

INTRODUCTION

In the College's commitment to continuously improve its programs and services to its students and the community, work has begun in addressing the Actionable Improvement Plans that were recommended from the recent Institutional Self Evaluation Report (ISER) submitted to the Accrediting Commission for Colleges and Junior Colleges (ACCJC) for reaffirmation of accreditation. Included in addressing the Actionable Improvement Strategies (AIS) are the four (4) recommendations made from the Accreditation Team on their visit to the College to validate the accreditation.

Addressing the recommendations come in three phases. Phase 1 involves a report on the data collection process. Phase 2, involves a report on data analysis gathered for addressing the recommendations. Phase 3, is writing the report describing how the College has addressed the recommendations. Phases 1 and 2, mainly serve as the evidence gathering process of addressing the recommendations.

The following data collection report is for fall 2012, the first report of academic year 2012-2013. The second report for the academic year will follow in May 2013.

STANDARD II – STUDENT LEARNING PROGRAMS AND SERVICES

Standard II focuses on the instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes.

Actionable Items & Accreditation Visiting Team Recommendations and Status Updates

The following are the status updates of the Actionable Improvement Plans that were identified in the ISER and recommendation from the Accreditation Team during their evaluation of the College in March 2012 relevant to Standard II:

2A1

1. Increase compliance rate of curriculum revision process to ensure courses and programs are not over five years old, hence remaining current with community and industry standards.

Areas relating to the curriculum revision process are in the current faculty evaluation system for department chairs and instructional faculty. See attached.

Source: Faculty Evaluation System, myGCC – Governance tab.

2A2

2. Develop a process for the systematic of non-credit courses, workshops and training sessions, in alignment with the formalized assessment process that is already in place at the college.

CE has developed a plan that was submitted to the Office of the Academic Vice President.

Source: Interview with Victor Rodgers, Assistant Director, Continuing Education & Workforce Development.

2A2c

3. Use the online version of the IDEA rating survey for online courses, in alignment with this teaching modality's goals of providing an alternative for students to evaluate their own learning.

The College's Office of Assessment, Institutional Research and Effectiveness developed an online survey that mirrors the IDEA rating survey currently being used in traditional classes. Students enrolled in online courses were asked to complete and submit this survey. Out of the 3 online courses, with a total enrollment of 52 students, 12 students responded. The AIER staff is transferring the responses to the IDEA bubble sheet for submission with the surveys from the traditional courses.

Source: Interview with AIER Director, Marlena Montague, on 10/30/12 and 12/17/12.

2A2h

4. Foster dialogue among program faculty and the Learning Outcomes Committee (LOC) to provide standards for grading and awarding of credit by strengthening language in this course guide. The awarding of credit discussion should be guided by the federal definition of credit hour.

Gary Hartz placed this issue on the agenda of the Learning Outcomes Committee Chairperson. Discussion is continuing.

Source: LOC minutes dated 11/9/12.

2A3c

5. Provide a systematic process for standardizing identification, use and reporting of service learning to align with the broad goals of general education.

Civic engagement (service-learning with the aim of empowering students to become civically-engaged) is an outcome area that the original Gened committee (and now the Gened members of LOC) identified in operationalization of the broader GCC ILO: Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

Specifically: the Gened team reviews Gened courses to determine whether the following are introduced, emphasized, and/or reinforced: 1) Engage in experiences resulting in an understanding of the need for and value of civic engagement, and 2) Demonstrate an understanding of ethical, civic, scientific and social issues relevant to Guam, Micronesia and the world. In addition, as part of the assessment process, faculty must determine if their programs and courses align with the ILOs, including the ILO on civic engagement.

As a result of this data gathering process, we can determine to what extent our gened program challenges students to become civically engaged.

Interview with Gary Hartz, LOC Chairperson on 12/3/12. Email attached.

2B3c

6. Bolster academic advisement process and procedures for all faculty so that student support through advisement remains strong and effective.

Anthony Roberto the department chairperson of the counseling department reported that there isn't anything really being done as of now on strengthening academic advisement and the last time something truly was done was when there existed a committee. A task force to address academic advisement and training may be developed. At the 12/7/12 meeting of the PDRC (minutes pending), the committee (comprised of 4 counselors) stated they would look at this and see if there is a way someone can be brought out to conduct training. Two faculty members have gone on conferences regarding academic advising and they will be contacted for ideas about training, including possible trainers.

Source: Interview with Anthony Roberto, Department Chairperson

2B3f

7. Evaluate the safety and security of physical records, and consider various alternative ways (including electronic means) to protect the integrity of student records at all times. **Pat Clymer was interviewed. He reported the Banner Group team reviews the memory to ensure that there is enough as new students and information are added. Currently, there is sufficient digital memory and this is backed up daily. The College does not have enough space to hold physical records. Although the campus has two vaults which are fire proof, they are at capacity. The college is using a container/office to hold some other physical records that do not fit within the vaults. More vaults, which are fire proof and climate controlled, are needed to hold records. The College is discussing alternatives, including a system where records are provided to an outside vendor to digitize so that physical records are kept to a minimum.**

Source: Interview with Patrick Clymer, Registrar

2B4

8. Revisit recommendations to examine how the survey findings have been used to implement a more efficient delivery of student programs and services. **The concerns on the Faces of the Future surveys have been addressed and there are no plans to do the survey again. The College will use information from feedback at "Meet the President" meetings to see if there are additional concerns.**

2C1a

9. Allocate a percentage of funds for supporting additional resources in the LRC when new programs are developed or when existing programs are significantly modified. **A suggestion was provided to LOC to have a section of the program approval form contain a proposed budget for LRC resources. However, LOC did not incorporate this into this year's program document.**

2C2

10. Research the need and demand for additional electronic resources including e-book readers and computer tablets to facilitate the use of enhanced electronic services.

LRC will continue their survey of faculty and students as scheduled within the assessment cycle.