**Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

***Comments: Good start in responding to the standards. The committee still needs to collect data and perform research work to expand the report. One effective tool to use for expanding the report is to respond to each of questions for the respective standard found in the guide to evaluating and improving institutions. These are lead questions to assist you in responding to the standards. The questions in the guide are placed in bullets sequentially for each of the standards so when you use the questions for responding to the standards, your narrative should flow in accordance with how the questions are placed in bullet form. Also, when using assessment reports to respond to a standard such as SLOs, make sure you include the department’s goals (which is found in the beginning or the assessment report) and the alignment of related goals e.g., ISMP goals, program review goals, and ACCJC goals etc.***

**A. Instructional Programs**

**1.** All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11) (Becky Toves)

Descriptive Summary

All programs are consistent with the College’s mission. All programs must submit a “Program Approval Form” as outlined in the 2014 Curriculum Manual. In this form, connection to the College’s mission statement must be made [[1]](#footnote-1). Programs must provide program level student learning outcomes within the Program Approval Form, which ensure appropriateness to higher education[[2]](#footnote-2). Signatories to the program approval form include, but are not limited to, the author, who is typically a faculty member, the Registrar, Dean, Academic Vice President and the President. The signatories review and ensure that the content is appropriate to higher education and that the connection to the mission statement is clear.

In addition to the program approval form, programs are assessed within a 2-year cycle to determine the student attainment of identified SLOs (Student Learning Outcomes). Results of the assessment are published yearly in the Annual assessment report

The GCC Fact Book provides data on the achievement of degrees and the awarding of certificates. The college currently offers the following programs of study: Associate of Arts (3 programs), Associate of Science (19 programs), Certificates (16), and Apprenticeships (78 positions).[[3]](#footnote-3)

The College continues to receive funding for the Licensed Practical Nurse (LPN) and Vocational Guidance programs.

Distance Education at the college started out at a modest level. In an effort to enhance the program, the college launched a series of brown bag sessions with students and faculty to discuss Distance Education, including what courses and format should be offered. Surveys were disseminated and a draft strategy plan was created. The Academic Vice President stressed the importance of identifying courses that would be more likely to fill. In the fall 2015, the following DE courses were launched: EN 110, MA 110, OA 101, and OA 101 (hybrid).

Self-Evaluation

In response to community and industry needs, the Associates of Sciences in Human Services program was revived in the fall 2015 with 38 declared students. The first cohort is expected to graduate in May 2017.[[4]](#footnote-4)

In the fall of 2015, Marine & Terrestrial Conservation Enforcement concentration of Guam Community College’s Criminal Justice program was launched. The program partners GCC with the Department of Agriculture’s Fish & Wildlife Division, with the Guam Police Department, and with the Judiciary of Guam’s Special Enforcement Tactics division. The 24 cadets who were enrolled in the 13th Criminal Justice Academy were the first to undergo classroom instruction hours for boat safety. [[5]](#footnote-5) The creation of these specialty courses was a response to the CJ Advisory Board’s request to bolster conservation efforts on the island. The summer 2016 will see the implementation of the Summer Conservation Academy.

The \_\_\_\_\_\_\_\_\_\_\_\_\_ underwent a substantive review. The major focus of this review was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Show connection to mission statement).

For the first time since the annual assessment report was first published during the SY 2000-2001, the compliance rate for program assessment under the Academic Affairs Division reached 100%.[[6]](#footnote-6)

The Fact Book provides data on completion of associate degrees, certificates, and journey worker certificates as well as a 100% compliance rate of courses being assessed within programs. [[7]](#footnote-7)

According to the \_\_\_\_\_\_\_\_\_\_, the rate of employment for graduates is \_\_\_\_\_\_\_\_\_\_ and the transfer rate to the University of Guam or another four-year institution is \_\_\_\_\_\_\_\_\_. (pending information)

The LPN program addresses the islands’ continued need to develop and train students for the Allied Health fields. The additional funding also places Vocational Counselors in each of the five public high schools to provide information to students about the career and technical opportunities available from the College. [[8]](#footnote-8)

Because OA 101 is an introductory course and the instructors do not have access to the students prior to enrollment, it was felt that an OA 200 level course would be more appropriate for DE. It is hoped that by the spring 2016, an OA 200 course could be launched.

(Program Review – address programs that have been discontinued or are in the process of being discontinued – i.e. Cosmetology, Education)

Actionable Improvement Plans  
None

**2.** Faculty, including full time, part time, and adjunct, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. (Becky Toves)  
   
 Descriptive Summary

The College utilizes several instructional delivery formats that include traditional lecture, lecture and lab, practicum, internship, online, and hybrid (combination of online and traditional classes). Each course guide specifies the delivery method that is employed. These course guides are reviewed by their respective advisory committee members and department faculty, department chairpersons, faculty members on the Learning Outcomes Committee, the Registrar, dean, and Academic Vice President. In consultation with program faculty, advisory committee members review new and revised program and course documents to ensure that delivery formats are appropriate to the needs of the community and the students. Furthermore, faculty ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty are required to follow the course guide for each course.

To further strengthen the content and methods of instruction, faculty participate in the assessment of courses. The College regularly assesses learning outcomes for courses, programs, certificates, and degrees using a 2-year assessment cycle. Inherent in that process is the attainment of learning outcomes. Data is collected and uploaded into TracDat, and the results are used for planning purposes. The type of data includes achievement of student-learning outcomes, program enrollment, program completions, and curriculum revision activities.

The College administers the IDEA Student Ratings of Instruction every fall semester in all courses. The results are provided to the faculty during the following semester. The IDEA results guide improvement efforts for faculty. Additionally, faculty have the option of incorporating these results in their yearly performance evaluation.

Administrators observe all full-time faculty at least once each semester. Department chairpersons observe adjunct faculty at least once during the semester for those teaching classes under their department.

Self-Evaluation

The IDEA Student Ratings of Instruction Survey Report for fall 2013 highlights the positive regard for faculty, higher regard for faculty compared to the IDEA database, and positive perception of teaching effectiveness. [[9]](#footnote-9)

As part of the college’s continuous improvement effort to strengthen and enhanced the content and method of instruction of programs, the Board-Union contract includes provisions for increased observation of new faculty. During a new fulltime faculty’s first year, the primary emphasis for evaluation is on teaching. The Department chairpersons are evaluated based on their observations of adjunct faculty. [[10]](#footnote-10)

Faculty participate in the assessment of courses or programs.

(Need updated percentages for the number of courses/programs/services that completed assessment).

Distance Education: (update information when available for SY 15-16)  
   
Actionable Improvement Plans  
None

**3.** The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline. (Becky Toves)  
   
Descriptive Summary

As part of the College’s 2-year assessment cycle, the Committee on College Assessment (CCA) has organized college assessment units into four (4) groups: Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs).

On the first day of class, students receive a course syllabus that specifies the course content, requirements, and student-learning outcomes, which are directly extracted from the course approval form. The distribution of the syllabus is a requirement that is included in every full-time faculty’s evaluation.

The Curriculum Manual outlines the approval process for student learning outcomes in courses and programs. [[11]](#footnote-11) (Note: expand on the approval process)

Self-Evaluation

(Need data on how many courses and programs met assessment deadlines when the latest assessment report is complete).

The last three catalogs show a 100% compliance with postsecondary courses having established SLOs. [[12]](#footnote-12)

All courses have established student learning outcomes, and these are published in the College catalog. Course syllabi are submitted to the department chairpersons for review to ensure, among other requirements, the inclusion of student learning outcomes. Department chairs then submit electronic copies with a Syllabi Checklist to the Dean. (Note: Expand write up).  
   
Actionable Improvement Plans  
None

**4.** If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. (Becky Toves)  
   
Descriptive Summary

The College provides developmental reading, writing, basic, and mathematics courses. These are clearly labeled in the College catalog and are designated numerically as 100 or below. The College also offers ESL courses and community courses. (Verify if adult education courses are included here).

Students take the COMPASS placement test for reading, writing, and mathematics and are placed according to their scores. Trends show that \_\_\_\_\_% place into Developmental English and \_\_\_\_\_% place into Developmental Math (Find data and cite source).

To provide students with services and support in learning the knowledge and skills necessary to advance to and succeed in college level curriculum, tutoring is provided in reading, writing, and mathematics through the Work-study program as well as through programs such as Project AIM and AmeriCorps. Project Aim provides tutoring services to those who meet eligibility requirements under their program. Tutoring services are provided on a regular basis to first generation, low income, and students with disabilities under the Project Aim program. Tutoring sponsored through the Work-study and AmeriCorps programs are free and have no other eligibility requirement other than student enrollment in a developmental course.

Self-Evaluation

In an effort to improve learning and increase retention, a new school was created in the spring 2016. All Developmental Education faculty and courses were moved into the School of College and Career Readiness (CCR). Faculty who primarily taught developmental courses were automatically switched over. Other faculty who taught developmental and postsecondary courses volunteered to move. With the creation of the CCR, it is hoped that an increased dialogue and collaboration between faculty who teach developmental courses in English and math lead to the improved instruction, retention, and graduation of students. Faculty are tasked with collaborating, researching, and exploring ideas as well as implementing best practices.

The College offers a variety of ESL courses to meet the needs of the community members who desire to learn English. Utilizing the \_\_\_\_ assessment (CASAS), students are placed into the appropriate ESL class. (pending information)

Because the COMPASS placement exam will be discontinued, a new placement test, the Accuplacer, will be implemented in the fall 2016 and scores should coincide with the established norms.

Faculty in English and Math inform students of tutoring services. Tutors are hired under the Work Study Program and must have completed the college level English and Math courses with a minimum of a B grade. The tutoring schedule is provided to all teachers and flyers are posted. Students do not need to make an appointment to avail themselves of tutorial services.

In December 2014, the first ever Math Boot Camp was sponsored by the Math Department. The Math Boot Camp was held for those who placed into MA085 to assist them in improving their scores so they could enroll in MA095. The Math Boot Camp ran 2 hours daily for 10 days. Two sections were provided. A total of 17 students signed up, and 16 out of the 17 improved their scores to place into MA095.

A total of 175 students are served per program year under Project Aim. Tutoring is provided mainly in English and mathematics, but tutors are also available to assist in other subjects.

Actionable Improvement Plans  
None

**5.** The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12) (Florie Mendiola/Becky Toves)  
   
Descriptive Summary

College degrees and programs follow typical practices in American higher education institutions such that programs are at the appropriate length, breadth, and depth. The Curriculum Manual outlines the sequencing and completion times for full-time students. All associate degree programs require a minimum of 60 semester credits, which are described in the College Catalog.

The institution demonstrates the quality of its instruction through the utilization of the IDEA survey as an assessment tool which identifies the teaching styles used in the classroom, modes of instruction related to the course student learning outcomes (SLOs), and the effectiveness of teaching as it relates to student learning.

The institution also demonstrates the quality of its programs through the campus-wide curriculum assessment process. Each program must complete a self-evaluation, which includes providing evidence that each course related to the program is systematically assessing the achievement of course student learning outcomes (SLOs). Through the curricular process, instructors must identify a standard and collect evidence to determine that the evaluation tool sufficiently assesses the standard and learning outcome. Another determination is if the evaluation tool can be used uniformly throughout the program with each related course. Each program also submits a curriculum review to determine the relevancy of each course as it relates to the program and degree.

All programs provide evidence via the following: IDEA surveys, performance evaluation forms, Campus-wide Curricular assessment (CCA committee), Curriculum Reviews (LOC), Department strategic plans, Individual/ department specific education plans, student evaluation surveys, and student work.

The college uses certain criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers. These can be found in each department’s strategic plan, departmental student surveys, scheduling preferences, IDEA surveys, and Individual/program specific education plans. The implication of the criteria can be found in each course description, student learning outcomes, and earned credit found in the articulation agreements with other higher education institutions through the acceptance of the transfer of credits.

The process used for establishing and evaluating each type of course and program offered in DE/CE mode is through the self-study and elf-evaluation process led and managed by the Committee on College Assessment (CCA). CCA has developed an annual curriculum review process schedule and a 2-year assessment cycle in order to streamline the process and hold departments accountable to the program evaluation process and its deadlines. Another process used to evaluate courses and programs offered is through the LOC committee, which is charged with assessing the curriculum reviews submitted by each department.

The college determines the appropriate credit type of its courses and programs offered in DE/CE mode.

Self-Evaluation

The program approval form in the Curriculum Manual (2014) ensures the content is of appropriate length, breadth, depth, and rigor. All signatories must agree for approval. The Program approval form includes a section which shows that full-time students can complete associate degree programs within 2 years and certificate programs within one year. The program approval form also includes a section on course sequencing as part of completion.  
   
Actionable Improvement Plans  
None

**6.** The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9) (Florie Mendiola/Becky Toves)  
   
Descriptive Summary

The college schedules courses that ensure students can complete certificates and degrees within established expectations. The program approval forms outline the course sequence and timing for full-time students. Department chairs survey students on preferred courses including the time and day in developing the upcoming schedule of classes.

The institution employs various means of gathering data needed to determine whether the institution is achieving its goals and is evaluating the effectiveness of learning at each level of a course sequence or program. The Fact Book data is found on the institution’s website and its contents are accessible to the public. It shows that a majority of GCC students are enrolled as part time students. Other information indicates that students are not graduating within the program completion time frame. No data exists to identify the factors related to the results of the data presented in the fact book. (Note: Look into past SAGA reports that may cover research relating to students not finishing within the prescribed time of completing a program or a degree).

Self-Evaluation

The institution’s evaluation of effectiveness of learning at each level of a course sequence or program is evident in the program approval forms, curriculum manuals, curriculum and program reviews, academic plans, and the course catalog. Within each course, students must complete the course student learning outcomes, which is assessed by a tool designed by the instructor or one developed and adopted by the department or program.

The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time. Several departments survey students to determine the days and times of classes most preferred by students. The results of the surveys are used to develop the following semester’s schedule, which accommodates student schedules and lessens future complication of cancelled classes or scheduling issues. Course substitutions or special projects may be employed if a course is not offered in the current schedule.

The program approval form in the Curriculum Manual requires that the author provide details including course sequencing and time frame for a full-time student to complete the program. The section in this form must demonstrate that a full-time student can complete associate degree programs within 2 years and certificate programs within one year. The program approval form also includes a section on course sequencing as part of the completion process. (Note: Expand this section with the above recommendation).

Actionable Improvement Plans  
None   
  
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. (Florie Mendiola/Becky Toves)  
   
Descriptive Summary

Faculty use different delivery modes, teaching methodologies, and learning support services that meet the needs of the students. Students with disabilities are provided services through the Office of Accommodative Services. At the beginning of the semester, faculty must sign that they received the accommodation plan for the students requesting for accommodative services. Faculty must adhere to the content provided in the accommodation plan.

The institution demonstrates that it understands and is meeting the needs and learning styles of its students by the establishment of programs that exist to address the needs of students. (Note: Give samples of what those programs are). The math and English departments provide tutoring for its students, and reports are maintained to record student progress. The College's Project Aim is an organization under student support which provides academic support, academic advising, and mentoring to students who are the first in the family to attend college. The umbrella student organization, COPSA, hosts a variety of student activities geared at career readiness, academic support, and college indoctrination. COPSA also leads and supports other program related student organizations and their mission to service their student population.

The institution provides two mandatory professional development meetings within the school year. In addition, a professional development committee is charged with conducting a needs assessment to determine professional development workshops and opportunities afforded to the faculty.

The assessment of student learning on a course-to-course basis is found in the course syllabi. The course syllabus provides the following: course student learning outcome (SLOs), delivery modes, grading system, and requirements (projects, assignments, presentations, participation, tests, etc.) necessary to achieve the completion of each SLO. Various delivery modes are also presented in scheduled professional development workshops throughout the school year.

The teaching methodologies commonly used are traditional lecture, cooperative learning, and technology-enhanced instruction. The teaching methodologies of faculty are identified in the IDEA surveys and are used as a factor to determine the effectiveness of the delivery mode on student learning and the achievement of the course SLOs. Students have been able to provide feedback on student learning through informal evaluations developed and distributed by the instructor.

Self-Evaluation

The IDEA survey allows students to rate instructors, their methodologies, and the physical structure of the classroom. Results of these surveys assist faculty, department chairpersons, and supervisors to improve delivery of instruction. Every semester, academic supervisors conduct classroom observations. A record of the classroom observation is provided to each faculty member and includes feedback on such areas as: I) Instruction – presentation, instructional material, techniques and strategies, student-faculty interaction, II) Management – planning and preparation, classroom behavior, classroom environment, use of class time, student motivation, feedback and evaluation, and III) Content Expertise – knowledge. [[13]](#footnote-13)

Actionable Improvement Plans  
None  
   
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability. (Florie Mendiola/Sharon Oliveres)  
   
Descriptive Summary

The English department is the only department that provides department-wide course examinations. Instructors teaching EN100W administer the final essay for this course and rate the essays. Essays that instructors have rated as “passing” are forwarded to another instructor for review. Assessment of prior learning is provided for students upon request. The College Catalog provides details for students who intend to apply for an assessment of prior learning.

The institution ensures the use of unbiased, valid measures of student learning in the course syllabus. Instructors must inform students on how they are being graded on required assignments. Several departments encourage the use of the online grading system called “Grade source.” This website allows students access to their grades anytime throughout the school year using a number identifier to protect their identity. Students are also able to access their grades from courses taken in previous semesters through the institution’s website, MyGCC. Students may also view or print their unofficial transcripts. (Note: Include in the write-up what department assesses prior learning and the process used).

Self-Evaluation

All EN100W courses adhere to the department policy on the rating of essays. With the implementation of the CCR, the person designated to provide the topics for EN100W final essay exams shifted from the Department Chairperson of English to the Associate Dean of CCR. (Note: Expand to include other programs like the nursing program or social science programs and how they assess their effectiveness).  
   
  
  
Actionable Improvement Plans  
None  
   
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10) **(Christine Matson)**

Descriptive Summary

The college awards course credit, degrees, and certificates based on student attainment of learning outcomes. Each program must complete an assessment of program and course level student learning outcomes to ensure that credits, degrees, and certificates are awarded in alignment with institutional policies. The units of credit awarded are consistent with generally accepted norms or equivalencies in higher education. For traditional lecture courses, one credit equals to 15 hours. Credit is awarded when students pass the course. The grading system is outlined in the college catalog.

In Teaching Strategies 12 2015-03 2017, which is currently being assessed, “During the last assessment cycle, 86% (N=14) of students who completed CD292 Practicum scored an average of 3.5 with no score being under a 2.0 on the Practicum Rating Scale (collected Fall 2012 and Spring 2013 semesters). Hence, criterion for this SLO will increase from 70% expected to achieve an average 3.5 to 75%.” [[14]](#footnote-14) (Clarify with Christine)

This is an example of course level assessment.

In program level assessment for Early Childhood AS and certificate, the SLO#3 FA-SP was assessed: Upon successful completion of the Certificate and AS in Early Childhood Education program, students will be able to plan and demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting.

Finally, the institution has institutional learning outcomes. (GCC Catalog)

Self-Evaluation

The college’s catalog and schedule of classes provide the number of credits and the times and dates for all courses.

Actionable Improvement Plans  
None

**10.** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10) (Tonirose Concepcion)

**Descriptive Summary**

The college has several articulation agreements with the University of Guam, a 4-year university, in addition to 14 other community colleges and four-year universities in other areas. Articulation agreements with other institutions include:

1. University of Guam
2. Chaminade University
3. College of Micronesia-Federated States of Micronesia
4. University of Alaska Fairbanks
5. Bellevue University
6. University of Phoenix
7. Dusit Thani College
8. University of Makati
9. American Hospitality Academy Philippines
10. Pacific Islands University
11. Sias International University
12. Kadan Automotive Technical College
13. Wayland Baptist University
14. First Asia Institute of Technology
15. Humanities Guimaras State College.

The articulation agreements are found in the appendix of the college catalog and include program-to-program and course-to-course articulations. The registrar regularly evaluates transcripts from other institutions at the student’s request.   
  
**Self-Evaluation**

The college’s articulation agreements are clearly stated in the college catalog.

The registrar provides a form for students to request for an evaluation of records. The registrar often consults with faculty in the respective department for guidance when transferring courses.   
  
**Actionable Improvement Plans**

None

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. (Sharon Oliveros)

Descriptive Summary

The College has institutional learning outcomes for communication, information, and quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The institution learning outcomes are found and are accessible in the College catalog. A student learning outcome map must accompany each program approval form. This map shows how each course relates to the institutional learning outcomes. The institutional learning outcomes maps are attached to program documents found in the College catalog.

Self-Evaluation

All degree programs require an interdisciplinary general education component that promotes the development of intellectual skills that enable students to become effective learners and informed citizens.

The College requires students who complete their general education curriculum to be capable of productive lives and lifelong learning through the successful completion of courses in the respective categories. Upon completion of the general education requirements, students will have obtained the ability to communicate orally and in writing, interpret information digitally and non-digitally, make quantitative and scientific decisions, and seek and grasp information. All degree programs are required to link courses with the ILOs through the Student Learning Outcomes (SLO) mapping process found in the SLO mapping booklet.

In addition, the College continues to offer a limited selection of distance education courses through which students gain appropriate levels of knowledge as well as increased skills in the use of computers and related technologies. These distance education courses, both fully online and hybrid (though limited), allow students an opportunity to acquire additional skills in the use of computers and related platforms and software necessary for distance learning.

All degree programs at the College have, as part of their general education requirements, math and English courses, which ensure oral and written communication and quantitative reasoning. Certificate programs also have English and math requirements specific to the different programs. Faculty complete an SLO mapping guide to show the connection of general education courses, Institutional Learning Outcomes and student learning outcomes in specific courses.

Actionable Improvement Plans

None

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (Sharon Oliveros)

Descriptive Summary

The College’s associate degree programs have a set of general education requirements that include the categories of English, Mathematics, Natural and Physical Sciences, Social and Behavioral Sciences, Computer Literacy, and Humanities and Fine Arts. The General Education (Gen Ed) curriculum is included in all degree programs. Identification of courses must be based on student learning outcomes and competencies appropriate to each degree level. The Learning Outcomes Committee reviews requests for inclusion of additional courses under the different categories. A few institutions equate their ILOs with the GE SLOs, because their ILOs apply only to degree program completers.

**Self-Evaluation**

The Learning Outcomes Committee reviews requests for the inclusion of additional courses under the different categories.

The College relies on the expertise of its faculty, via the LOC, when generating and revising curriculum to demonstrate the appropriateness of any recommended course for inclusion in the general education curriculum. The LOC was restructured to integrate the responsibilities of the former General Education Committee and the Curriculum Committee in order to accommodate the comprehensive examination of stated learning outcomes for courses and improved communication regarding student-learning outcomes. The Catalog clearly states the recently revised general education requirements for degree programs. In the past, the College had five categories of general education requirements. After close examination of the stated learning outcomes and recommendations from the 2006 ACCJC visit, the College realized a need for one more area. Beginning fall 2010, the general education component for degree programs now has six categories with specific levels of coursework that can be used to meet each category. The Catalog clearly lists the specific courses that fulfill the 19-20 credits needed to meet general education requirements for associate degree programs. The categories include: (1) English Composition – 3 credits; (2) Mathematics – 3 credits; (3) Natural & Physical Sciences – 4 credits; (4) Social & Behavioral Sciences – 3 credits; (5) Computer Literacy – 3 credits; and (6) Humanities and Fine Arts – 3 to 4 credits. The categories and courses follow the GE policy change process, which was reviewed and recommended by the former General Education Committee, the Faculty Senate, the deans, and the Academic Vice President.

These general education courses function as the students' introduction to comprehending present day society's principles, concepts, methodologies, digital interpretations, and ways of communicating under various disciplines. These general education courses also meet the College's Institutional Learning Outcomes (ILOs) that were recommended, approved and adopted by the Board of Trustees in December 2009. These ILOs represent the knowledge, skills/abilities and values students should develop and acquire as a result of their overall experience with the College.

The new general education requirements are just over a year old, and the Learning Outcomes Committee is currently discussing a process for deleting or including courses under these requirements.

Actionable Improvement Plans

None

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study***.*** (Sharon Oliveros)

Descriptive Summary

The College offers 22 programs of study leading to an Associate of Arts or an Associate of Science degree, and 17 programs leading to a Certificate. All degree programs must complete at least 19-20 credits of general education courses. Degree programs have at least 60+ credits. Programs provide technical requirements that include theories and practices in that particular field. Programs determine the technical requirements. With input from faculty and advisory committee members, the requirements are included in the program approval form as outlined in the Curriculum Manual. Technical courses that support the program contain student-learning outcomes, which are clearly defined in the curriculum documents.

Student learning outcomes at the degree level represent higher order learning and competencies than those in the shorter length programs. These SLOs, as with the GE SLOs, will be appropriate to the degree level, whether AA or BA. The SLOs identified in a BA degree program will be representative of the attainment from a 4-year program of study. The concept of mastery, appropriate to the degree level, is about depth of learning in key areas related to the degree discipline as well as attaining the skills for mastery of particular practices and knowledge.

**Self-Evaluation**

As part of their 60+ unit educational plan, students must complete units in General Education and technical education, which comprises the major selected by the student. General education requirements are standard and technical requirements vary by program. The curriculum framework for the area of inquiry is designed to be sequential and allows for focused study within the area of concentration. The General Education segment is designed to introduce students to broad areas of knowledge, theoretical foundations, and methods of inquiry. Students who choose to focus on a specific area of career and technical education can also choose a certificate of achievement in certain majors.

Almost all of the college’s career and technical education programs include an associate degree option. These programs require 19-20 credits of general education courses. Some programs have electives so that students are able to meet their needs for their specific workforce or transfer goals. Advisory committees guide the career and technical education programs, in terms of providing input for program revamp or expansion, as the case may be. In addition, course and program curriculum documents go through comprehensive review by the Department Chairperson, Deans, Registrar, LOC, and Academic Vice President and President (in the case of new programs and courses).

With input from faculty and advisory committee members, programs determine the technical requirements, which are included in the program approval form as outlined in the curriculum manual.

Actionable Improvement Plans

None

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification***.*** (Sharon Oliveros)

Descriptive Summary

Associate degree programs, certificate programs, and courses participate in a two-year assessment cycle. As part of this assessment, capstone courses and artifacts ensure that graduates demonstrate technical and professional competencies. CTE programs are charged with ensuring that their students demonstrate certain technical and professional competencies.

Self-Evaluation

The assessment results percentages are found in \_\_\_\_\_\_\_\_\_. \*\* Trying to get some info from the Planning and Development office.

Actionable Improvement Plans

None

**15.** When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. **(Christine Matson)**

Descriptive Summary

When programs are archived, the department and faculty members initiate a program archival memo. The archival memo requires a clear plan of action for enrolled students to complete their education in a timely manner. This information is communicated to the enrolled students, so the students know what they need to do.

Self-Evaluation

The Learning Outcomes Committee 2014 manual provides that when programs are deleted from the catalog by an archival memorandum request for an inactive program or program that is no longer offered, the program may be deleted from the catalog. However, specific courses will remain in the “Master List of Courses” for transcribing purposes. [[15]](#footnote-15)

Since the last visit by the accreditation team, GCC has archived two programs. The Certificate in Pre Nursing was archived in March 2014. In Fall Semester 2014, there were still 13 students enrolled in the Certificate of Pre-Nursing program. [[16]](#footnote-16) The department formerly offering the archived certificate or program makes arrangements so that students currently in the program will be able to complete their education in a timely manner.

The second program archived was the Certificate in Cosmetology, it became an industry certification field of study. [[17]](#footnote-17)

Actionable Improvement Plans

None

**16.** The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. **(Christine Matson)**

Descriptive Summary

GCC’s Office of Assessment, Institutional Effectiveness and Research (OAIER) and the Committee on College Assessment (CAC) work collectively with all sectors of the college community as they carry out the implementation of the comprehensive GCC Institutional Assessment Plan campus-wide. The CAC is an institution-level committee created under the terms of the 2000-2005 Board of Trustees-Faculty Union Agreement and was continued as part of the current 2010-2016 agreement. Committee members include faculty, administrators and other stakeholders. [[18]](#footnote-18)

The college regularly evaluates programs, courses, student learning outcomes, and student services unit outcomes through the institutional assessment process. The current annual curriculum review cycle was adopted in Fall 2014. [[19]](#footnote-19)

In 2014, the assessment compliance rate for student learning outcomes for courses in degree programs, certificate programs, and courses that were not a technical or degree requirement was 100%. [[20]](#footnote-20) The College conducts assessment of secondary career and technical education and other departments, units, or offices, in addition to post-secondary course and program assessment. [[21]](#footnote-21)

Work force advisory committees allow departments to plan for future. [[22]](#footnote-22) Program and course review by faculty and department chairs keep programs and courses current and aid in planning for the future. The College’s assessment is systematic. [[23]](#footnote-23) The college annually conducts an assessment of assessment. [[24]](#footnote-24)

Self-Evaluation

The College has a culture of assessment that involves the entire college. The College should continue the high rate of compliance with assessment requirements. Department chairs should continue to work collaboratively with workforce advisory committees to identify ways to improve programs and ensure that workforce advisory committee meetings are held each semester. Advisory meeting minutes need to be taken and posted online on MyGCC. [[25]](#footnote-25)

Additionally, curriculum documents need to be updated, with department chairs taking on this responsibility. The 14th Annual Assessment Report, Appendix C, has a listing of courses that are not compliant with the 5-year rule that ensures advisory committees assist the College to offer courses and programs current within the industry, that curriculum currency and relevancy (Check with Christine). Department chairs also need to communicate with each other to ensure that all courses required for a program are current. [[26]](#footnote-26)

Actionable Improvement Plans

None

**B. Library and Learning Support Services**

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services**. (Christine Matson)**

Descriptive Summary

The GCC mission statement mandates that GCC provide the highest quality, student-centered education and job training for Micronesia. The GCC Learning Resource Center (LRC), student computer labs, and tutoring services support the College’s mission.

The GCC’s Learning Resource Center (LRC) opened its new doors in December 2010 to provide learning resources and services to assist students in attaining their academic, career, and personal goals. The GCC Library collection consists of approximately 21,000 print books, 130,000 college level non-fiction academic e-Books in a subscription database, 50 print periodical subscriptions, more than 5,000 full text e-Periodicals titles in a subscription database, and over 1,000 videos and other multi-media items. [[27]](#footnote-27)

The LRC includes a library, student computer lab, and library classroom. [[28]](#footnote-28) The LRC offers patrons an array of services including reference, individual and group information competency (literacy) instruction, Internet access, book loans, video check-outs, Kindle e-reader loans, photocopying, magazines and newspapers, video viewing, meeting rooms, group study facilities, and in library use of laptops for students. [[29]](#footnote-29)

In addition to sustaining our students’ research and reference needs, the LRC is also the first government of Guam building to be certified as a Leadership in Energy and Environmental Design (LEED) Gold by the U.S. Green Building Council. The 22,000 square foot structure features photovoltaic solar panels, digital temperature controls, energy efficient windows and lighting, and furniture made of recyclable materials. [[30]](#footnote-30)

The LRC has 34 computer stations and 17 laptops for in-library student use. [[31]](#footnote-31) (GCC Library webpage). Students pay a $15.00 library fee as part of registration fees. [[32]](#footnote-32) The fee is used for library facilities. [[33]](#footnote-33) Students also pay a $73.00 technology fee for student computer labs as part of the registration fees. [[34]](#footnote-34) This fee is used for equipment. Student computer labs are maintained by Management Information System. In addition to the LRC computer lab, the other open computer lab is in the Student Services Building. The GCC 2015 2016 online catalog contains operating hours for the labs. [[35]](#footnote-35) TRiO/Project Aim has a student computer lab, but its use is for students in the program. [[36]](#footnote-36)

GCC provides limited tutoring services for students in an effort to help them meet their educational objectives. These services are available on a first-come, first-served basis. The focus of these services centers on English and math. [[37]](#footnote-37) Project AIM, a student support service under the Federal TRIO programs, provides tutoring for students in its program. [[38]](#footnote-38)

Self-Evaluation

The EBSCO Academic e-book collection and the print collection provide sufficient depth and variety for the collection. The 135,000 EBSCO e-books and the print titles in the collection ensure that depth and variety is present. [[39]](#footnote-39) However, the print collection is dated and needs improvement. The areas in the collection that need the most attention are reference books to support the curriculum, allied health library resources, and novels by popular authors to support developmental reading courses and encourage culture of literacy on the campus.

As part of assessment, the GCC Library administers faculty surveys. The faculty survey includes questions about materials that should be included in the LRC collection to support student learning needs and faculty enrichment. [[40]](#footnote-40) The LRC failed to reach its goal that 80% of the faculty were satisfied that library resources met their curricular needs. This included resources for student learning needs. The assessment plan specified that faculty requests for resources be prioritized. However, the LRC did not receive the funds to make this possible. [[41]](#footnote-41)

GCC focuses the availability of tutoring services on math and English courses. Tutoring is offered through Project Aim for students in that program. Like other open admission community colleges, many GCC students need to take developmental math and English skills to reach their educational goals. [[42]](#footnote-42)

Project AIM gave the 168 students who joined the program this year access to tutoring and other student support services provided by the program. [[43]](#footnote-43) The goal of these tutoring services is to help participants successfully pass their classes. [[44]](#footnote-44)

The College’s mission statement mandates that GCC provide the highest quality, student-centered education. Tutoring services support the highest quality student-centered education goals by focusing on English and math skills, since that is the primary need for GCC students to reach their educational goals.

There is not enough information about tutoring the College webpages, in the College’s online catalog, or in the Student Handbook, 2014-2015, to help prospective students or enrolled students learn more about tutoring services that are available to them. [[45]](#footnote-45) The exception is for students are in the TRiO Project Aim program. The statement that tutoring is “available on a first come, first served” basis indicates that there are not enough tutors. [[46]](#footnote-46) Since most students take at least one developmental course, tutors should be readily available to assist students to reach their educational goals.

The English and math departments do not currently assess their tutoring services. [[47]](#footnote-47) Through assessment, it can be determined whether there is a sufficient number of English and math tutors available to meet student demand. The Math and English departments should plan to assess tutoring in their respective departments. An assessment should be done to determine how many tutors are needed to support developmental courses and if there were sufficient tutors available each semester. After that, the College can determine how many tutors need to be provided.

TRiO/Project Aim implementation status for tutors recorded in TracDat on 02/19/2014 stated under Implementation Status: “Project AIM will hire 7 (or more) Tutors in AY 14-15 as part of its proactive Tutoring Services to help students to maintain GPA 2.0 and above at 70% off or more.” [[48]](#footnote-48)

**Actionable Improvement Plans**

None

**2.** Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**(Christine Matson)**

Descriptive Summary

The LRC seeks input from faculty and students on the selection of equipment and materials as part of the assessment process. [[49]](#footnote-49) Students may make requests for specific book titles or other resources in the library customer service survey. [[50]](#footnote-50)

The librarian contacts faculty in person, via MyGCC announcements or by e-mail, to request input into collection development to support GCC programs and courses. [[51]](#footnote-51) The Library contacts vendors of electronic databases to arrange trials. The availability of and information about the free database trial is announced to faculty and students via MyGCC.

In the past year, trials of Newsbank, Oxford general reference databases, the Oxford Encyclopedia of Social Work database, and the EBSCO Community College e-book database were made available. Students and faculty performed over 100 searches in the EBSCO database. The nursing department subscribes to a nursing journal database and medical databases that the college subscribes to through EBSCO. Free trials of other databases have included the CINAHL nursing database and a streaming video database.

After the annual inventory, the list of books that are no longer in the collection is looked at to determine if books need to be reordered. The information is used in collection development to add high interest titles to the collection. Librarians also look at circulation statistics to determine which books are borrowed the most often. The information is used in collection development to add high interest titles to the collection when books are purchased.

During the assessment period from Fall 2011 to Spring 2013 and fall 2013-Spring 2015, faculty and students completed surveys about LRC equipment and materials. [[52]](#footnote-52) The faculty survey included questions about materials that should be included in the LRC collection to support student learning needs and faculty enrichment. [[53]](#footnote-53) The LRC failed to reach its goal that 80% of the faculty were satisfied that library resources met their curricular needs. The assessment plan specified that faculty requests for resources be prioritized. However, insufficient funds were provided to the Library, so this was not possible.

LRC Student Services Unit Outcomes from 0/14/2011 through 03/11/2013 included: SSUO#2 Information Literacy Skills: Students will learn information literacy skills to become effective library users, information consumers and lifelong learners. The outcome was that the LRC reached its goal that 80% of students receiving library instruction will report success in using information literacy skills in the completion of their assignments. Further, SSUO#3 Learning Resources reads: The library will provide sufficient resources to support the curricular needs of faculty instruction. However, the LRC did not reach its goal that 80% of the faculty were satisfied that library resources meet their curricular needs in all areas surveyed. Specific courses require library materials tailored to the course be available for students to complete assignments.

Self-Evaluation

The librarian contacts faculty via e-mail and in person to receive recommendations for library materials and equipment to support student learning at GCC. Faculty also respond to surveys about library materials and equipment that are part of the assessment process. [[54]](#footnote-54) Students complete surveys about library materials and equipment. They also request the LRC purchase specific book titles or authors in those surveys.

Although the LRC receives input from faculty and students about equipment and library materials, budgetary constraints have restricted the purchase of equipment and materials: Start the information below as using a transition word or phrase. For example, “The information below reflects how budgetary constraints impacted the library’s resources:

2015 – about $2,6300.00 in books were purchased

2014 – 0 books were purchased

2013 – 5 books were purchased

2012 – 160 books were purchased  (Bob Neff, Librarian, e-mail dated).

In 2015, the library spent $2,630.11 to purchase books. (E-mail, Oct. 2, 2015, Juanita Sgambelluri)

The limited budget has prevented the LRC from purchasing the vast majority of all materials requested by faculty and students. Library resources are assessed as part of the overall Library assessment. The EBSCO Academic e-book Collection adds a wide variety of college level e-books in many academic areas. [[55]](#footnote-55) It provides coverage in many subject areas that supplement the collection, as well as varying levels of depth.

The Library needs to add current reference materials that are not in the EBSCO e-book database, more resources to support Allied Health and Human Services courses, and popular fiction to support developmental reading courses. The print book collection, although dated, offers a wide variety of reading levels. Resources to support the Allied Health Collection are dated. The newest e-book and print medical dictionary in the collection is from 2005.

The Pacific collection provides library resources about Guam and Micronesia, which are high interest areas. It is important to add resources about Guam and Micronesia when they are first available because they are usually published by small presses that may not be able to keep the title in print.

The Library collaborates with faculty in regard to resources necessary for students to complete assignments. For example, early childhood courses require Caldecott picture books or picture books about children with disabilities. The education department supported the library by purchasing Caldecott picture books and Newbery award chapter books. [[56]](#footnote-56) The Library did not have the budget to purchase these books.

Faculty in the Education department also collaborate on resources to support ED 110, a course that requires students to work with themes across the curriculum. The students need teacher activity books and thematic planners. In the past, when the library had a sufficient budget, these materials were purchased. [[57]](#footnote-57) Likewise, books about early childhood education theory were purchased in the past. The Education department also donated many other books to support the education courses including some teacher activity books. [[58]](#footnote-58)

Although the Education department has been in a position to donate needed resources to the GCC Library because of grants, other departments cannot afford to do this. [[59]](#footnote-59) Neither the Social Science & Criminal Justice Department nor the Library has had resources to purchase materials to support the Human Services program that began in Fall 2015. The librarian and the department chair identified resources that needed to be purchased. [[60]](#footnote-60) They agreed that $5,000 was needed to purchase resources to support the new program but that the minimum amount required was $2,500. The EBSCO Academic e-book database provides some materials to support the program. However, important references and certain major works in counseling and social work are not included. [[61]](#footnote-61)

The Library arranges for free trials of academic subscription databases so faculty, administrators, and students can recommend whether the database meets student and faculty curricular needs. One example is the free trial of the News bank database during October to November 2015. [[62]](#footnote-62) The NewsBank database does not carry the major newspaper in Guam, but only a smaller daily paper, so the Library will not pursue a subscription to that database.

The Library recommended that the College subscribe annually to the EBSCO Community College e-book database, after a semester long free trial that showed significant use of the database. [[63]](#footnote-63)

Librarians select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission. The issue is that funds are not made available to purchase educational materials for a lengthy period of time. [[64]](#footnote-64)

It is highly recommended that the College require a budget for library resources be included in documents for new courses or programs. Further, the Library needs to receive funds to purchase resources at least six months before the date the new course or program begins. This will ensure that the library resources will be available when courses begin.

Actionable Improvement Plans

None

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. (Christine Matson)

Descriptive Summary

Student Learning Outcomes in the Library are called Student Services Unit Outcomes because the Library is administratively under student services. LRC Student Services Unit Outcomes from 0/14/2011- 03/11/2013 included: SSUO#2 Information Literacy Skills: Students will learn information literacy skills to become effective library users, information consumers and lifelong learners.

The LRC reached its goal that 80% of students receiving library instruction will report success in using information literacy skills in the completion of their assignments. Further, SSUO#3 Learning Resources provides that the library will provide sufficient resources to support the curricular needs of faculty instruction. However, The LRC did not reach its goal that 80% of the faculty were satisfied that library resources meet their curricular needs in all areas surveyed. Finally, SSUO#4 Library Technology and Facilities reads that students and faculty will be provided with the most current library technology and appropriate facilities to support student learning and improve access to information.

The LRC evaluates Student Service Unit Outcomes (SSUO). SSUO #2 evaluates information competency/literacy instruction unit outcomes. For example, In Fall Semester 2012, 80% of students receiving library instruction reported success in using information literacy skills in the completion of the assignments. [[65]](#footnote-65) The information literacy skills also helped students with an Institutional Learning Outcome: [The] Ability to access, assimilate and use information ethically and legally. [[66]](#footnote-66)

Finally, during the assessment period from Fall 2015 to Spring 2017, TRiO Project AIM requested a larger budget in order to carry out its services for students. This is because of budget cuts to the program on a federal level.

Self-Evaluation

TRiO Project Aim programs should be awarded funds to continue its services to students in their program as identified in student services unit outcomes. The LRC should receive funds that are necessary to continue its services to students and faculty, as identified in student services unit outcomes.

Actionable Improvement Plans

None

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (Christine Matson)

Descriptive Summary

The LRC subscribes to EBSCO Academic e-book Collection with over 130,000 e-books. Additionally, the LRC subscribes to more than 5,000 full text periodicals in the EBSCO periodical databases. [[67]](#footnote-67) As an affiliate member of the National Library of Medicine, Pacific Southwest Region, the LRC has a formal relationship with NLM, PSR. The librarian responsible for library instruction and reference received information about the resources that are available and how to access those resources. [[68]](#footnote-68)

The University of Guam and Guam Community College are working toward a memorandum of understanding to guide library resource sharing between the two institutions. [[69]](#footnote-69)

Self-Evaluation

The LRC has annual subscriptions to EBSCO Academic e-book Collection and EBSCO periodical databases. The EBSCO e-books and periodical databases are easily accessible and utilized through a link on the LRC’s webpage. Students and faculty have 24/7 desktop, tablet, or smart phone access to the EBSCO databases and online catalog are available.

Students can check out EBSCO e-books and download them to a PC, Mac Computer, Apple tablet or phone, or an Android device. The periodical database allows students to search for periodical articles, then download, print, save or e-mail articles using the devices above. Students can also save searches and set up research topic alerts.

Information available through the LRC’s relationship with the National Library of Medicine added to GCC’s ability to provide resources for Allied Health courses. Moreover, the MOA between Guam Community College LRC and the University of Guam will provide additional resources to students and staff at both institutions.

Actionable Improvement Plans

None

C. Student Support Services  
   
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15) ***(Tonirose Concepcion)***

Descriptive Summary

The College offers student support services and activities listed in the Catalog and the Student Handbook. Services include orientation; pre-enrollment; personal, social, and career counseling; student rights advocacy; academic advisement; tutorial services; health services; English and math placement tests, and services for students with disabilities.

The Center for Student Involvement provides activities in leadership development, new student orientation, student governance, and supports student organizations. Additional academic support services for the College include a federal TRIO program (Project AIM) for qualified college students and College Access Grant for qualified middle to high school students. Both federal programs provide tutoring services, study skills workshops, and financial aid advisement. Support is given to low-income and disadvantaged students, and students with disabilities.

In fall 2015, the college launched its distance education pilot program. Support services for students in distance education were comparable to that of a face-to-face student at Guam Community College. Distance education support services include accommodations, advising, bookstore, cashier, counseling, financial aid, library, Project AIM, computer lab, tutoring, and registration.

Self-Evaluation

Student support services at the College are regularly assessed as part of the College’s two-year assessment cycle. Assessment assures quality and appropriateness of student support services and demonstrates that these support services enhance student learning.

The Assessment and Counseling Department participates in institutional assessment. The department meets formally at least once a month and informally at least once a week to discuss counseling services and issues to ensure a high quality of counseling services for students. In 2013, ten counselors (postsecondary and secondary) completed a Distance Credentialed Counseling Certification to ensure the implementation of best practices when assisting students via email and phone.

For the past five years, persistence rates have been steadily increasing. Persistence rates show students who were enrolled one year and continued the following year. According to the AY 2015-2016 FactBook, the five-year trend reflects persistent rates of 63% for Spring 2011, 66% for Spring 2012, 68% for Spring 2013, 67% for Spring 2014, and 69% for Spring 2015.

The College encourages students to achieve their academic goals efficiently and effectively. Students are guided to focus on courses as prescribed in their catalog through academic advising and admissions policy. For declared students who stop out (do not enroll for two consecutive semesters), the College has a reentry policy that mandates them to meet with their advisor or counselor and obtain a signature before reenrolling into the College.

Project Aim provides tutoring services to students who meet the federal guidelines that include low-income, first generation students, and/or students with disabilities. The goal of the program is to increase college retention and graduation rates for eligible students, increase transfer rates from a two-year to a four-year institution and foster an institutional climate supportive of the success for students in the program. Project AIM has a targeted enrollment of \_\_\_\_ students per academic year. In AY\_\_\_, \_\_\_ students participated in the program, and in AY \_\_\_\_\_\_\_, \_\_\_\_\_students participated. On average, \_\_\_ percent of Project AIM students pursue their educational goals. Of the \_\_\_students, \_\_\_ moved forward to a four-year institution.

At the launch of the Distance Education Pilot Program, there were no available statistics for students who accessed the counseling support services as distance education students requesting for services through the phone or email were not differentiated from traditional students. [[70]](#footnote-70)

Actionable Improvement Plans  
Distance education training and protocols need to be strengthened, especially for counseling services at Guam Community College.

**2.**The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services***.*** (Sharon Oliveros)

Descriptive Summary

The College has several student support services under the Assessment and Counseling Department. These include Academic advisement, English and Math placement, career counseling, counseling, etc. These services are assessed following a two-year cycle. Assessment results are used to improve student support programs and services. The college library will use the results of this assessment cycle to continue to advocate, as needed, to maintain these service standards in order to provide maximum service hours and superior services for the students. The institution uses assessment data to continuously improve student support programs and services.

Most support services are described under Student Services. The Learning Resources Center/Library Services section of the Catalog describes library services. The Educational Services – Accommodative Services for Students with Disabilities section describes how students with disabilities can receive assistance. The Federal TRIO Programs describes Project AIM‘s student support services available to eligible students. The Center for Civic Engagement section describes how students can integrate education with active service learning. The Student Handbook also provides information. All of these can be accessed either online or in a hard-copy format.

Other services offered at the College include counseling and tutoring services, student professional development, and career goal assessment. Both College Access and Project AIM offer summer bridge programs. The summer bridge program is designed to prepare high school seniors or graduates for their transition into college life for the fall term. Summer refresher courses in English and math are incorporated to prepare students for the placement testing. In addition, students are offered an orientation of the campus and student services, financial aid planning, team building exercises and college survival skill workshops. Summer bridge students are given the opportunity to experience a cultural field trip, visiting areas they may not have seen before. As a result of the summer program and services, the students are given a good foundation prior to their first year in college.

Self-Evaluation

(Need updated assessment results percentages.)

Actionable Improvement Plans

None

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15) (Tonirose Concepcion)

Descriptive Summary

The College provides appropriate, comprehensive and reliable services to its diverse student presentation. Extended hours are offered during peak times to accommodate student needs, usually the week prior to the start of the term. Moreover, application forms, registration, and payment can be accessed online.

Academic advisors are available on a regular basis and an on-call counselor is available during the academic school year. Faculty advisors are located in their respective offices. Key services such as Administration and Supervision, the Business Office, Financial Aid, Counseling, and Accommodative Services are in one building to better serve students.

The following are current hours of operations for most programs with additional hours provided by appointment: (Include current hours)

* Bookstore
* Counseling
* Health Services
* Learning Resource Center (LRC)
* Office of Accommodative Services
* Student Support
* Project AIM, TRiO Student Support Services.

The College began Distance Education Pilot program on fall 2015. Support services for students in distance education were somewhat comparable to that of a face-to-face student at Guam Community College. Distance education support services included accommodations, advising, bookstore, cashier, counseling, financial aid, library, Project AIM, computer lab, tutoring, and registration. However, most services were not fully online by the start of the Distance Education program.

The Office of Accommodative Services, through its work and advocacy, provides access for students with disabilities. Students with disabilities provide faculty with their accommodative services papers, and faculty provide student midterm progress reports to the Office of Accommodative Services.

Self-Evaluation

Programs that provide educational support services for students are located in the Student Support Services and Administration Building (Bldg. 2000).

College students access registration, assessment, courses, and services through a variety of means. Class schedules may be accessed online or in hard-copy format. Alternative formats for students with disabilities may be requested through the Accommodative Services Office. Students are registering both in person and online. The College has tracked an increase in web-based services. \_\_\_% registered online for their courses in \_\_\_\_\_\_\_\_\_. (Patrick Info, still pending)

The chart below outlines how many students have received accommodative services for the respective semesters.

|  |  |  |
| --- | --- | --- |
| Semester Year | On-Line Course | Total No. of Students |
| Spring 2013 |  | 48 |
| Fall 2013 |  | 63 |
| Summer 2013 |  | 9 |
| Spring 2014 |  | 56 |
| Fall 2014 | 1 | 48 |
| Summer 2014 |  | 0 |
| Spring 2015 |  | 59 |
| Fall 2015 | 1 | 62 |

In 2015, \_\_\_\_\_\_\_\_ students accessed counseling services. Services were broken down into several categories to include: New Adult High School, New College, Continuing Adult High School, Continuing College, Returning Adult High School, Returning College, DUAL enrollment, and no show (Counseling Statistics inputted here).

There are no available statistics for students who accessed counseling services as distance education students because distance education students are not differentiated from traditional students who email or call through the phone. The distance education program primarily provided limited access to student services through the phone and by email. According to the counseling department, because of the sensitivity nature of information, students still had to physically appear at GCC for counseling services.

The distance education task force is currently working finalizing the distance education strategic plan from Ellucian. Within the document, training, equipment, manpower, and professional development regarding delivering services through distance education has been listed as one of the priorities.

Actionable Improvement Plans

Work on distance education protocols and Standard Operating Procedures for counseling services at Guam Community College.

4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances. *(Tonirose Concepcion)*

Descriptive Summary

Co-curricular activities on campus provide a platform for students to interact with others who have comparable interests. The Center for Student Involvement (CSI) oversees the college activities that provide an environment that is relaxing, socially responsible, and/or academically challenging. CSI offers many activities in the college including fall and spring festivals and semester student conferences, one of which was entitled “Building a Stronger Workforce and Students Leading Students.”

The Council of Postsecondary Student Affairs (COPSA) is the major student governing body within the Center for Student Involvement. All enrolled college students are automatically members of COPSA. COPSA serves as a voice between students and administration and is an umbrella organization for the student organizations on campus.

The CSI maintains responsibility for all student organizations’ processes and finances. Student organizations must submit requests for funding, receipts, and other documentation to the CSI. Some student organizations are associated with academic programs such as the Education Student Organization (ESO) and Society of Management Industry Leaders for Excellence (SMILE), or organizations target certain special interests such as the Sports and Recreation Club (SPARC) for physical fitness and the cultural group Pacific Islands Student Organization (PISO).  
  
Self-Evaluation

Currently, there are 20 chartered student organizations. Monthly meetings are held with the student representative from the Board of Trustees. Monthly meetings with all student organizations provide a vehicle for organizations to share information, discuss issues, and introduce concerns to bring to the Board of Trustees.

Student organization forms play a large part of the organization process. Each semester, festivals are held to celebrate different Pacific Cultures and to vote for the next student government officers. Although there is no accurate number of those who attended the festivals, there is an accurate count of student sign-ins during the festival. The chart below shows the number of sign-ins. For fall 2013, the number was zero, as it was a very rainy semester and afterwards a typhoon struck the island. The event was rescheduled three times but was eventually canceled.

|  |  |
| --- | --- |
| Spring 2011 | 416 |
| **Fall 2011** | **700** |
| Spring 2012 | 556 |
| **Fall 2012** | **720** |
| Spring 2013 | 530 |
| **Fall 2013** | **0** |
| Spring 2014 | 520 |
| **Fall 2014** | **589** |
| Spring 2015 | 508 |
| **Fall 2015** | **616** |

Recently, the student organizations have incorporated social media to reach out to other students. For example, \_\_\_\_clubs now have Facebook, \_\_\_ clubs have Twitter\_\_\_ , etc. (Jayne Information, still pending information)

The college has a cadre of instructors with extensive backgrounds and experience in their respective industries and stays current with the latest trends and best practice. Some instructors incorporate direct service learning into their curriculum which creates real world scenarios that expose students to skills or enhance those that they possess that are necessary to make the transition from college to the workforce.

For the past three years, there were service-learning activities associated with 33 different community based organization. These included the International Coastal Clean Up, American Cancer Society, American Red Cross, Salvation Army, and Make a Wish Foundation among many others. [[71]](#footnote-71)

Actionable Improvement Plans  
None

5***.*** The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. (Sharon Oliveros)  
   
Descriptive Summary

Counseling faculty provide academic advisement to students in GCC postsecondary, secondary, and adult high school programs. Additionally, all full-time faculty provide academic advisement to declared and undeclared students. Counselors and academic advisors conduct orientation for students regarding the requirements of the program, which programs and courses transfer, and course sequencing and timing for graduation. Students are assigned advisors upon enrollment or declaration of a major.

The College website contains degree planners that students, counselors, and academic advisors can use. These planners provide the requirements for different programs. The Assessment and Counseling Department provides workshops to assist faculty in academic advising. Advisors have access to advisee’s transcripts, schedules, degree evaluations, and contact information through the Banner System.

Students are often referred to faculty for in-depth questions about a particular academic or vocational field and faculty members are invited annually to counseling meetings to provide counselors with the most up-to-date information pertaining to department course offerings, requirements, and events. Counselors also provide referrals to various support programs available at the College.

Other faculty members have been trained in academic advisement, formally through Enrollment Services before receiving advisee lists, and informally from peers. Formal training or refresher training is available at any time. Faculty members can also make referrals to the Assessment and Counseling Office, as needed, or for further services. Student educational plans are provided for the different programs at the College. These plans are available online and in faculty offices. The plans provide students with a means to map out their coursework and program for several semesters. Plans are updated regularly as new requirements are added, or changes are made. Department chairpersons ensure that the plans are accurate, and curriculum is updated to ensure students are enrolled in the right courses in pursuit of their educational goals.

Self-Evaluation

The Assessment and Counseling Department conducts regular assessment of its unit as part of the College’s two-year assessment cycle. Through assessment and feedback, the College assures the quality of support services to students and faculty members. Many faculty members have been formally trained in academic advisement, and informal training is an ongoing process at the College.

Students are randomly assigned a full-time faculty member from their declared program as an academic advisor. Students often do not use their GCC email account and thus might not know who is their academic advisor. This can create more confusion and lead to bigger frustration and a negative impact on the student learning experience. Advisors have electronic means of contacting all advisees on their official list. Many advisors, however, do not take advantage of this function in Banner. Other challenges for many students are the math and English requirements. Counselors and advisors must ensure that students satisfy these requirements as stipulated in the College Catalog.

Project AIM’s counselor participates in monthly meetings with the Counseling Department. The counselor is assigned a mentor and is cross-trained by the TRiO Director to access MyGCC’s advisor board to successfully carry out the duties for academic advisement. The Project AIM counselor develops Individualized Education Plans and Goal Plans in addition to reviewing midterm progress reports and updating students. Student forms and program processes are frequently reviewed and discussed to improve and support students’ development and success in their respective programs.

Actionable Improvement Plans

None

*6.* The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16) (Tonirose Concepcion)

Descriptive Summary

The College is an open, public institution and the basic college admission requirements are age and health clearance. To be admitted to a program, in addition to age and immunization, the College requires a minimum of high school graduation or 45 credits of college level coursework.

The College uses the COMPASS placement tests developed by American College Testing Inc. (ACT) for English, reading, and math. COMPASS provides information on individual skills and preparation for college-level courses. It is untimed, adaptive computer-based test that measures reading, writing, and mathematical skills. Students wanting to enroll in English and math classes must take the COMPASS exam. In the fall of 2016, Accuplacer will replace COMPASS.

The Practical Nursing program is the only program with an entrance exam. Parameters of this admit exam are handled by the Allied Health Department. This exam includes basic information that the students would have learned in their general education courses as a declared PN major. The topics include: basic algebra, reading comprehension, English, science/anatomy, physiology, and medical terminology.   
  
Self-Evaluation

The requirements for admissions are printed on the schedule of classes each semester. The College catalog and website also contain information on admissions.

The practical nursing program’s entrance exam for the last five (5) years had a total of 311 applicants to the program. One hundred and fifty three (153) students have been accepted and 100 students have successfully completed the program.

In 2011, there were a total of 54 applicants to the Practical Nursing program. Thirty (30) students were accepted into the program, of which 56% of applicants were accepted. Of those who were accepted, 20 students successfully completed the program (67%). In 2012, there were a total of 53 applicants. Twenty seven (27) students were accepted (51%), and of those who were accepted, 19 students successfully completed the program (70%). In 2013, there were a total of 82 students who applied. Thirty-one students were accepted (38%), and of those who were accepted, 17 students successfully completed the program (55%). In 2014, there were a total of 61 students who applied. Thirty-three (33) students were accepted (54%). Twenty-one (21) students who were accepted successfully completed the program (64%).  In 2015, there were a total of 61 applicants who applied. Thirty-two (32) student were accepted (52%). Twenty-three (23) students who were accepted successfully completed the program (72%). In spring 2015, 2,490 students were enrolled in Guam Community College. Two hundred fifty five (255) students completed certificates and degrees. [[72]](#footnote-72)

Actionable Improvement Plans  
None

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. *(Tonirose Concepcion)*   
  
Descriptive Summary

The College uses the COMPASS instrument for placement into English and mathematics courses. The COMPASS is administered by the Assessment and Counseling Department.

The practical nursing program has a selection process for every cycle. Each student admitted into the program must have completed all general education courses with “C” grades or better, must meet program Grade Point Average, pass the entrance exam, and submit an essay “Why I Want to Be a Nurse.”  
  
Self-Evaluation

The Assessment and Counseling Department reviews the COMPASS annually as justification for purchase must be completed. COMPASS allows the College to identify the necessary steps to ensure that the appropriate course of study is tailored for the individual student to ensure academic success. However, because the vendor will no publish this assessment tool, the College will switch to a new tool. (Follow up with Tony to get more information on how they plan to implement and assess this).

The results of the AY 2014-2015 exams show that among the students who took the entrance exam, 25% of students for English, and 4% of students for Math were placed in a college level course. The results are published in the 2014-2015 GCC Fact Book.

The results of the 2011-2015 practical nursing program show that among the students who applied, more than 50% students were accepted in the practical nursing program.

Actionable Improvement Plans  
None

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. *(Tonirose Concepcion).*

Descriptive Summary

The Office of Admissions and Registrations at the College is responsible for maintaining student records permanently, securely, and confidentially. Electronic records are backed up on a daily basis, and paper records are kept to a minimum.

The College has established policies for student records. Access to the physical records is limited to Administration and Registration Personnel, and online access is password protected. Only the Office of Admissions and Registration is authorized to make changes to student records. All other online access is limited to pdf read-only formats for counselors, advisors, and students.

Copies of student records follow a strict policy. Requests for official transcripts, certification of enrollment, and certification of graduation are made in-person and with a valid photo ID. Additionally, Admissions Registration staff verify the ID prior to releasing documents. Should another person be authorized to pick up the document, the requestor must write the authorized person’s name, and the authorized person must show a photo ID prior to picking up the document. Request forms are available on the College website and Admissions and Registration Office.  
   
Self-Evaluation

Student records are maintained in a safe and secure manner. The records are in two fire resistant vaults, and exposure to fire is limited. The Banner system provides a digital back up. The Office of Admissions and Registration routinely performs an inspection of the vault where the records are stored to minimize any potential hazard to the physical custody of the records.

The College adheres to the Family Educational Rights and Privacy Act, which affords students certain rights with respect to their educational records. FERPA information can be found in the College catalog and FERPA statements are required on all syllabi. The registrar conducts FERPA orientations for new employees as needed and upon request.

The policy for releasing student records can be found in the College catalog.

Actionable Improvement Plans  
None

**Directory of Evidence**

Accommodation Form (Office of Accommodative Services)

Annual Report, 2013-2014

Board of Trustees-Faculty Union Agreement (2010-2016)

Curriculum Manual, 2014

Faculty Evaluation, DC rubric

Five-Year Strategic Resource Plan

IDEA Student Ratings of Instructors, 2013

Library webpage

LOC Manual Revised 2014

Press Release, August 10, 2015, GCC launches Marine & Terrestrial Conservation Enforcement program

Project TRiO Programs implementation status, 9/15/2014

Record of Classroom Observation Form

Sample of course syllabus

SLO & Curriculum Mapping Booklet, August

Student Handbook, AY 2015-2016

Assessment

14th Annual Assessment Report

15th Annual Assessment Report

Library assessment report, 2011-2015

Learning Resources Center, Fall 2011 to Spring 2013 assessment

Learning Resources Center Fall 2013-Spring 2015 assessment

SSUO#2/Data Collection summary of Results, Fall Semester 2012

LRC Student Services Unit Outcomes, 03/14/2011 to 03/11/2013

College Catalog

GCC 2015-2016 online catalog, Open Labs

GCC 2015 2016 Online Catalog, Tuition and Fees

GCC online catalog, Tutoring Services

GCC Online Catalog, TRiO Programs, Project Aim

College Catalog (Tonirose's section.A 10)

GCC online catalog, 2015-2016, Institutional Learning Outcomes

Emails:

E-mail Nov. 23, 2015 budget justification

E-mail Carl Torres date; e-mail Lisa Baza Cruz date

E-mail Dr. Camacho

E-mail, Juanita Sgambelluri, Oct. 2, 2015,

E-mail, Juanita Sgambelluri, 10/01/2015

E-mail Dr. Postronzy

E-mail, Peter Roberto

E-mail, Peter Roberto, Department Chair Criminal Justice & Social Science; budget justification and growth budget justification e-mails

E-mail, Christine Matson to Dean Michael Chan dated Oct. 2nd, 2015

E-mail, Bob Neff, Librarian, dated ?

E-mail Christine Matson to Daniel McKay (UOG Librarian) about resource sharing between librarians

Email, Library FY 2017 Growth Budget Request

Fact Book

Fact Book, vol. 9

Fact Book 2012-2016

Fact Book 2015-16 (Tonirose's section C1)

Interviews:

Counselor, Sally Sablan 11/27/15

Conversation with Edward Limtuatco about use of $15.00 student library fee, will be replaced with an e-mail from Mr. Limtuatco

Department Chairperson for Social Science, Pete Roberto 4/13/16

MyGCC announcements

MyGCC Announcements, October 20, 2015, NewsBank Database Trial

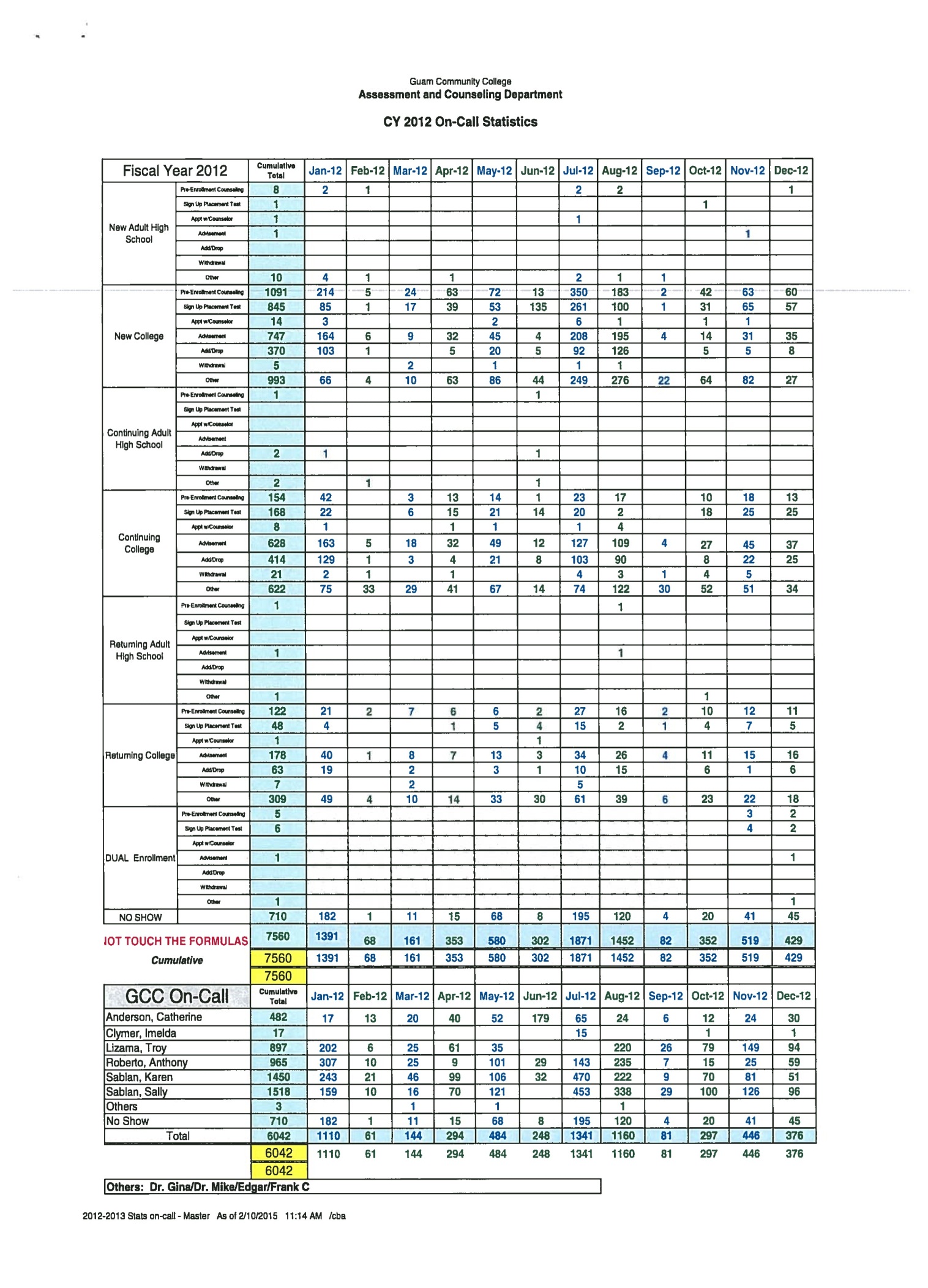
Webpages:

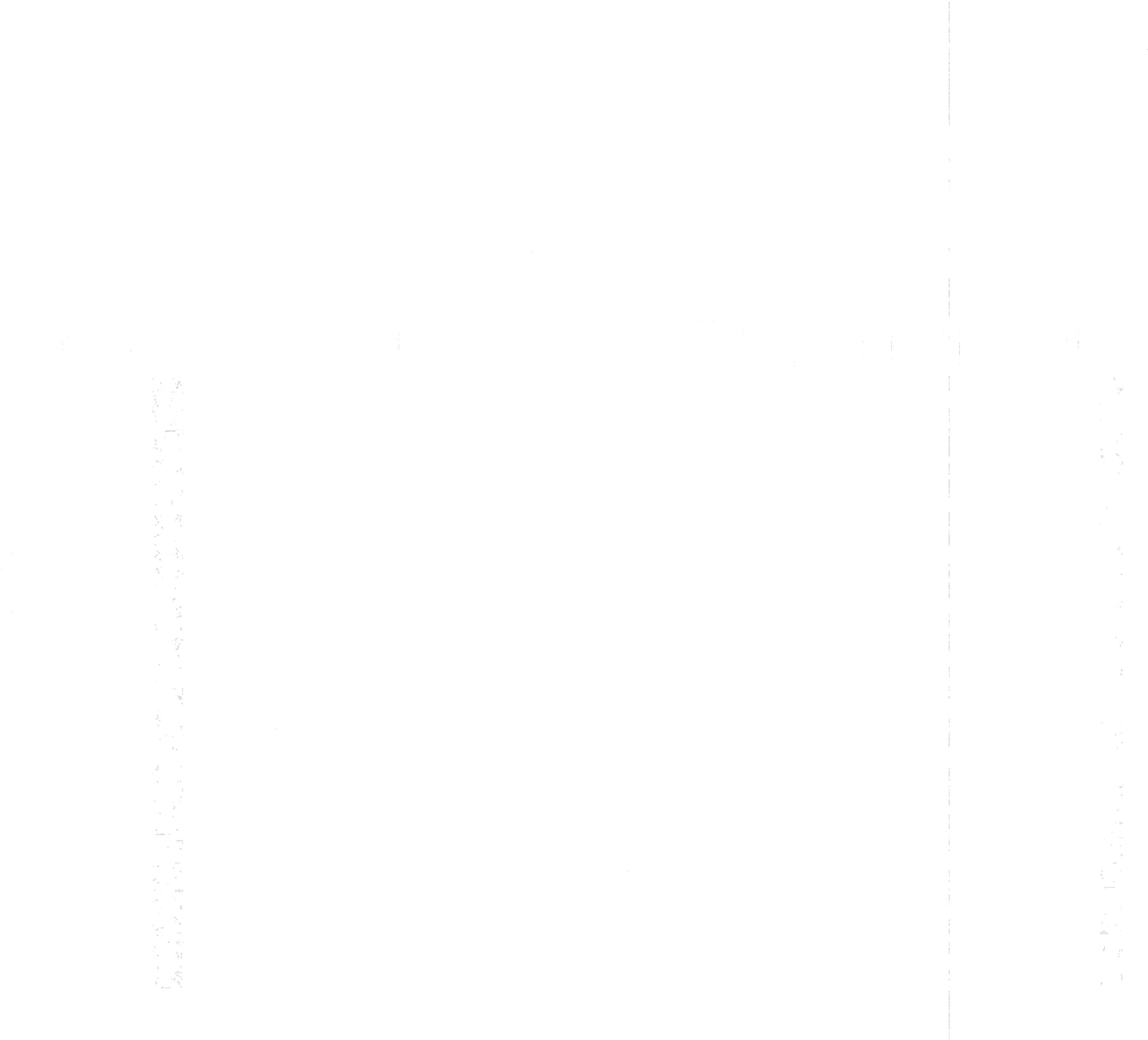
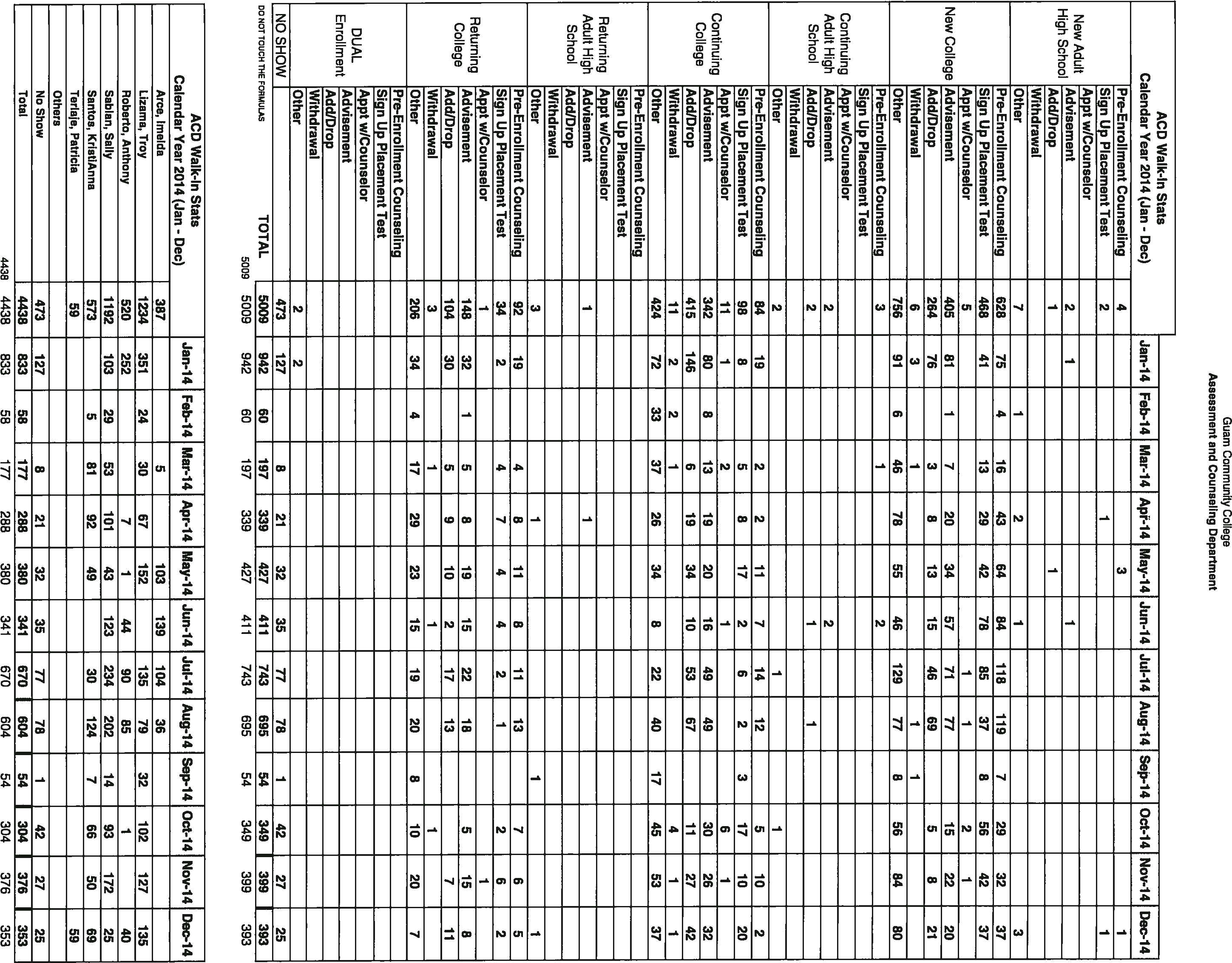
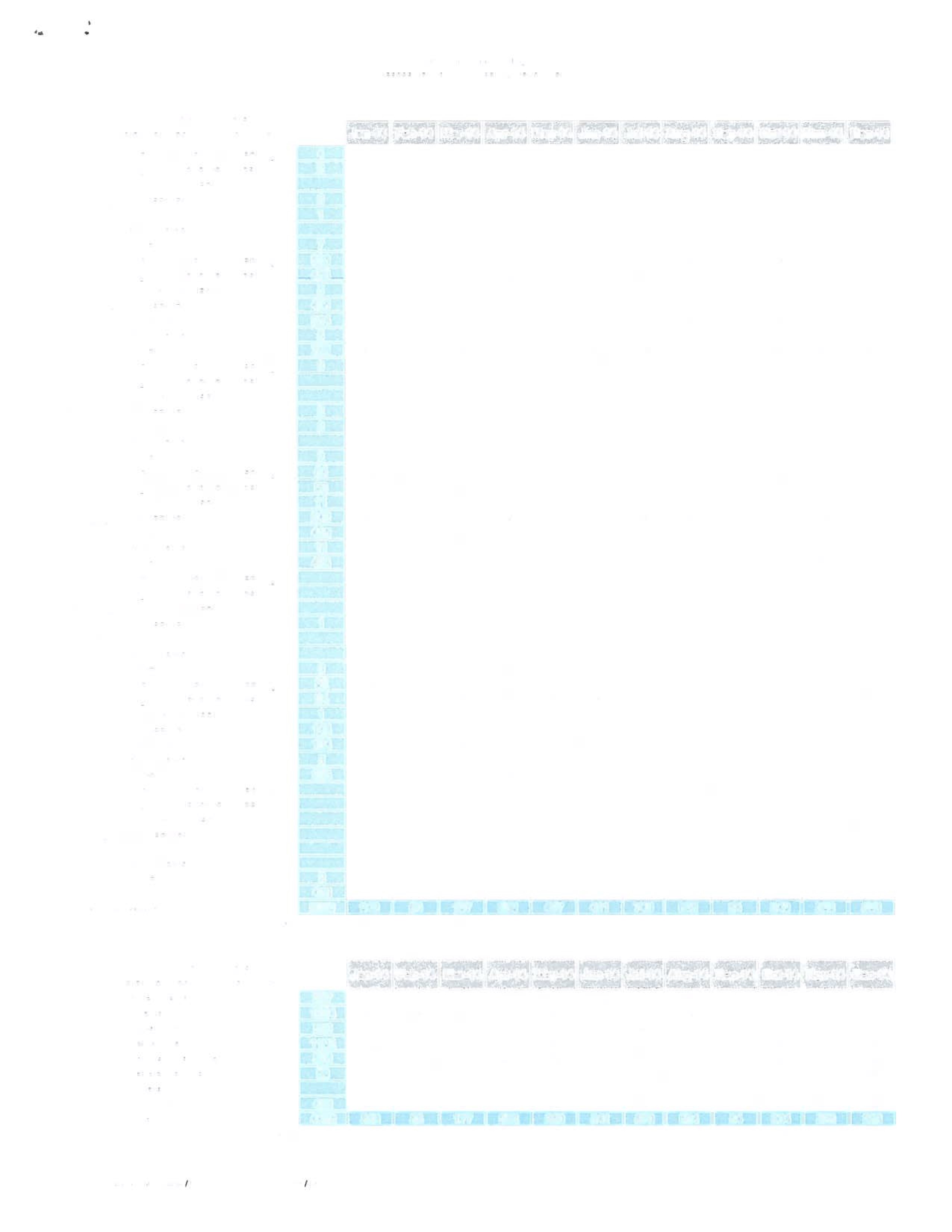
<http://nnlm.gov/members/results.html?opnum=2>

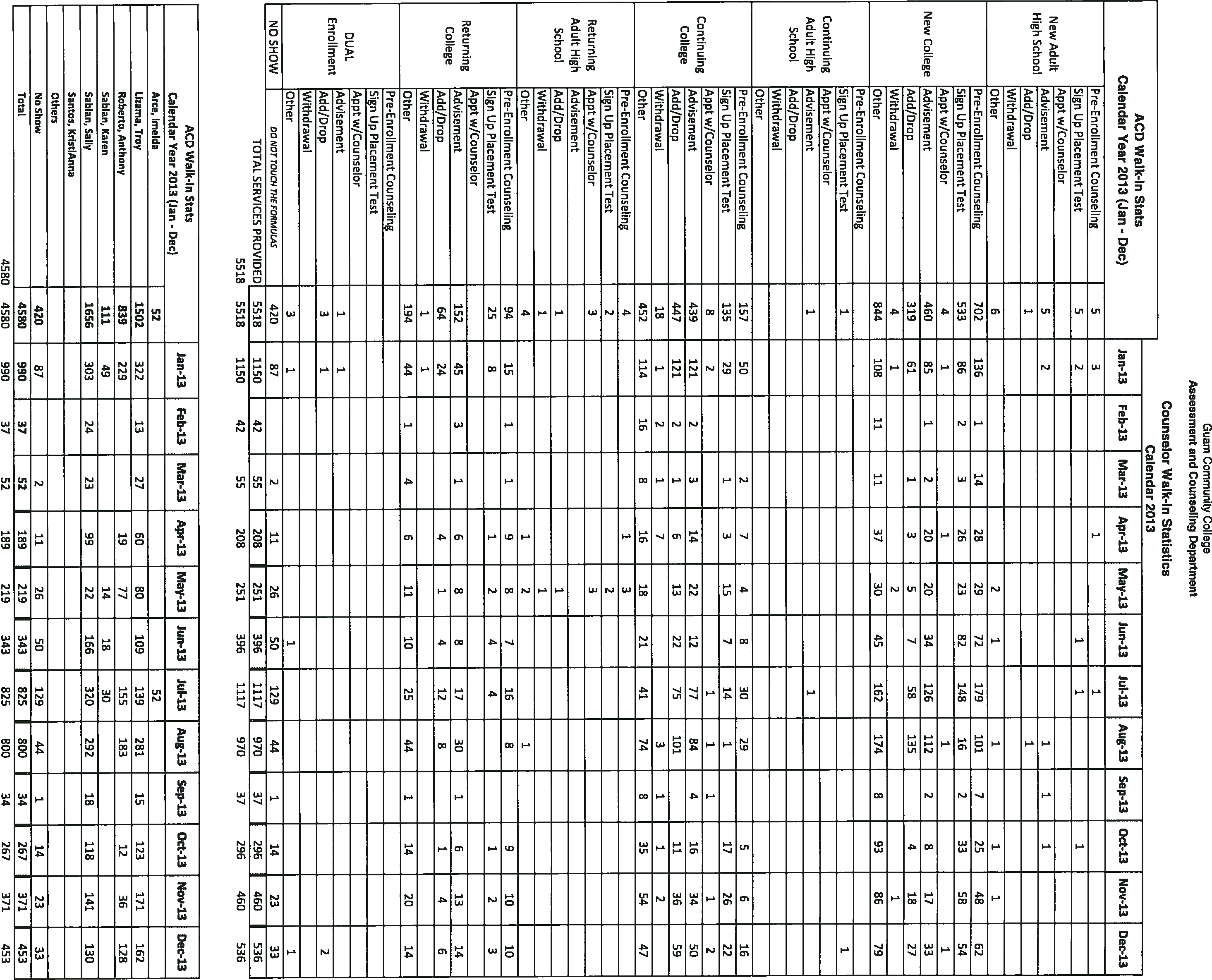
(<http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/servicelearningwithdifferentcbowithpics.pdf>)

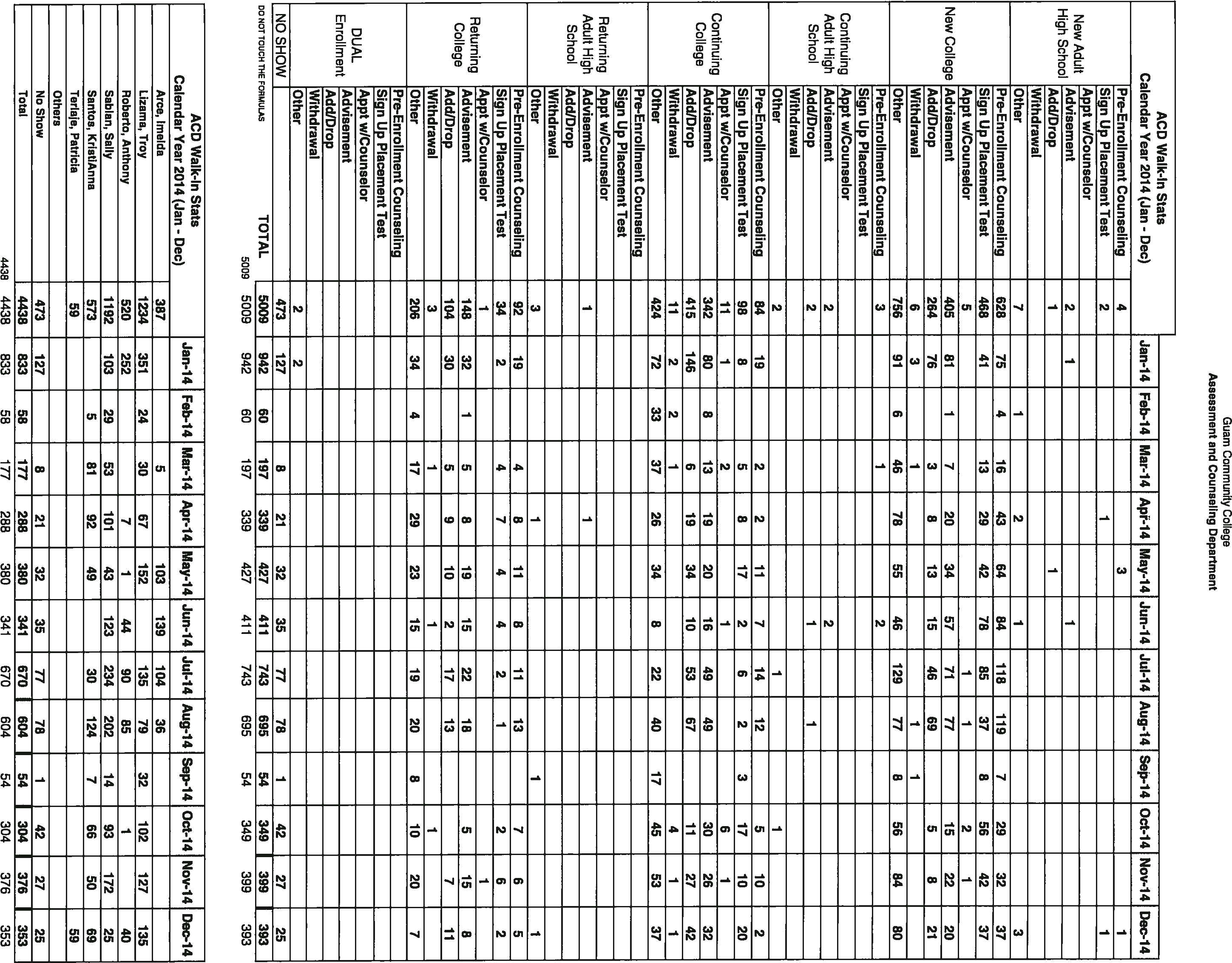
**Figure 1: Accommodative Services**

|  |  |  |
| --- | --- | --- |
| Semester Year | On-Line Course | Total No. of Students |
| Spring 2013 |  | 48 |
| Fall 2013 |  | 63 |
| Summer 2013 |  | 9 |
| Spring 2014 |  | 56 |
| Fall 2014 | 1 | 48 |
| Summer 2014 |  | 0 |
| Spring 2015 |  | 59 |
| Fall 2015 | 1 | 62 |









1. 2014 Curriculum Manual p. 39 - IV.A [↑](#footnote-ref-1)
2. 2014 Curriculum Manual p. 39 – III [↑](#footnote-ref-2)
3. Fact Book, 2014-2015 p. 4. [↑](#footnote-ref-3)
4. Interview with Pete Roberto, April 13, 2015 [↑](#footnote-ref-4)
5. Press Release, August 10, 2015, GCC launches Marine & Terrestrial Conservation Enforcement program [↑](#footnote-ref-5)
6. 15th Annual Assessment Report, p. 4 [↑](#footnote-ref-6)
7. Fact Book, vol. 9, p. 17 and 18 [↑](#footnote-ref-7)
8. Guam Community College Five-Year Strategic Resource Plan, p. 5 [↑](#footnote-ref-8)
9. 2013 IDEA Student Ratings of Instructors p. 4). (Update this when new data becomes available and show trend [↑](#footnote-ref-9)
10. Faculty Evaluation, DC rubric [↑](#footnote-ref-10)
11. Curriculum Manual -2014 [↑](#footnote-ref-11)
12. 14th Annual Assessment Report, p. 6 [↑](#footnote-ref-12)
13. Record of Classroom Observation Form [↑](#footnote-ref-13)
14. TracDat- (Clarify with Christine) [↑](#footnote-ref-14)
15. LOC Manual Revised 2014 [↑](#footnote-ref-15)
16. (GCC Fact Book 9, 2014-2015, page 15). [↑](#footnote-ref-16)
17. E-mail, Patrick Clymer, Registrar, March 10, 2016) (Add info on the number of students affected [↑](#footnote-ref-17)
18. Board of Trustees-Faculty Union Agreement 2010-2016, Appendix A4. [↑](#footnote-ref-18)
19. GCC Fact Book #9, 2014-2015, p.18 [↑](#footnote-ref-19)
20. GCC Fact Book #9, 2014-2015, p.18 [↑](#footnote-ref-20)
21. 14th Annual Assessment Report, Appendix A, Group A, B, C, D [↑](#footnote-ref-21)
22. 14th Annual Assessment Report, p. 22 [↑](#footnote-ref-22)
23. 14th Annual Assessment Report, p.5 [↑](#footnote-ref-23)
24. 14th Annual Assessment Report, p. 22 [↑](#footnote-ref-24)
25. 14th Annual Assessment Report, p. 8 [↑](#footnote-ref-25)
26. 14th Annual Assessment Report, p.25 [↑](#footnote-ref-26)
27. GCC Library webpage [↑](#footnote-ref-27)
28. GCC Library webpage [↑](#footnote-ref-28)
29. GCC Library webpage [↑](#footnote-ref-29)
30. GCC Library webpage [↑](#footnote-ref-30)
31. Juanita Sgambelluri, e-mail, 10/01/2015 [↑](#footnote-ref-31)
32. GCC 2015-2016 Online Catalog, Tuition and Fees [↑](#footnote-ref-32)
33. E-mail, 03/01/16, Edwin Limtuatco 02/29/2016; GCC Online Catalog, fees [↑](#footnote-ref-33)
34. GCC 2015 2016 Online Catalog, Tuition and Fees [↑](#footnote-ref-34)
35. GCC 2015-2016 online catalog, Open Labs; Student Handbook, AY 2015-2016, p. 9 [↑](#footnote-ref-35)
36. Student Handbook, AY 2015-2016, p.10 [↑](#footnote-ref-36)
37. GCC online catalog, Tutoring Services [↑](#footnote-ref-37)
38. GCC Online Catalog, TRiO Programs, Project Aim [↑](#footnote-ref-38)
39. Library webpage [↑](#footnote-ref-39)
40. LRC Student Services Unit Outcomes, 03/14/2011 to 03/11/2013 [↑](#footnote-ref-40)
41. E-mail Nov. 23, 2015 budget justification [↑](#footnote-ref-41)
42. GCC online catalog 2015-2016, Tutoring Services [↑](#footnote-ref-42)
43. GCC Annual Report, 2013-2014, p. 14 [↑](#footnote-ref-43)
44. GCC online catalog 2015-2016 Project Aim Services [↑](#footnote-ref-44)
45. College’s online catalog, or in the Student Handbook, 2014-2015 [↑](#footnote-ref-45)
46. Student Handbook, 2014-2015, Tutoring [↑](#footnote-ref-46)
47. E-mail Carl Toves date; e-mail Lisa Baza-Cruz date [↑](#footnote-ref-47)
48. Project TRiO Programs implementation status, 09/15/2014 [↑](#footnote-ref-48)
49. Library assessment report, 2011-2015 [↑](#footnote-ref-49)
50. Library assessment report 2011-2015 [↑](#footnote-ref-50)
51. MyGCC announcements [↑](#footnote-ref-51)
52. Learning Resources Center, Fall 2011 to Spring 2013 assessment, fall 2013-Spring 2015 assessment [↑](#footnote-ref-52)
53. LRC Student Services Unit Outcomes, Fall 2011 to Spring 2013, Fall 2013-Spring 2015 assessment [↑](#footnote-ref-53)
54. Learning Resources Center, Fall 2011 to Spring 2013 assessment, fall 2013-Spring 2015 assessment. [↑](#footnote-ref-54)
55. GCC Library webpage [↑](#footnote-ref-55)
56. E-mail Dr. Camacho [↑](#footnote-ref-56)
57. E-mail Dr. Postronzy [↑](#footnote-ref-57)
58. E-mail Dr. Camacho [↑](#footnote-ref-58)
59. E-mail Dr. Camacho, Dr. Postronzy [↑](#footnote-ref-59)
60. E-mail, Peter Roberto, department chair [↑](#footnote-ref-60)
61. E-mail, Peter Roberto, department chair; budget justification and growth budget justification e-mails [↑](#footnote-ref-61)
62. MyGCC announcements, October 20, 2015, NewsBank Database Trial [↑](#footnote-ref-62)
63. E-mail, GCC Library FY 2017 Growth Budget Request [↑](#footnote-ref-63)
64. LRC assessment report 2011-2015; e-mail budget justification, growth budget justification [↑](#footnote-ref-64)
65. SSUO#2/Data Collection summary of Results, Fall Semester 2012 [↑](#footnote-ref-65)
66. GCC online catalog, 2015-2016, Institutional Learning Outcomes [↑](#footnote-ref-66)
67. GCC Library main webpage [↑](#footnote-ref-67)
68. <http://nnlm.gov/members/results.html?opnum=2> [↑](#footnote-ref-68)
69. E-mail February 9, 2016, GCC Librarian Christine Matson to Daniel McKay, UOG Librarian [↑](#footnote-ref-69)
70. Interview Counselor, Sally Sablan 11/27/15  
      
     [↑](#footnote-ref-70)
71. http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/servicelearningwithdifferentcbowithpics.pdf. [↑](#footnote-ref-71)
72. FactBook, 2012-2016 (Check FactBook for other years)  
      
     [↑](#footnote-ref-72)