial Aid**
(671) 735-5544

**Accreditation**
Accrediting Commission for
Community and Junior Colleges
Western Association of Schools
and Colleges

**Degrees Offered**
Associate of Science
Associate of Arts
Certificate
Diploma

**Website**
www.guamcc.edu

## GCC
**GUAM COMMUNITY COLLEGE**
Kulehon Kumunidåt Guåhan

**www.guamcc.edu**