**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. 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 (2014 Curriculum Manual p. 39 - IV.A).Programs must provide program level student learning outcomes within the Program Approval Form which ensure appropriateness to higher education (2014 Curriculum Manual p. 39 – III). Signatories on the program approval form including the author, who is typically a faculty member, in addition to the Registrar, Dean, Academic Vice-President and President, ensure that the content is appropriate to higher education and that the connection to the mission statement is clear.

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 assessment report.

The GCC Fact Book provides data on the achievement of degrees and the awarding of certificates.

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

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

(Family Services - ) The \_\_\_\_\_\_\_\_\_\_\_ is a newly adopted program. This program was created primarily as a response to \_\_\_\_\_\_\_\_\_\_. The \_\_\_\_\_\_\_\_\_\_\_\_\_ underwent a substantive review. The major focus of this review was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Show connection to mission statement).

(Same as above and show program student learning outcomes).

According to the \_\_\_\_\_\_\_\_ compliance rate for program assessment is \_\_\_\_\_\_\_\_\_.

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 (Fact Book, vol. 9, p. 17 and 18).

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 \_\_\_\_\_\_\_\_\_.

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 (Guam Community College Five-Year Strategic Resource Plan, p. 5).

Because OA 101 is an introductory course and the instructors do not have access to the students prior to enrollment, it was felt that a 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.

Actionable Improvement Plans  
None

**2.** Faculty, including full time, part time, and adjunct faculty, 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

Faculty ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations.

The College administers the IDEA Student Ratings of Instruction every fall semester within all courses. The results are provided to the faculty members during the following semester. The IDEA results guide improvement efforts for faculty.

An administrator observes all Full-time faculty members at least once each semester. Department chairpersons observe adjunct faculty at least once during the semester for those members teaching classes under their department.

Faculty participate in the assessment of courses, programs, and related services.

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 (p. 4). (Update this when new data becomes available and show trend).

The Board-Union contract includes provisions for increased observation of new faculty members. During a new fulltime faculty’s first year, the primary emphasis for evaluation is on teaching only. The Department chairpersons are evaluated based on their observations of adjuncts (DC rubric).

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

The College regularly assesses learning outcomes for courses, programs, certificates, and degrees using a 2-year assessment cycle. Each entity in the college falls under one of the four groups: (list groups here).

Students receive a course syllabus that specifies course level student learning outcomes and are directly extracted from the course approval form. As part of full-time faculty’s evaluation, the availability of the course syllabus on the first day is included.

The Curriculum Manual (2014) outlines the approval process for student learning outcomes in courses and programs.

Self-Evaluation

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

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.  
  
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.

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 enrollment in a developmental course.

In an effort to improve learning and increase retention, a new school was created in the spring 2016. All development 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.   
  
Self-Evaluation

Students take the COMPASS placement test for reading, writing, and mathematics and are placed according to their scores.

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 can enter into 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. (Do I need to cite this?)

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.

With the creation of the CCR, it was hoped that more dialogue between faculty would lead to improved instruction for students. Faculty collaborated, researched, and explored ideas . (Expand on this after the spring 2016 semester).  
  
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)  
  
Descriptive Summary

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

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 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 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)  
  
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.  
  
Self-Evaluation

The program approval form in the Curriculum Manual requires that the author provides 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.  
  
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)  
  
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.

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. Full-time faculty members are observed by their supervisor every semester.

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)  
  
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.   
  
Self-Evaluation

All EN100W courses must adhere to the department policy on the rating of essays. The department chair provides topics for EN100W courses in which students are allowed to choose from to complete the written essay assignment.   
  
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) (Florie Mendiola)  
  
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.

Self-Evaluation

(Assessment result percentages need to be updated). The college’s catalog and schedule of classes provide the number of credits and the times 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) (Florie Mendiola)  
  
Descriptive Summary

The college has several articulation agreements with the 4-year university on Guam in addition to several community colleges within the region. Articulation agreements have also been extended to other 4-year universities. These 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 that provide 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. Each program approval form must be accompanied by a student learning outcome map. 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

The institutional learning outcomes are found in the college catalog in which ILO are attached to program documents.

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. (ER 12) (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 GE curriculum is for degree programs, including the associate and the baccalaureate degrees. 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.

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 40 programs. 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

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.

Technical courses that support the program contain student learning outcomes, which are clearly defined at the course and detailed level in the course approval form in the curriculum manual.

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 are included to 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…..

Actionable Improvement Plans

**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, a program archival memo is initiated by the department and faculty members. The archival memo requires a clear plan of action for enrolled students to complete their education in a timely manner.

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 (LOC Manual Revised 2014).

Since the last visit by the accreditation team, GCC has archived one program. 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. (GCC Fact Book 9, 2014-2015, page 15, footnote 45) The department formerly offering the archived certificate program made arrangements so that students who were still in the program would be able to complete their education in a timely manner.

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 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. (2010-2016 Board of Trustees-Faculty Union Agreement, Appendix A4.)

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 (GCC Fact Book #9, 2014-2015, p.18).

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% (GCC Fact Book #9, 2014-2015, p.18).

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. For example, in 2014, 100% of the course and student learning outcomes in secondary career and technical education were assessed (14th Annual Assessment Report, p. 8).

The College’s assessment is systematic (14th Annual Assessment Report, p.5). Work force advisory committees help to keep the courses and the programs current with the industry (14th Annual Assessment Report, p. 22).

The College annually conducts an assessment of assessment (14tth Annual Assessment Report, p. 22).

Self-Evaluation

The College has a culture of assessment that involves the entire college. The high rate of compliance with assessment should be continued by the College.

Actionable Improvement Plans

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 Guam Community College 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 (GCC Library webpage).

The LRC includes a library, student computer lab, and library classroom (GCC Library webpage).

It offers an array of services including reference, individual and group instruction, Internet access, book loans, video check-outs, photocopying, magazines and newspapers, video viewing, meeting areas, group study facilities, and interlibrary loans (GCC Library webpage).

In addition to sustaining students’ research and reference needs, the Learning Resource Center is also the first government of Guam building to be certified as LEED (Leadership in Energy and Environmental Design) 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 (GCC Library webpage).

The LRC has 34 computer stations and 17 laptops for in library student use (Juanita Sgambelluri, e-mail 10/01/2015 and GCC Library Web page). Students pay a $15.00 library fee as part of registration fees (GCC 2015-2016 online Catalog, Tuition and Fees).

Computer labs are maintained by the Management Information System (MIS) department. 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 (GCC 2015-2016 online catalog, Open Labs; Student Handbook, AY 2015-2016, p. 9).

TRiO/Project Aim has a computer lab, but its use is limited to students in that program (Student Handbook, AY 2015-2016, p.10).

Students pay a $73.00 technology fee for student computer labs as part of the registration fees (GCC 2015 2016 online Catalog, Tuition and Fees). Only students registered for the current semester are allowed to use student computer labs. Students must provide a current student ID card to use a computer lab (Student Handbook, AY 2015-2016, p.9).

Guam Community College provides 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 primarily on English and math skills (GCC online catalog, Tutoring Services).

Under Federal TRIO programs, Project Aim, a student support service, provides tutoring for students in its program (GCC online catalog, TRiO Programs, Project AIM).

Self-Evaluation

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 for faculty enrichment (LRC Student Services Unit Outcomes, 03/14/2011 to 03/11/2013). The LRC failed to reach its goal that 80% of the faculty were satisfied that library resources met their curricular needs. The assessment plan provided that faculty requests for resources be prioritized. However, the LRC did not receive the funds to make this possible.

GCC focuses the availability of tutoring services on math and English skills. Tutoring is offered through various departments and programs such as Project Aim. Like other open admission community colleges, many GCC students need to take remedial math and English skills to reach their educational goals (GCC online catalog 2015-2016, Tutoring Services).

The TRIO program, Project AIM, gave the 168 students who joined the program this year access to tutorial services. The goal of these tutoring services is to help participants successfully pass their classes (GCC online catalog 2015-2016 Project Aim Services).

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.

However, 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 about tutoring services that are available to them (College’s online catalog, or in the Student Handbook, 2014-2015). The exception is for students who 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 (Student Handbook, 2014-2015, Tutoring). Since most students take at least one remedial course, tutors should be readily available to assist students to reach their educational goals.

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,” (Project TRiO Programs implementation status, 09/15/2014).

Actionable Improvement Plans  
   
**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. The librarian contacts faculty via e-mail and in person to receive recommendations for library materials and equipment.

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.

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 such as library books (Learning Resources Center, Fall 2011 to Spring 2013 assessment, fall 2013-Spring 2015 assessment).

The faculty survey included questions about materials that should be included in the LRC collection to support student learning needs and for faculty enrichment (LRC Student Services Unit Outcomes, Fall 2011 to Spring 2013, Fall 2013-Spring 2015 assessment). The LRC failed to reach its goal that 80% of the faculty were satisfied that library resources met their curricular needs. The assessment plan provided that faculty requests for resources would be prioritized.

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 (SSUO#1: Customer Services is not relevant here).

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.

SSUO#3 Learning Resources: The library will provide sufficient resources to support the curricular needs of faculty instruction.

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.

SSUO#4 Library Technology and Facilities: Students and faculty will be provided with the most current library technology and appropriate facilities to support student learning and improve access to information.

In addition, the LRC did not meet its goal that 80% of students and faculty will report satisfaction with the library technology and facilities.

During Fall Semester 2012, patrons found the facility outstanding, except that there was an air conditioning outage on the second floor that lasted almost fourweeks.

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 (Learning Resources Center, Fall 2011 to Spring 2013 assessment, Fall 2013-Spring 2015 assessment).

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.

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. In 2013, the LRC purchased 5 books. In 2014, no 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 prevented the LRC from purchasing most materials requested by faculty and students. The EBSCO Academic e-book Collection adds a wide variety of college level e-books in many academic areas (GCC Library webpage). However, it does not contain fiction by popular authors. It usually does not contain books requested by faculty. The reading level in the academic e-book collection is too high for some students. The print book collection, although dated, provides a greater variety of reading levels and depth. The Pacific collection provides library resources about Guam and Micronesia that are not in subscription e-book databases.

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 Newsbank database during October to November, 2015 (MyGCC announcements, October 20, 2015, Newsbank Database Trial).

Therefore, faculty, including librarians, and other learning support services professionals, such as TRiO Project AIM professionals, select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission.

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

The LRC evaluates Student Service Unit Outcomes. SSUOs are the word that is used for student learning outcomes in student services units. SSUO #3 evaluates information literacy instruction unit outcomes. Information literacy is known as information competency by ACCJC.

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

The information literacy skills also helped students with an Institutional Learning Outcome: [The] **A**bility to access, assimilate and use information ethically and legally (GCC online catalog, 2015-2016, Institutional Learning Outcomes).

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 in their program, 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 (GCC Library webpage).

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 received information about the resources that are available and how to access those resources (<http://nnlm.gov/members/results.html?opnum=2>).

Although the College has reached out to the University of Guam in regard to resource sharing, the former UOG RFK Library Director was not interested in a formal arrangement with the College (e-mail dated Oct. 2nd, 2015, Christine Matson to Dean Michael Chan).

Self-Evaluation

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

The LRC looks for opportunities to engage in resource sharing with other libraries that does not place a burden on the LRC budget. It is preferable that the LRC acquire resources for its collection, rather than paying thousands of dollars to be part of a library consortium.

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 are 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 \_\_years, persistence rates have been steadily increasing. Persistence rates show students who were enrolled one year and continued the following year. 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.

At the launch of the Distance Education Pilot Program, only one student has accessed the following support service features.  
  
Actionable Improvement Plans  
None

**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 excellent 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.

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 population. 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 College began Distance Education Pilot program on fall 2015. 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.

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 \_\_\_\_\_\_\_\_\_.

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 enrolment, and no show.

The statistics for students who accessed services can be found below:

The distance education program provided access to student services through the phone and by email. \_\_\_\_\_% of distance education students accessed services from the Office of Accommodative Services. \_\_\_\_\_% of distance education students accessed Counseling services.

Actionable Improvement Plans

None  
  
**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 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 (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. The CSI maintains responsibility for all student organizations, their processes and all their finances. Student organizations must submit requests for funding, receipts, and so forth through the CSI. 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 a 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, concerns, etc. to bring to the Board of Trustees.

Student organization forms play a large part of the organization process.

In Spring\_\_\_\_, and fall \_\_\_\_ \_\_% of students attended the CSI festivals. \_\_\_% participated in the student conference.

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

The College has 4 full-time postsecondary counselors who provide counseling and academic advisement. All full-time faculty also provide academic advisement to declared and undeclared students. Counselors and academic advisors provide orientation to students on 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 for students, counselors and academic advisors to use. These planners provide the requirements for different programs. The Assessment and Counseling Department provides workshops to prepare faculty response for academic ???

Self-Evaluation

None

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 Catalog contains a wealth of information on pathways to complete degrees, certificate, and transfer goals and is published annually. The Catalog is made available to all students on the College website for easy access by students. Moreover, faculty members and counselors are available to assist with advisement.

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.

The Practical Nursing program is the only program with an entrance exam. Parameters of this admit exam is 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 contains information on admissions.

(Information for COMPASS and practical nursing here)

For the past \_\_\_ semester, \_\_\_ students have enrolled in Guam Community College. \_\_\_ students have completed certificates and degrees.   
  
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. 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. 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.

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

(Need counseling data scores 2015 here)  
  
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 all made in-person and with a valid photo ID. Additionally, Admissions Registration staff verifies 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 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. Furthermore, the Banner system regularly performs a digital back-up.

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