

Part A. Cover Page for the Consolidated Annual Report Under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

State Name: Guam

Program Year Covered by this Report: July 1, 2007 – June 30, 2008

PR/Award Numbers:

Title I (State Basic Grant): V048A070053

Title II (Tech Prep Grant): not applicable

Title II Consolidation (check one):

- The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.
- The State has consolidated all, or a portion, of its Title II grant with its Title I grant during the program year covered by this report.

State Career and Technical Education (CTE) Director Information:

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CERTIFICATION: I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31, submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a) (1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

State CTE Director Signature or PIN

Date

***Note:** The FSRs contained in this report must be separately certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This official may use a separate PIN supplied to the State by the Department to certify and submit the FSRs.

Lead Individuals Completing This Report

Sections of the Report		
Narrative Performance Information	Financial Status Reports	Performance Report
Place a (√) in the box for any section where the lead individual is the same as the State CTE director listed on the previous page.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide the following information for any section where the lead individual is different than the State CTE director listed on the previous page.		
Name: Doris U Perez	Name: Cheryl San Nicolas	Name: Richard Quiambao
Title: Assistant Director	Title: General Accounting Supervisor	Title: Institutional Researcher
Agency: Guam Community College	Agency: Guam Community College	Agency: Guam Community College

Lead Individual Who May Be Contacted to Answer Questions About This Report

Check (√) this box if the lead contact for this report is the same as the State CTE director listed on the previous page.

Provide the following information if the lead contact for this report is different than the State CTE director listed on the previous page.

Name: Mary A.Y. Okada
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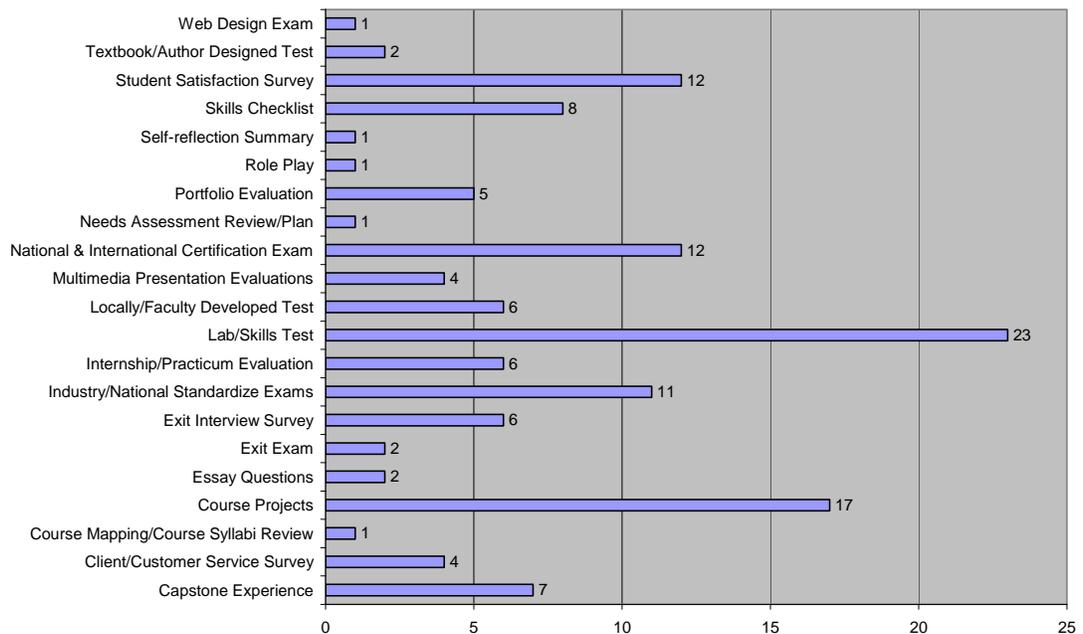
Part B. Narrative Performance Information

1. Implementation of State Leadership Activities a. Required Uses of Funds

- Assessment of career and technical education programs.

As the State Agency for Career and Technical Education on Guam, Guam Community College (GCC) adheres to a four-year assessment cycle for all instructional programs. Postsecondary degree (associate degree and certificate) and secondary program assessment, expressed in student learning outcomes (SLOs), is focused on cognitive (What do students know?), behavioral (What can they do?), and affective (What do they think and value?) abilities. The prevailing direct and indirect indicators for these degree programs, as evidenced by the frequency used by faculty, range from a web design exam (1), a self-reflection summary (1), and a role play (1) to lab/skill tests (23), course projects (17), and national and international certification exams (12).¹

Direct and Indirect Indicators of Assessment in Associates, Certificate and Secondary Programs AY2007-2008 (Eighth Annual Institutional Assessment Report, August 2008)



GCC also developed an SLO Writing Workbook – based on Cabrillo College’s Student Learning Outcomes (SLO) and Instructional Planning Guide. Faculty members use the workbook to develop student learning outcomes for courses and programs.

¹ Eighth Annual Institutional Assessment Report, August 2008, AY 2007-2008

- *Develop, improve, or expand the use of technology in career and technical education.*

Perkins funds supported the development, improvement, and or expansion of secondary and postsecondary programs during the year through approved program agreements. These agreements include An Academy Leading the Digital Domain, AutoBody, Automotive Service Technology, Heating Ventilation and Air Conditioning, Heavy Equipment Operator Computer Assisted Simulator Laboratory, and IT Essentials I and II.

A Guam Community College high school instructor, assigned to John F. Kennedy High School, received secondary funds to enhance an existing program, the Tourism Academy. Through the *Academy Leading the Digital Domain* program agreement, Tourism Academy faculty members incorporated technology in the curriculum and lesson plans by having students develop a career e-portfolio to display their knowledge, skills and abilities and required a capstone project of which three forms of medium were used in a PowerPoint version of their e-portfolio. At the end of the school year, students hosted and prepared a formal luncheon to showcase both their e-portfolio project and culinary technical skills. School administrators and representatives from the 29th Guam Legislature and the hotel industry were quite impressed by the students' accomplishments.

The *AutoBody* program agreement provided secondary students with the latest technological tools and equipment to perform automotive body repair. The program's advisory committee approved the use of the National Automotive Technicians Education Foundation (NATEF) standards to revise the curriculum (approved April 2008). Thus, the acquisition of tools and equipment provided students with appropriate resources to gain competency in technical skills.

Likewise, the *Automotive Service Technology* agreement supported the purchase of instructional equipment and tools to prepare students for careers in the automotive industry. Specifically, an engine management system enabled instructors to incorporate training on current equipment. This system includes several ATECH trainer kits: Cooling Fan Trainer, Blower Motor Trainer, Starting System Trainer, Charging System Trainer, Lighting System Trainer, Instrument Panel Trainer, Interval Wiper/Washer Trainer, Horn/Alarm Trainer, Power Windows Trainer, Power Door Locks Trainer, Power Seat Trainer, Audio System Trainer, Ford EEC-V Trainer, GM Computer Controlled Coil Ignition Trainer, Ford EDIS-V Ignition Trainer, GM OBDII System Trainer, and Toyota OBDII System Trainer.

The *Heating Ventilation and Air Conditioning* program agreement established a learning laboratory featuring the latest technologies (tools and equipment) for instructional and hands-on training as identified by the National Center for Construction Education & Research (NCCER). The GCA Trades Academy, a non-profit organization and an accredited NCCER training unit, provided students with modules in HVAC Level 1 curricula. Similarly, the *Heavy Equipment Operator Computer-Assisted Simulator Laboratory* agreement supported the procurement of computer-assisted training simulators for instructional use and hands-on training for students.

Finally, the *IT Essentials I and II* agreement introduced students to computer hardware and operating systems as well as how to build a computer (IT

Essentials I); students in IT Essential II were introduced to multitasking network operating systems, the Linux operating system, K Desktop Environment, and the Network Object Model.

- Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

Professional development was offered to faculty, administrators, and counselors at both the secondary and postsecondary levels during the year. Through the *Academy Leading the Digital Domain* program, faculty members were surveyed to determine technology related training needs. Then, unlike previous years, faculty members were able to incorporate new technology into lesson plans that require students to submit assignments using PowerPoint or Movie Maker. The *IT Essentials I and II* agreement supported an instructor from Honolulu Community College to come to Guam and provide a forty-four hour course/training (IT Essentials: PC Hardware and Software) to all of the secondary and postsecondary faculty (6) from the Electronics department. A few months later, another training session was provided to four instructors; all four faculty members successfully completed the IT Essentials II: Network Operating Systems course. Completion of these two courses helped three faculty members obtain A+ certification.

- Support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.

Faculty received an SLO Writing Workbook to help identify “two to six main things that a student will have attained by the end of a course or program.” In addition, an SLO Map is required for each program and related courses. The program level SLO Map identifies a list of student learning outcomes on the program level and whether, for each course taught under this program, these outcomes: are introduced, reinforced, or emphasized. On the other hand, a course level SLO Map shows a list of general education student learning outcomes and whether these outcomes were introduced, reinforced or emphasized. These SLOs include: Written and Oral Communications (to use writing to discover, organize and communicate ideas, demonstrate mastery of conventions of writing, including grammar, spelling, and mechanics, etc.); Quantitative Reasoning (demonstrate mastery of mechanical concepts, skills, and applications, using technology when appropriate, apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately, etc.); Critical Thinking Skills (identify and analyze assumptions and underlying points of view relating to an issue, etc.); Information Literacy (locate, evaluate, and use information effectively, etc.); Individual and Society (demonstrate an awareness of the relationship between environment and their own physiological and psychological processes, etc.); and Civic Engagement (participate fully in a civic engagement experience where a service is provided to the community that relates to the academic curriculum, etc.).

- Preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.

GCC's Career Placement Center provides individuals with assistance and resources (job listing, referrals/placement assistance, resume writing, interview preparation, career/job fairs, employability workshops, presentations, career resources, etc.) in order to successfully achieve their career and life goals. Often, faculty members request for the Career Placement Center program specialist to conduct informational sessions in their respective classroom. Finally, in partnership with GCC's Center for Student Involvement, Assessment and Counseling Department and TRIO programs, several mini-training conferences were offered during the academic year entitled, "Community Partnerships: Building a Stronger Workforce".

Faculty (*AutoBody and Automotive Service Technology*) members presented a slide show to students at JP Torres Alternative School – Guam's only alternative school for GPSS students who have had disciplinary problems in their original schools. The presentation featured female students from the programs performing tasks on current industry tools and equipment. A brochure containing information and pictures of students in the *Autobody and Automotive Service Technology* programs was also created and provided to prospective students.

- Partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study.

GCC continues to cultivate and expand partnerships in the community. Additionally, members (e.g., faculty, industry representatives, administrators, parents, etc.) of GCC's advisory committees focus on ensuring rigorous program curriculum reflective of industry needs and standards. For example, the *Academy Leading the Digital Domain* maintains strong partnerships with various restaurants and hotel organizations. These partners provide students the opportunity to have field trips, industry representatives as guest speakers, job shadowing, and internships. The *AutoBody and Automotive Service Technology* program agreements have the support of an advisory committee comprised of key industry members (Atkins Kroll, Napa Auto Parts, Triple J Motors and Medlerz' Auto) who assisted in successfully updating the programs' curriculum. Finally, through a formal partnership (Memorandum of Understanding) between GCC and the GCA Guam Trades Academy (*Heating Ventilation and Air Conditioning, Heavy Equipment Operator Computer Assisted Simulator Laboratory*) both entities agreed to continue to work cooperatively to build Guam's workforce as Guam prepares for the arrival of U.S. Marines from Okinawa, Japan to Guam in the immediate years.

- *Service to individuals in State institutions.*

GCC provides adult and CTE education to individuals in the Department of Corrections facility. Through the adult education office, clients are provided family literacy, basic skills, and GED preparatory courses both on and off campus at the correctional institution. GCC's Philosophy of the College is to "provide each and every individual seeking an education at the College the opportunity to develop to his or her greatest potential..." Throughout the year, eligible clients participating in the Educational Release program from the Department of Corrections are afforded an opportunity to attend postsecondary level classes here at GCC.

The GCA Guam Trades Academy (*Heating Ventilation and Air Conditioning, Heavy Equipment Operator Computer Assisted Simulator Laboratory*) "accepts participants from correctional institutions within the confines of their court permitted release as well as individuals with disabilities as long as they possess the bona fide occupational qualifications for occupations within the construction industry. This is evidenced by the enrollment of Department of Corrections' clients, parolees, and Department of Vocational Rehabilitation clients in program classes." In addition to showcasing females in a male dominated career (brochure) the program administrator for the *AutoBody* and *Automotive Service Technology* agreements made a presentation at an alternative school (JP Torres Alternative School) that serves troubled students.

- *Support programs for special populations that lead to high skill, high wage and high demand occupations.*

GCC provides several support services to students including special populations: ***Career Guidance and Counseling*** – which offers academic counseling and guides career and technical career choices and program advisement; ***Enrollment Services*** – offers academic advisement to assist students in developing their educational plan; and ***Placement Services*** – provides students and alumni services and information to assist in career decisions such as career related resources, job referrals, job listing, job search strategies, resume writing, interview mocking, employability workshops, and career fairs.²

- *Offer technical assistance for eligible recipients.*

The State Agency provides technical assistance throughout the year. Technical assistance workshops were held to better inform eligible recipients of the State Plan, purpose of the grant, required uses of local funds, career clusters, allowable costs, application procedure, and the core indicators of performance. Once an eligible recipient is awarded CTE funds, a post award briefing session is held with the grant recipient, the federal accountant, procurement administrator, and State Agency staff to discuss the implementation of the goals and objectives of the program agreement, required reports, and expectations. Finally, because GCC is both the Local and State Educational Agency the State Agency Staff and program administrators are able to communicate and quickly resolve issues appropriately.

b. Permissible Activities

GCC carried out several permissible activities during the program year. These activities included:

- Conducting monthly meetings between GCC and the Guam Public School System (GPSS) to uphold the Memorandum of Agreement regarding GCC's secondary career and technical education programs at the secondary level.
- Transitioning activities for students from secondary to postsecondary through the Center for Student Involvement and Assessment and Counseling departments.
- Recruiting and retaining students. GCC has a career counselor located at a secondary high school (John F. Kennedy, Southern, and George Washington) with the exception of Okkodo and Sanchez sharing one counselor. These counselors advocate and provide career guidance and counseling to students on their chosen career and technical program.
- Maintaining an established partnership between GCC and various businesses that support student participation in cooperative education or service learning at the secondary or postsecondary level.
- Providing career and technical education programs to adult high school students. Students can take up to 12 credits of career and technical courses as electives.
- Implementing a campus-wide web accessible information system that allows students to register online, gain access to grades, and course/class information while also providing portal services to students, faculty, staff, and administrators. This system will enhance the collection and analysis of data.

2. Progress in developing and Implementing Technical Skill Assessments

As the State Agency for Career and Technical Education on Guam, GCC's assessment cycle requires all instructional programs to review how successful they are. The academic vice president stated, "We gauge this through the formalized process of systematic and rigorous assessment that allow us to identify, analyze, and deliberate on the strengths and challenges of our programs and courses on a regular basis. We do this for purposes of accountability and improvement."³ GCC requires each department to assess students' technical skill proficiencies and to begin to assess students' achievement on technical assessments with industry-recognized standards.

The Student Learning Outcomes (SLO) Implementation 4-Year Plan was developed to identify a timeline of key assessment related activities such as assurance that all secondary, adult and continuing education and postsecondary syllabi contain SLOs, submission of course level SLO assessment plans, submission of assessment plans, and publication of SLOs in

³ Academic Vice President's Message, 2008-2010 Catalog, Guam Community College

GCC's official course catalog and systematize mapping for all courses by December 2009 for all instructional programs. The SLO Map (program and course levels) requires SLOs to be identified at the program and course level for each required technical course and whether the SLO is introduced, reinforced or emphasized.

Publish SLOs in Catalog and Systematize Mapping⁴	
Date	Description
September 2008	Complete remaining SLO Maps for Catalog Publication: <ul style="list-style-type: none"> ▪ Business Department: Certificate & AS - Supervision & Management, Certificate and AS - Office Technology ▪ Computer Science Department: Certificate & AS - Computer Science ▪ Electronics Department: AS - Computer Networking; Certificate - Systems Technology; Electronics and Computer Networking (secondary) ▪ Math/Science/Cosmetology Department: All math and science courses
February 2009	Complete remaining SLO Maps for Catalog Publication: <ul style="list-style-type: none"> ▪ Allied Health Department: Certificate & AS - Medical Assisting; Health Occupations (secondary); all HL Courses ▪ Construction Trades Department: Construction Trades (secondary); all CT courses ▪ Education Department: Certificate - Sign Language Interpreting ▪ Social Science/Criminal Justice Department: AA - Liberal Arts; Certificate & AA: Criminal Justice; all SS courses
December 2009	Complete remaining SLO Maps for Catalog Publication: <ul style="list-style-type: none"> ▪ Social Science/Criminal Justice Department: Certificate & AS - Emergency Management; Certificate - Fire Science Technology ▪ English Language Institute: all English courses ▪ Tourism & Hospitality Department: AA - Culinary Arts; AS - Hospitality Industry Management; ProStart (secondary) Lodging Management Program (secondary) ▪ Transportation/Automotive Department: Certificate & AS - Automotive Services Technology; Automotive Body (secondary); Automotive Technology (secondary)

In academic year 2007-08, 31 programs (associate degree (15), certificate (6), and secondary (10)) identified SLOs, 54, 18, and 31, respectively. It appears that associate degree programs focused on behavioral - What students can do (39%) and affective - What do they think and value (39%) rather than cognitive - What do students know (22%) - when articulating SLOs. Certificate programs also focused on behavioral (44%) followed by cognitive (33%) and affective (22%). Likewise, secondary programs were focused on behavioral (52%) then cognitive (32%) and affective (16%) when articulating SLOs.⁵

The list of direct and indirect indicators of assessment was recently updated for this report (table on page 10). At the end of the year, the top five indicators of assessment are from the following programs:

- Lab/Skills Test (22):
 - Secondary programs - Automotive Body, Construction Trades, Lodging Management, and ProStart
 - Postsecondary programs - Automotive Technology (AS/Certificate), Computer Networking (AS), Cosmetology

4 Student Learning Outcomes (SLO) 4-Year Implementation Plan – updated September 3, 2008

5 Eighth Annual Institutional Assessment Report, August 2008, AY 2007-2008

Certificate, Medical Assisting (AS/Certificate), Office Technology (Certificate), Practical Nursing (Certificate), Supervision & Management (Certificate), Systems Technology (Certificate), and Visual Communications (AS)

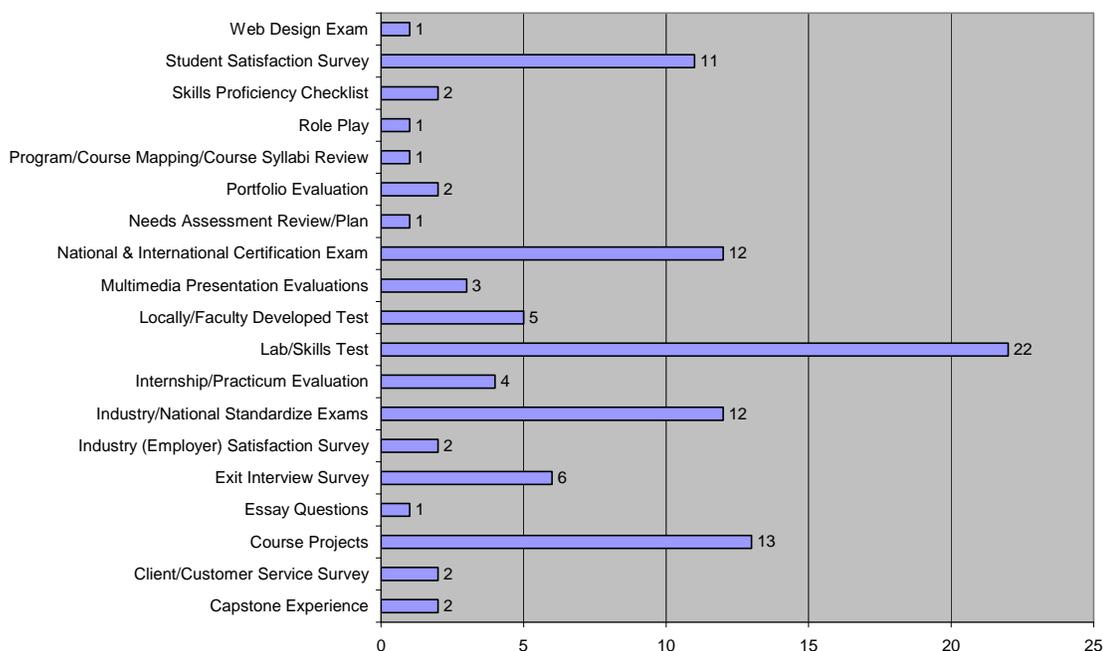
- Course Projects (13):
 - Secondary programs – Lodging Management and ProStart
 - Postsecondary programs – Accounting (AS), Computer Science (AS/Certificate), Culinary Arts (AA), Office Technology (Certificate), Supervision & Management (AS), and Visual Communications (AS)

- National & International Certification Exams (12):
 - Secondary programs – Lodging Management
 - Postsecondary programs – Accounting (AS), Computer Science (AS), Hospitality Industry Management (AS), and Systems Technology (Certificate)

- Industry/National Standardize Exams (12):
 - Secondary programs – Automotive Body and Automotive Technology
 - Postsecondary programs – Adult Education, Culinary Arts (AA) and Practical Nursing (Certificate)

- Student Satisfaction Survey (11):
 - Secondary programs – Marketing
 - Postsecondary programs – Accounting (AS), Cosmetology (Certificate), Early Childhood Education (AS/Certificate), Education (AA/Certificate), Marketing (AS), Office Technology (AS/Certificate), Supervision & Management (Certificate), and Visual Communications (AS)

Direct and Indirect Indicators of Assessment in Associates, Certificate and Secondary Programs (Office of Assessment and Institutional Effectiveness)



3. Implementation of State Program Improvement Plans

Of the three core indicators of performance required this program year, Guam was able to exceed two indicators. The target performance for Attainment of Academic Skills – Reading/Language Arts is 50%; Guam’s actual performance is 67%. For the Attainment of Academic Skills – Mathematics core indicator of performance Guam’s actual is 55%. Finally, Guam’s target for the third indicator, Student Graduation Rate is 50%; the actual performance is 42%.

Core Indicators of Performance		
Description	PY 2008	
	Target (percent)	Actual (percent)
Attainment of Academic Skills - Reading/Language Arts	50%	67%
Attainment of Academic Skills - Mathematics	50%	55%
Student Graduation Rates	50%	42%

GCC career counselors are located at each public school to help with pre-enrollment counseling, career counseling, educational planning strategies, assist with the gathering of data, identifying and reporting key findings as appropriate.⁶ The counselors’ goal is to “support the overall goal of developing effective and streamlined Career and Technical Education for youth that prepares them for opportunities for life-long learning and successful careers.”

Educational planning is critical to the students’ successful completion of a career and technical program. Unfortunately, data reveals a large number of students in the 12th grade level had taken a CTE course(s) that should have been taken at the 10th or 11th grade level. Another key finding is that the number of 12th graders who were not flagged on the data base as having either dropped out, left the island, transferred to another school, or graduated. Thus, the State Agency office will discuss these findings with career counselors and develop strategies on how to achieve this core indicator of performance. The State Director will also meet with the Superintendent of Education (Guam Public School System) to discuss class scheduling strategies to ensure students are able to sequentially complete their CTE program requirements. These sessions will be accomplished by the end of February 2009.

4. Implementation of Local Program Improvement Plans

Guam Community College is the State and Local Educational Agency for adult education on Guam. As such, Guam will implement and follow item number 3 above.

6 Memorandum of Agreement Between Guam Public School System and the Guam Community College

5. Tech Prep Grant Award Information

This section is not applicable to Guam since Guam is not eligible to receive Tech Prep funds under §201, State Allotment and Application.

Part C. Financial Status Reports (FSR)

Part D. Performance Report

Attachments

#1 – SLO Map – Program & Course Level – Criminal Justice

SLO Map – Program & Course Levels

Yellow = Administration of Criminal Justice, Blue = Law Enforcement Administration, and Green = both

Name of Program Criminal Justice AS <i>*If courses are not offered as a program, skip to page 2.</i> I = Introduced R = Reinforced E = Emphasized List course alpha and no. ⇨	CJ100	CJ150	CJ200	CJ206	CJ101	CJ107	CJ204	CJ209	CJ205	CJ225	CJ250		
Student Learning Outcomes – Program Level Upon successful completion of this program, students will be able to:													
1. Identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights.	I	IRE	R	R	I	I	R	R	R	R	R		
2. Describe the process of the criminal justice system and the duties and responsibilities of the criminal justice professional.	I	IRE	RE	R	I	I	IR	RE	RE	RE	RE		
3. Demonstrate the ability to understand the interrelations, ethics, and role expectations of the criminal justice professional in society.	I	I	R	RE	I	I	RE	RE	R	R	RE		
4.													
5.													

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General Education Student Learning Outcomes by Course - 1 of 3

Name of Program Criminal Justice AS													
I = Introduced R = Reinforced E = Emphasized	CJ100	CJ150	CJ200	CJ206	CJ101	CJ107	CJ204	CJ209	CJ205	CJ225	CJ250		
List course alpha and no. →													
GenEd Student Learning Outcomes													
Upon completion of this course, students will be able to:													
1. <u>Written Communication</u> : Use writing to discover, organize and communicate ideas.	I	I	RE	RE	I	I	IR	IR	IRE	IR	RE		
2. <u>Written Communication</u> : Identify and analyze the audience and purpose for any intended communication.	I	I	I	RE	I	I	I	R	RE	RE	RE		
3. <u>Written Communication</u> : Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.	I	I	RE	RE	I	I	RE	RE	RE	RE	RE		
4. <u>Quantitative Reasoning</u> : Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately.	I	I	I	RE	I	I	I	R	RE	RE	RE		
5. <u>Quantitative Reasoning</u> : Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	I	IR	IR	RE	I	I	I	R	RE	RE	RE		
6. <u>Quantitative Reasoning</u> : Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	I	IRE	IRE	RE	I	I	I	R	RE	RE	RE		
7. <u>Oral Communications</u> : Properly identify the audience and purpose of any intended communication.	I	I	R	RE	I	I	I	R	RE	RE	RE		
8. <u>Oral Communications</u> : Use appropriate language, techniques, and strategies.	I	IR	RE	RE	I	I	I	R	RE	RE	RE		
9. <u>Oral Communications</u> : Speak clearly and confidently, using voice, volume, tone, and articulation.	I	IRE	IRE	RE	I	I	I	R	RE	RE	RE		
10. <u>Oral Communications</u> : Use effective communication strategies to initiate and sustain discussion.	I	IRE	IRE	R	I	I	I	R	RE	RE	RE		

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General Education Student Learning Outcomes by Course - 3 of 3

Name of Program Criminal Justice AS I = Introduced R = Reinforced E = Emphasized List course alpha and no. →	CJ100	CJ150	CJ200	CJ206	CJ101	CJ107	CJ204	CJ209	CJ205	CJ225	CJ250		
Student Learning Outcomes - GenEd Upon completion of this course, students will be able to:													
21. <u>Info. Literacy</u> : Use and access information ethically and legally, with an understanding of what constitutes plagiarism.	I	I	I	R	I	I	R				R		
22. <u>Individual and Society</u> : Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.	I	I	I	I	I	I	IR						
23. <u>Individual and Society</u> : Examine critically and appreciate the values and beliefs of their own culture and those of other cultures.	I	I	IR	IE	I	I	RE						
24. <u>Individual and Society</u> : Acknowledge opposing viewpoints.		IRE	IRE										
25. <u>Individual and Society</u> : Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.	I	RE	RE	RE	I	I	RE						
26. <u>Civic Engagement</u> : Participate fully in a civic engagement experience where a service is provided to the community that relates to the academic curriculum.	I	I	I							R	R		
27. <u>Civic Engagement</u> : Evidence an understanding of the relevance of the completed civic engagement work to the subject matter of the course where the civic engagement experience was assigned.	I	I	I							R	R		
28. <u>Civic Engagement</u> : Demonstrate an awareness of the need for and value of lifelong civic engagement in addressing local community needs.	I	I	I							R	R		

Student Learning Outcomes – Course Level

**If courses are not offered as a program, skip 'Related to Program Level SLO' column.*

Course Alpha and Number: CJ100 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Describe the history and development of the Criminal Justice System.	
Identify the role of the Criminal Justice System in contemporary society.	3
Describe the functions of law enforcement, courts and corrections.	2
Describe the functions of probation, parole and the Juvenile Justice System.	2

Course Alpha and Number: CJ150 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Describe the history and development of the U.S. Court System, court cases and sources of rights.	1
Identify the procedural Criminal Law process.	2
Define how the courts intercept cases and the concept of stare decisis.	3
Apply Title 8 Guam Code Annotated, Criminal Procedure Code, to hypothetical situations.	2

Course Alpha and Number: CJ200 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Describe the history and development of Criminal Law and the U.S. Court System.	2
Identify the substantive Criminal Law process.	2
Define the elements of a crime and probable cause.	1
Apply Title 9, the Criminal Code and 16, Vehicle Code3, Guam Code Annotated, to hypothetical situations.	2

Course Alpha and Number: CJ206 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Explain and analyze community-based philosophy of policing.	3
Demonstrate understanding of the role of police and professionalism.	3
Identify the various ethical issues of policing.	3
Identify how political, social, and economic issues relate to law enforcement.	3

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Course Alpha and Number: CJ101 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Describe the history and development of the Juvenile Justice System.	2
Identify the role of the Juvenile Justice System in contemporary society.	2
Define the concept of "parens patriae" and how the courts interpret its meaning.	2
Apply Title 19 Guam Code Annotated, Chapter 5, The Family Court Act to hypothetical situations.	2

Course Alpha and Number: CJ204 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Explain and analyze crime, criminology, and the criminal justice system.	1
Evaluate the history and evolution of criminology.	1

Course Alpha and Number: CJ107 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Explain and analyze the correctional process, the correctional system, and the role of corrections in contemporary society.	1
Evaluate the history and evolution of the correctional process.	2
Identify the various correctional systems.	
Examine the administration and trends in corrections.	3

Course Alpha and Number: CJ209 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Explain and evaluate the structure, organization, and management of police or other law enforcement agency.	2, 3
Explain and analyze the various types of police operations and the methods and strategies used to implement policies and other executive decisions.	2

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Identify the various theories of crime causation.	1, 3
Identify the various crime typologies.	1
Course Alpha and Number: CJ205 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Identify the substantive Criminal Law process.	1
Define the elements of a crime and determine if probable cause exists to charge a defendant with a criminal act.	1
Demonstrate understanding of the various law enforcement forms and how to apply it to hypothetical situations.	2
Apply Title 9, the Criminal Code and 16, Vehicle Code, Guam Code Annotated, to hypothetical situations.	3

Course Alpha and Number: CJ250 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Apply the various management theories and styles.	3
Explain and evaluate the structure and organization of police and other law enforcement agencies.	3

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Demonstrate understanding of the interrelations, role, conflict and trends of police and law enforcement in modern society.	3
Course Alpha and Number: CJ225 Upon successful completion of this course, students will be able to:	Related to Program Level SLO#
Apply the various methods used in investigating criminal cases to hypothetical situations.	1
Explain and evaluate the investigation, processing, and preservation of a crime scene.	1
Identify and analyze the various methods used to obtain information.	1

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

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Identify and analyze the concepts of leadership, decision making, accountability, responsibility, and liability.	3

If this SLO Map is not part of a Program Adoption or Program Substantive Revision, attach a Non-Substantive Curriculum Revision Memo to the front of this form to ensure that the SLOs, as written above, will be published in GCC's online catalog under program/course descriptions.