

components for AY2014-2015. These components include program enrollment, program completions, workforce advisory committee meetings, and curriculum revision activities. The information provided in this report is intended for implementation and planning purposes at various levels.

## **Part II. Assessing Assessment Activities**

This section of the report includes information on the various assessment activities completed during the 2014-2015 academic year, including data on assessment commitment rates and key program review elements, such as student learning outcomes (SLOs) commitment rates, goal-linking, program enrollment, program completion, meeting statistics, and curriculum review.

### Assessment Structure

As in the previous AIER reports, the College continues to assess its fourteen-year old assessment initiative in particular, its implementation, training needs and the understanding of assessment amongst the assessment authors and TracDat users.

The AIER Office created and uploaded a Step-by-Step Guide for TracDat Navigation and Input for each of the four groups of assessment units onto the College's website and TracDat training by department was provided in the fall and spring semesters, including one-on-one intense assessment sessions by AIER and CCA members with assessment authors.

During this reporting period, the Associate Deans of the School of Trades and Professional Services published the 2014 updated Student Learning Outcomes Handbook (Appendix F) to serve two main purposes: 1) To provide all members of our college community with a valuable resource tool; 2) To provide consistent guidance for the SLO review and revision process. The handbook has been utilized as a tool in various professional development sessions for faculty, staff, and administrators as they implement improvements in course and program guides, student service unit outcomes, and administrative unit outcomes.

Additionally, the AIER office formally published the 2014-2015 Assessment Handbook (Appendix G) as a reference for the campus community to easily access the history, best practices, and expectations of assessment at GCC. The handbook is available online and in printed format.

### Assessment Leadership Summit

During the Fall 2014 semester, the CCA held its first Assessment Leadership Summit on September 4, 2014. The summit agenda included these topics: Student Learning Outcomes (SLO) Workshop; Assessment and TracDat for Beginners; Frequently Asked Questions and TracDat Hands-On Working Session; Budget and Your Assessment; Winner Showcase; and, the ACCJC Basics Online Course Session. The CCA organized the summit agenda around the various areas expressed by assessment authors as topics of interest and areas needing improvement. A total of sixty-one (61) attendees consisting of eleven (11) administrators, thirty-seven (37) faculty, twelve (12) staff, and one (1) student signed in on the sessions sign-in sheets.

The Assessment Leadership Summit had been a topic of CCA discussion introduced by the 2011 CCA faculty chairperson based on a professional development activity he had attended which inspired him to share this effective practice from other institutions. The primary goal of the event was to gather campus

constituents in one location to talk about assessment and share successes and challenges within their areas of expertise.

How is training connected to assessment commitment? The next section discusses commitment rates at the divisional level through the years.

### Assessment Commitment

Table 1. Assessment Commitment Rate at the Divisional Level

Updated Rates of Divisional Commitment to Assessment Requirements

AY	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%
	<b>Academic Affairs Division</b>		<b>Finance<sup>3</sup> &amp; Administration Division</b>		<b>Admin. Services</b>		<b>President/ CEO<sup>4</sup></b>		<b>Board of Trustees &amp; Foundation Board<sup>5</sup></b>	
AY02-03	43/61	70%	0/6	0%	4/4	100%				
AY03-04	35/57	61%	0/5	0%	2/4	50%				
AY04-05	37/65	57%	4/5	80%	3/4	75%	2/2	100%	2/2	100%
AY05-06	45/55	82%	5/5	100%	4/4	100%				
AY06-07	31/56	55%	3/5	60%	3/4	75%	2/2	100%	2/2	100%
AY07-08	33/48	69%	4/4	100%	2/4	50%				
AY08-09	40/46	87%	4/4	100%	4/4	100%	3/3	100%	2/2	100%
AY09-10	30/45	67%	2/4	50%	3/4	75%				
AY10-11	24/38 <sup>6</sup>	63%	6/6	100%			5/5	100%	2/2	100%
AY11-12	50/58	86%	6/6	100%			5/5	100%		
AY12-13	55/63	87%	5/5	100%			4/4	100%	2/2	100%
AY13-14	61/64	95%	7/7	100%			5/5	100%	2/2	100%
AY 14-15	65/65	100%	7/7	100%			5/5	100%	2/2	100%

Commitment rates have gone up or down through the years. With the largest number of academic programs under its wing, the Academic Affairs Division assessment commitment rate has increased by 5%, from 95% in AY2013-2014 to 100% in AY2014-2015. The Finance and Administration Division, the

<sup>3</sup> Business & Finance Division changed to Finance & Administration Division. The Administrative Services Division was removed from the organizational chart. Changes were effective fall 2010.

<sup>4</sup> TracDat data entry for the President/CEO began in AY04-05. The President is assessed every other year. TracDat data entry follows the two-year assessment schedule. Effective fall 2010, the President/CEO units include Communications & Promotions, Planning & Development, Development & Alumni Relations, and Facilities.

<sup>5</sup> TracDat data entry began in AY04-05. Units are assessed every other year.

<sup>6</sup> Data Collection Status due date was changed by CCA from March 14, 2011 to October 10, 2011. Group A is not included in the commitment count (there are 20 programs under Group A).

President/CEO's Office, and the Boards continue to maintain a 100% commitment rate with assessment requirements. The CCA has pledged to help the campus sustain assessment commitment for years to come through the regular assessment of the effectiveness of the assessment process and documented in these annual assessment reports. The progress the College has made in incorporating SLOs into all courses and programs offered and the commitment to assess these courses and programs are presented in the next section.

### Student Learning Outcomes (SLOs)

GCC continues to make significant progress in assessing student learning outcomes since the 2002 standards of accreditation added this requirement to the institutional processes of evaluation. The College is operating at the level of sustainable continuous quality improvement as outlined by the Accrediting Commission for Community and Junior Colleges in its 2012 Evaluation Report. The report states, "The team found that the College's two-year cycle for the assessment of student learning outcomes at the course, program, certificate, and degree levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes." Sustainable continuous quality improvement is the highest level on the Commission's Rubric for Evaluating Institutional Effectiveness and includes the following six characteristics:

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

As illustrated in the SLO tables on the next two pages, it clearly shows that GCC has worked diligently to institutionalize the assessment of student learning outcomes and complete the implementation of student learning outcomes for all of its courses and programs in all the College's instructional programs.

As reflected in Table 2, the College continues to maintain its one hundred percent (100%) course-level SLO completion rate in its postsecondary courses. Additionally, during this reporting period and also reiterated under the curriculum revisions section of this report, the College adopted the Annual Curriculum Review Cycle Schedule based on the findings and recommendations found in the Annual Assessment Reports. As guided by the College's 5-year curriculum age rule and the College's 2-year assessment cycle schedule, through the joint efforts of the Learning Outcomes Committee (LOC) and the Committee on College Assessment (CCA), an Annual Curriculum Review Cycle schedule has been developed to formalize the link between curriculum and the two-year cycle of assessment. As reflected in the following table, this systematic cycle of review of the curriculum will ensure that the results of assessment are based on relevant and current curriculum. The additional element of curriculum review has been incorporated into the annual reporting of student learning outcomes assessment to accurately reflect the full extent of the ongoing improvement efforts taking place at the College.

Table 2. Student Learning Outcomes (SLOs)  
Postsecondary  
AY2014-2015

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2014 Catalog	402	402	100.00%
Fall 2013 Catalog	412	412	100.00%
Spring 2013 Catalog	410	410	100.00%
Fall 2012 Catalog	400	402	99.50%
Spring 2011 Catalog	384	396	96.97%
Fall 2010 Catalog	384	396	96.97%
Spring 2010 Catalog	250	412	60.68%
Fall 2009 Catalog	181	350	51.71%
Spring 2009 Catalog	70	375	18.67%
Fall 2008 Catalog	68	375	18.13%
Spring 2007 Catalog	0	399	0.00%
Fall 2006 Catalog	0	399	0.00%

As Requirement For Program	SLO Count	Total	Percent
Associate Degree Programs	Number of courses with SLOs being assessed	13	100%
	Number of courses under curriculum review	192	
	Number of courses within the programs	205	
Certificate Programs	Number of courses with SLOs being assessed	17	100%
	Number of courses under curriculum review	38	
	Number of courses within the programs	55	
Not a technical required course for a degree or certificate	Number of courses with SLOs being assessed	19	100%
	Number of courses under curriculum review	123	
	Number of courses within the programs	142	
Total number of courses with SLOs being assessed within programs	Number of courses with SLOs being assessed	49	100%
	Number of courses under curriculum review	353	
Total count of courses within programs	Number of courses within programs	402	

During this reporting period, the Office of Continuing Education and Workforce Development (CEWD) in partnership with the Office of Assessment, Institutional Effectiveness and Research continued to incorporate the assessment of all CEWD-offered courses (both credit and non-credit bearing) as part of the College's regular and systematic cycle of assessment. Table 3 below shows that of the total one hundred and thirty-four (134) courses listed in the 2013-2015 CEWD catalog, one hundred and thirty-four (134) or one-hundred percent (100%) had course-level SLOs. Additionally, of the total one hundred and thirty-four (134) courses, twenty-five or approximately nineteen percent (18.66%) of CEWD-offered courses were assessed during this reporting period.

In an effort to improve the assessments of CEWD-offered courses, the CCA and AIER will continue to hold one-on-one sessions with individual assessment authors in the next academic year to assist with the specific data analysis and input of these courses into the TracDat assessment system. These individualized sessions have been effective in the past with helping assessment units improve their commitment to the College's assessment requirements.

The 2012 Accreditation Evaluation Report provided a similar emphasis on the assessment of CEWD-offered courses in its statement, "In order to improve, the team recommends that the College develop a process for systematically evaluating non-credit courses, workshops, and training sessions for content and effectiveness in alignment with the assessment process that is in place for credit courses." As reflected throughout this report, every component of the College undergoes assessment and that assessment is also documented and available through the TracDat assessment management system.

Table 3. Student Learning Outcomes (SLOs)  
Continuing Education and Workforce Development-AY2014-2015

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
2013-2015 Catalog	134	134	100.00%
<b>SLO COUNT</b>		<b>TOTAL</b>	<b>PERCENT</b>
<b>Total number of courses with SLOs being assessed</b>		25	<b>18.66%</b>
<b>Total count of courses</b>		134	

The assessment of SLOs in GCC's Career and Technical Education (CTE) Secondary courses and programs has been an integral part of the College's institutional process of evaluation since its infancy. The CTE Secondary assessments have also been a key element in the quality and implementation of GCC's Dual Credit Articulated Programs of Study (DCAPS) which provides the opportunity for students enrolled in GCC's CTE courses in the five Guam public high schools to earn college credit in GCC postsecondary programs if they earn a grade of "B" or better in these CTE programs. Further details on the DCAPS program may be found on the College's public website at [www.guamcc.edu](http://www.guamcc.edu).

Table 4 below shows that of the total forty-two (42) courses listed in the 2013-2015 CTE Secondary catalog, one hundred percent (100%) of the courses had course-level SLOs, thirty-four (34) courses were assessed during this reporting period, and eight (8) courses were under curriculum review.

Table 4. Student Learning Outcomes (SLOs)  
Career and Technical Education Secondary-AY2014-2015

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
SY 2013-2015 Catalog	42	42	100.00%
<b>SLO COUNT</b>		<b>TOTAL</b>	<b>PERCENT</b>
<b>Total number of courses with SLOs being assessed</b>		34	<b>100%</b>
<b>Total number of courses under curriculum review</b>		8	
<b>Total count of courses</b>		42	

The linking of program and course-level SLOs to related goals in TracDat is a key feature of the TracDat assessment software and an important tool for demonstrating how assessments at the course and program levels are linked to institutional goals and the College's overall mission. The next section reveals these linkages.

#### Linking Program and Course-Level SLOs to Related Goals in TracDat

Linking program and course-level SLOs to institutional related goals is a key element in developing assessment plans and reports in TracDat. How have program and course-level SLOs been linked to institutional goals such as Institutional Learning Outcomes (ILOs)<sup>7</sup>, ISMP goals, program review goals, course-level goals, division-level goals, school-level goals, program/unit-level goals, Governing Board-level goals, institution-level goals, and ACCJC standards? Table 5 below reports the number of course-level SLOs linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 5, the most frequently linked goal in TracDat is program review (3801)<sup>8</sup> which incorporates budget-related goals and objectives. This is followed by ILOs (1073), ISMP goals (885), and division level goals (598). Linking program and course-level goals to the related goals in TracDat is important because it shows how the efforts of these TracDat reporting units support the College's overall mission. This also allows TracDat users to see their connectedness to the broader goals of the institution.

Table 5. Linking Course SLOs to Related Goals in TracDat  
(n=402 postsecondary courses listed in the College catalog as of July 2015)

<b>Related Goal Type</b>	<b>Count of Related Goal Type</b>
Course Level	29
Division Level	598
Governing Board Level	394
Institution Level	293
Institutional Learning Outcome (ILO)	1073
Institutional Strategic Master Plan (ISMP)	885
Program Review (Budget Related Goals & Objectives)	3801
Program/Unit Level	559
School Level	473
STANDARD I: Institutional Mission and Effectiveness	109
STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity (Adopted June 2014)	10
STANDARD II: Student Learning Programs and Services	595
STANDARD II: Student Learning Programs and Support Services (Adopted June 2014)	42
STANDARD III: Resources	138
STANDARD III: Resources (Adopted June 2014)	5

<sup>7</sup> In the December 2, 2009 BOT meeting, the Board adopted six (6) Institutional Learning Outcomes (ILOs) that were developed by the General Education Committee with input from all faculty, the Faculty Senate, and the College Governing Council (CGC). ILOs represent the knowledge, skills, abilities, and values students should develop and acquire because of their overall experiences with any aspect of the College.

<sup>8</sup> SLOs are linked to planning and budgeting in TracDat. Budget goals/objectives, performance indicators, and anticipated outcomes were submitted to the Business Office in fall 2014 and subsequently entered into TracDat. This information will be entered into TracDat annually.