

# Unit Assessment Report - Four Column

## Guam Community College

### Assessment & Counseling

**Mission Statement:** To provide a wide range of services to assist students in attaining their academic, career and personal goals.

**Vision Statement:** We recognize that the challenges that accompany being in school can lead to personal problems, interpersonal difficulties, and emotional stress. The Counseling Department can support students in their experiences in pursuit of their education, by addressing their career related needs, by promoting healthy and positive behaviors, views, relationships, and personal growth in a safe, confidential, and supportive environment. We will hold to the highest professional and ethical standards as we provide counseling services to address these challenges. We aim to provide the opportunity to foster this development to a culturally, economically, racially and religiously-diverse student body.

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
<p>Assessment &amp; Counseling - AY15-17 Adult High School Students' Knowledge of Requirements for Program Completion - SSUO #1 FA15-SP17</p> <p>Upon successful completion of pre-enrollment counseling sessions, Adult High School students will gain knowledge of requirements for program completion.</p> <p><b>Start Date:</b> 10/12/2015</p> <p><b>End Date:</b> 03/13/2017</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Program SLO/AUO Plan reflects/incorporates:</b> Institutional Strategic Master Plan (ISMP)</p> <p><b>Historical Assessment Perspective:</b> ISMP Goal #1.</p> <p><b>Budget Goals:</b> To acquire resources for the purchase of needed materials and supplies from budget account.</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> The Educational Plan outlines Adult High School students' program requirements.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Other (indicate the specific tool in the Method field/box)</p> <p><b>Criterion ( Written in % ):</b> Fifty percent (50%) of Adult High School students who meet with a counselor for pre-enrollment counseling will complete an educational plan for their program of study.</p> <p><b>Budget Related Performance Indicators:</b> Regular reviews, discussions, and analysis of department strategic plan initiatives and assessment goals are conducted via department meetings, case staffing, and/or retreats.</p> <p><b>Related Documents:</b> <a href="#">AHS Educational Plan Template</a></p>	<p>03/10/2016 - A total of 99 (N=99) Adult High School continuing and returning students met with a counselor for pre-enrollment counseling for 2016 Spring Semester. Of the 99 Adult High School students, 99 (100%) have gained knowledge of the program requirements and developed and/or updated their educational plans.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b> Equipment (Computer, printer, telephone, internet, etc.) Supplies (Folders, paper, pens,</p>	<p>02/28/2017 - The data will be used to develop future course offerings based on student course needs identified in their educational plans. In addition, the educational plans will identify the students' career of choice which will assist in the planning of potential career exploration activities.</p> <p><b>Implementation Status:</b> 02/28/2017 - The data in the students' educational plan was used in the development of the Spring 2017 course offerings, and is presently being used for the year round (SU17-SP18) registration course offerings.</p>

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		<p>disk storage, etc.)</p> <p><b>Budget Related Proposed Outcomes:</b>            *Regular reviews, discussions, and analysis of department strategic plan initiatives and assessment goals are conducted via department meetings, case staffing, and/or retreats.</p> <p><b>Related Documents:</b>  <a href="#">AHS Educational Plan Template</a>  <a href="#">AHS Student Educational Plans Survey for SSUO #1 (Responses) - Form Responses 1.pdf</a></p>	<p>10/10/2016 - 10/04/2016 - The results revealed that 100% (N=99) of our AHS students have achieved the SSUO. Having a goal and understanding its expectations greatly influences student success. The department plans to continue its efforts with identifying resources to support the students' educational plan.</p> <hr/> <p>10/04/2016 - The results revealed that 100% (N=99) of our AHS students have achieved the SSUO. Having a goal and understanding its expectations greatly influences student success. The department plans to continue its efforts with identifying resources to support the students' educational plan.</p> <hr/> <p>10/04/2016 - The results revealed that 100% (N=99) of our AHS students have achieved the SSUO. Having a goal and understanding its expectations greatly influences student success. The department plans to continue its efforts with identifying resources to support the students' educational plan.</p> <hr/>
<p>Assessment &amp; Counseling - AY15-17 Post Secondary Student Educational Plan - SSUO #2 FA15-SP17 After meeting with a counselor, postsecondary students will be able to identify their program of study educational requirements.</p> <p><b>Start Date:</b> 10/12/2015</p> <p><b>End Date:</b> 03/13/2017</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Program SLO/AUO Plan reflects/incorporates:</b> Institutional Strategic Master Plan (ISMP)</p> <p><b>Historical Assessment Perspective:</b> ISMP Goal #1</p> <p><b>Budget Goals:</b> To acquire resources for the purchase of needed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Educational Plan</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Other (indicate the specific tool in the Method field/box)</p> <p><b>Criterion ( Written in % ):</b> Thirty percent (30%) of the postsecondary students who meet with a counselor will complete the first year of their educational plan.</p> <p><b>Budget Related Performance Indicators:</b> Regular reviews, discussions, and analysis of department strategic plan initiatives and assessment goals are conducted via department meetings, case staffing, and/or retreats.</p> <p><b>Related Documents:</b></p>		

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<p>materials and supplies from budget account.</p>	<p><a href="#">Yearly Educational Plan (1).pdf</a></p>	<p>03/11/2016 - During the Fall and Spring semester of AY '15-'16, twenty two sections of EN100W - Fundamentals of English were identified to conduct 'Education Plan' sessions. A total of 333 students (N=333) participated in the sessions. A representative sample will be collected and reviewed for student understanding of program requirements and knowledge of scheduling of classes. A few more classes to conduct further sessions will be considered once all data are reviewed.</p> <p>Update on 09/28/16 - During Fall 2015-Fall 2016, there were 31 EN100W classes that were identified to conduct "Educational Plan" sessions. There were a total of 473 students (n=473) that participated in the sessions. A representative sample of 140 educational plans (30%) were collected and reviewed for student understanding of program requirements and knowledge of scheduling of classes. There were 119 students (85%) who completed the 1st year of their educational plan. Although we exceeded our goal, our department will continue to conduct "Educational Plan" sessions with more EN100W students.</p> <p><b>Summary of Result Type:</b> Criterion Not Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p> <p><b>Growth Budget Justification:</b> None.</p> <p><b>Budget Related Proposed Outcomes:</b> None.</p> <p><b>Related Documents:</b> <a href="#">Yearly Educational Plan.pdf</a></p>	<p>10/05/2016 - Although the Department exceeded its 30% goal, the Department will continue to conduct "Educational Planning" sessions with EN100W students to help students understand their program of study requirements.</p> <p><b>Implementation Status:</b> 03/07/2017 - As a result of the assessment, our department decided to continue to provide "Education Plan" sessions with the EN100W classes during AY16-17. As of March, we have already conducted sessions in 16 EN100W classes during AY16-17 and will continue to conduct additional sessions in the future to help students meet their educational goal.</p>
<p>Assessment &amp; Counseling - AY13-15 SSUO #3 Adult High School Career Counseling - Upon completion of acquiring knowledge through career counseling sessions, the Adult High School Diploma Program students will be able to employ effective informed decision-making skills, identify a career goal and create an educational plan consistent with their career goal.</p> <p><b>Start Date:</b> 10/14/2013</p> <p><b>End Date:</b> 03/09/2015</p> <p><b>SLO Status:</b></p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Student Individual Educational Plan</p> <p><b>Artifact/Instrument/Rubric/Method/Tool:</b> Other (indicate the specific tool in the Method field/box)</p> <p><b>Criterion ( Written in % ):</b> Eighty (80%) percent of the Adult High School Diploma Program students will complete an Individual Educational Plan.</p> <p><b>Related Documents:</b> <a href="#">Adult High School Diploma Program Student Individual Educational Plan.pdf</a></p>	<p>03/07/2014 - A 100% of the Spring 2014 Adult High School Students enrolled (N=100) received a simplified "paper and pencil" career interests assessment and identified their career goal. Of the 100 students enrolled, 100% of these students completed their educational plan consistent with their career goal.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b></p>	<p>09/19/2014 - The use of summary results will determine future class offerings based on students' needs identified in the educational plan. In addition, the educational plans will be used to interpret students' completion rates and to assist with students' transitional activities.</p> <p><b>Implementation Status:</b> 03/06/2015 - The recommended activities were performed. Course selections were provided to</p>

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<p>Completed the Assessment Cycle</p> <p><b>Program SLO/AUO Plan reflects/incorporates:</b></p> <p>Other</p> <p><b>Historical Assessment Perspective:</b></p> <p>The Learning Outcome reflects the GCC Mission Statement and Assessment &amp; Counseling Department's goals.</p> <p><b>Budget Goals:</b></p> <p>Resources dependent on budgeted Adult High School allocation from Social Science and Criminal Justice Department</p>		<p>During Spring 2014 student enrollment (N=100), there were 26 (26%) AHS students enrolled in the SO099: Student Success Workshop. These students completed the computer software CHOICES Interest Profiler and identified their interest career goals.</p> <p><b>Related Documents:</b></p> <p><a href="#">CareerInterestSurvey3-10-14.pdf</a></p>	<p><b>Implementation Status:</b></p> <p>DCs/Program Management based on the results of the completed student educational plans. Semester schedules were created based on the results. In addition, activities (ie. GCC Career Night) were developed to provide transitional information based on the students' educational plans.</p>
<p>Assessment &amp; Counseling - AY15-17 Use of Career Interest Assessments in Guiding CTE Program Placement - SSUO#3 FA15-SP17</p> <p>Upon completion of a career interest assessment and participation in a career presentation conducted by a GCC Career Counselor, presentation participants will be able to analyze their career assessment results and apply the information when selecting a secondary GCC CTE Program to take at their high school.</p> <p><b>Start Date:</b></p> <p>10/12/2015</p> <p><b>End Date:</b></p> <p>03/13/2017</p> <p><b>SLO Status:</b></p> <p>Currently being assessed</p> <p><b>Program SLO/AUO Plan reflects/incorporates:</b></p> <p>Use and Implementation of Results from the previous cycle</p> <p><b>Historical Assessment Perspective:</b></p> <p>From the last assessment cycle, our results indicated that the career interest assessment was an effective guidance tool in helping students identify career programs/pathways that best aligned with their interests. Through this process, students appeared to have increased their self-awareness and made informed decisions when choosing a college major and/or future career. Therefore, secondary career counselors will expand the use of career interest assessments to promote the effective placement of students in the various secondary GCC CTE programs to improve retention and completion rates in these programs.</p> <p><b>Budget Goals:</b></p> <p>To ensure that ongoing review and evaluation of counseling services, programs, and initiative occur.</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b></p> <p>Career interest inventory</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b></p> <p>Recruitment activities-process</p> <p><b>Criterion ( Written in % ):</b></p> <p>Career presentations will be conducted in each public high school with at least 10% of the site school's freshman population or prospective CTE student pool. From this group of presentation participants, 70% will be able to recognize the top three scores that make up their Holland code and select potential GCC/CTE career programs or pathways that align with their Holland code.</p> <p><b>Budget Related Performance Indicators:</b></p> <p>Regular reviews, discussions, and analysis of department strategic plan initiatives and assessment goals are conducted via department meetings, case staffing, and/or retreats.</p> <p><b>Related Documents:</b></p> <p><a href="#">Career Interest Assessment</a></p> <p><a href="#">Career Interest Assessment (page 2)</a></p>		
		<p>03/14/2016 - Southern High School:</p> <p>Career Presentations were conducted in the six GDOE high schools by CTE Counselors to guide prospective GCC CTE students in selecting a GCC secondary program. As part of the career presentations, career interest inventories were administered to the 9th grade population in each high school. SHS: Out of 376 freshmen in attendance at the Career Presentations and participated in the, “Prospective Secondary CTE Student” survey, thirty-seven (N=37) student surveys or at least 10% of the participant surveys were sampled. Their responses yielded the following results: 1. As a result of the presentation and interest inventory activity, 100% of the</p>	<p>10/10/2016 - Data collected from the survey was utilized for appropriate placement of students in 1st year CTE Programs. Appropriate placement will increase the likelihood of success, which will impact CTE retention and completion. Therefore, CTE Counselors will continue to subscribe to the practice of implementing the use of career interest inventories in the placement of first year students.</p>

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		<p>students were able to identify their Holland Code. 2. Based on their identification of their Holland code, 100% of the students were able to identify or select at least one secondary CTE program that aligned with their Holland code. 3. As a result of the presentation, 60% Strongly Agreed; 57% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they were made aware of the GCC Career Technical Education programs offered at SHS. 4. As a result of the presentation, 62% Strongly Agreed; 54% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they understood what their Holland Code meant and will use it to determine their selection of courses involving the CTE programs.</p> <p>Tiyan High School: Career Presentations were conducted in the six GDOE high schools by CTE Counselors to guide prospective GCC CTE students in selecting a GCC secondary program. As part of the career presentations, career interest inventories were administered to the 9th grade population in each high school. SHS: Out of 376 freshmen in attendance at the Career Presentations and participated in the, “Prospective Secondary CTE Student” survey, forty (N=40) student surveys or at least 10% of the participant surveys were sampled. Their responses yielded the following results: 1. As a result of the presentation and interest inventory activity, 100% of the students were able to identify their Holland Code. 2. Based on their identification of their Holland code, 100% of the students were able to identify or select at least one secondary CTE program that aligned with their Holland code. 3. As a result of the presentation, 58% Strongly Agreed; 45% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they were made aware of the GCC Career Technical Education programs offered at SHS. 4. As a result of the presentation, 63% Strongly Agreed; 38% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they understood what their Holland Code meant and will use it to determine their selection of courses involving the CTE programs.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p>	<p><b>Implementation Status:</b> 03/13/2017 - The plan was successfully executed and carried out at all the six GDOE high schools. Recruitment presentations were conducted by the GCC Career Counselors at their respective site schools and students' Holland Interest assessment results were used to guide students' selection and registration into a secondary GCC CTE Program. Each school has provided a related document as proof of implementation.</p>

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		<p><b>Growth Budget Justification:</b> N/A</p> <p><b>Budget Related Proposed Outcomes:</b> Changes will be reflected in strategic plan.</p> <p><b>Related Documents:</b> <a href="#">TracDat Evidence.THS &amp; SHS. (1) (1).pdf</a></p> <p>03/13/2016 - Career Presentations were conducted in the six GDOE high schools by CTE Counselors to guide prospective GCC CTE students in selecting a GCC secondary program. As part of the career presentations, career interest inventories were administered to the 9th grade population in each high school.</p> <p>GWHS: Out of 387 freshmen in attendance at the Career Presentations and participated in the, "Prospective Secondary CTE Student" survey, forty-one (N=41) student surveys or at least 10% of the participant surveys were sampled. Their responses yielded the following results:</p> <ol style="list-style-type: none"> <li>1. As a result of the presentation and interest inventory activity, 100% of the students were able to identify their Holland Code.</li> <li>2. Based on their identification of their Holland code, 100% of the students were able to identify or select at least one secondary CTE program that aligned with their Holland code.</li> <li>3. As a result of the presentation, 44% Strongly Agreed; 56% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they were made aware of the GCC Career Technical Education programs offered at GWHS.</li> <li>4. As a result of the presentation, 54% Strongly Agreed; 44% Agreed; .05% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they understood what their Holland Code meant and will use it to determine their selection of courses involving the CTE programs.</li> </ol> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b> Equipment and supplies needed to conduct career presentations with students.</p> <p><b>Budget Related Proposed Outcomes:</b> Revision of department strategic plan and</p>	<p>09/30/2016 - Data collected from the survey was utilized for appropriate placement of students in 1st year CTE Programs. Appropriate placement will increase the likelihood of success, which will impact CTE retention and completion. Therefore, CTE Counselors will continue to subscribe to the practice of implementing the use of career interest inventories in the placement of first year students.</p> <hr/> <p>03/14/2016 - 03/14/2016 Career Presentations were conducted in the six GDOE high schools by CTE Counselors to guide prospective GCC CTE students in selecting a GCC secondary program. As part of the career presentations, career interest inventories were administered to the 9th grade population in each high school. SHS: Out of 376 freshmen in attendance at the Career Presentations and participated in the "Prospective Secondary CTE Student" survey, thirty-seventy (N=37) student survey or at least 10% of the participant surveys were sampled. Their responses yielded the following results: 1. As a result of the presentation and interest inventory activity, 100% of the students were able to identify their Holland Code. 2. Based on their identification of their Holland code, 100% of the students were able to identify or select at least one secondary CTE program that aligned with their Holland code. 3. As a result of the presentation, 60% Strongly Agreed; 57% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they were made aware of the GCC Career Technical Education programs offered at SHS. 4. As a result of the</p>

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		<p>improvement of department services will occur based on analysis of data from the regular reviews and discussions.</p> <p><b>Related Documents:</b>  <a href="#">TracDat Evidence(1)AY2016-17.pdf</a>  <a href="#">TracDat Evidence(2).SY2016-17.pdf</a></p>	<p>presentation, 62% Strongly agreed, 54% Agreed, 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they understood what their Holland Code meant and will use it to determine their selection of courses involving the CTE programs.</p> <p><b>Implementation Status:</b>  03/09/2017 - The plan was successfully executed and carried out at all the six GDOE high schools. Recruitment presentations were conducted by the GCC Career Counselors at their respective site schools and students' Holland Interest assessment results were used to guide students' selection and registration into a secondary GCC CTE Program. Each school has provided a related document as proof of implementation.</p>
		<p>03/11/2016 - Career Presentations were conducted in the six GDOE high schools by Career Technical Education (CTE) Counselors to guide prospective GCC CTE students in selecting a GCC secondary program. As part of the career presentations, interest inventories were administered to the 9th grade population in each high school.</p> <p>OHS: Out of 466 freshmen in attendance for the Career Presentations and participated in the, "Prospective Secondary CTE Student" survey, forty-seven (N=47) student surveys or 10% of the participant surveys were sampled. Their responses yielded the following results: 1. As a result of the presentation and interest inventory activity, 100% of the students were able to identify their Holland Code. 2. Based on their identification of their Holland code, 89% of the students were able to identify or select at least one secondary CTE program that aligned with their Holland code. 3. As a result of the presentation, 42% Strongly Agreed;48% Agreed; 2% Were Not Sure; 2% Disagreed; 0% Strongly Disagreed, 6% did not respond, that they were made aware of the GCC Career Technical Education programs offered OHS 4. As a result of the presentation, 32% Strongly Agreed;38% Agreed; 21% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, 9% did not respond, that they understood what their Holland Code meant and will use it to determine their selection of courses involving the CTE programs.</p>	<p>03/13/2017 - The plan was successfully executed and carried out at all the six GDOE high schools. Recruitment presentations were conducted by the GCC Career Counselors at their respective site schools and students' Holland Interest assessment results were used to guide students' selection and registration into a secondary GCC CTE Program. Each school has provided a related document as proof of implementation.</p> <p>09/30/2016 - Data collected from the survey was utilized for appropriate placement of students in 1st year CTE Programs. Appropriate placement will increase the likelihood of success, which will impact CTE retention and completion. Therefore, CTE Counselors will continue to subscribe to the practice of implementing the use of career interest inventories in the placement of first year students.</p>

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		<p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b> Needed supplies and equipment for presentations and surveys (paper, ink, computers) continue activity.</p> <p><b>Budget Related Proposed Outcomes:</b> Revision of department strategic plan and improvement of department services will occur based on analysis of data from the regular reviews and discussions.</p> <p><b>Related Documents:</b> <a href="#">Evidence for tracdat implementation - OHS (1).pdf</a> <a href="#">OHSurveyEvidence</a></p>	
		<p>03/11/2016 - Career Presentations were conducted in the six GDOE high schools by CTE Counselors to guide prospective GCC CTE students in selecting a GCC secondary program. As part of the career presentations, career interest inventories were administered to the 9th grade population in each high school.</p> <p>SSHS: Out of 460 freshmen in attendance for the Career Presentations and participated in the, “Prospective Secondary CTE Student” survey, forty-six (N=46) student surveys or 10% of the participant surveys were sampled. Their responses yielded the following results:</p> <ol style="list-style-type: none"> <li>1. As a result of the presentation and interest inventory activity, 100% of the students were able to identify their Holland Code.</li> <li>2. Based on their identification of their Holland code, 100% of the students were able to identify or select at least one secondary CTE program that aligned with their Holland code.</li> <li>3. As a result of the presentation, 61% Strongly Agreed;39% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they were made aware of the GCC Career Technical Education programs offered at SSHS.</li> <li>4. As a result of the presentation, 63% Strongly Agreed;37% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they</li> </ol>	<p>09/30/2016 - Data collected from the survey was utilized for appropriate placement of students in 1st year CTE Programs. Appropriate placement will increase the likelihood of success, which will impact CTE retention and completion. Therefore, CTE Counselors will continue to subscribe to the practice of implementing the use of career interest inventories in the placement of first year students.</p> <p><b>Implementation Status:</b> 03/13/2017 - The plan was successfully executed and carried out at all the six GDOE high schools. Recruitment presentations were conducted by the GCC Career Counselors at their respective site schools and students' Holland Interest assessment results were used to guide students' selection and registration into a secondary GCC CTE Program. Each school has provided a related document as proof of implementation. 03/13/2017 - The plan was</p>

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		<p>understood what their Holland Code meant and will use it to determine their selection of courses involving the CTE programs.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b> Supplies needed will be used in the programs for presentations in the high school. Supplies used for conducting surveys such as pens, pencils, papers, etc.</p> <p><b>Budget Related Proposed Outcomes:</b> Revision of department strategic plan and improvement of department services will occur based on analysis of data from the regular reviews and discussions.</p> <p><b>Related Documents:</b> <a href="#">TracDat Evidence.SSHS.pdf</a></p>	<p><b>Implementation Status:</b> successfully executed and carried out at all the six GDOE high schools. Recruitment presentations were conducted by the GCC Career Counselors at their respective site schools and students' Holland Interest assessment results were used to guide students' selection and registration into a secondary GCC CTE Program. Each school has provided a related document as proof of implementation.</p> <hr/>
		<p>03/09/2016 - Career Presentations were conducted in the six GDOE high schools by Career Technical Education (CTE) Counselors to guide prospective GCC CTE students in selecting a GCC secondary program. As part of the career presentations, interest inventories were administered to the 9th grade population in each high school.</p> <p>JFKHS: Based on ten percent (10%) of the 9th grade population, N=44 completed student surveys were randomly selected from a pool of students who attended the CTE presentations and participated in the "Prospective Secondary CTE Student" survey. Their responses yielded the following results:</p> <ol style="list-style-type: none"> <li>1. As a result of the presentation and interest inventory activity, 100% of the students were able to identify their Holland Code.</li> <li>2. Based on their identification of their Holland Code, 100% of the students were able to identify or select at least one secondary CTE program that aligned with their Holland Code.</li> <li>3. As a result of the presentation, 48% Strongly Agreed; 52% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they were made aware of the GCC Career Technical Education programs offered at JFKHS.</li> <li>4. As a result of the presentation, 50% Strongly Agreed; 50% Agreed; 0% Were Not Sure; 0%</li> </ol>	<p>09/30/2016 - Data collected from the survey was utilized for appropriate placement of students in 1st year CTE Programs. Appropriate placement will increase the likelihood of success, which will impact CTE retention and completion. Therefore, CTE Counselors will continue to subscribe to the practice of implementing the use of career interest inventories in the placement of first year students.</p> <hr/> <p>03/11/2016 - Career Presentations were conducted in the six GDOE high schools by CTE Counselors to guide prospective GCC CTE students in selecting a GCC secondary program. As part of the career presentations, career interest inventories were administered to the 9th grade population in each high school. SSHS: Out of 460 freshmen in attendance for the Career Presentations and participated in the, "Prospective Secondary CTE Student" survey, forty-six (N=46) student surveys or 10% of</p>

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		<p>Diasgreed; 0% Strongly Disagreed, that they understood what their Holland Code meant and will use it to determine their selection of courses involving CTE Programs</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b> Needed supplies and equipment for presentations and surveys (paper, ink, computers) to continue activity.</p> <p><b>Budget Related Proposed Outcomes:</b> Revision of department strategic plan and improvement of department services will occur based on analysis of data from the regular reviews and discussions.</p> <p><b>Related Documents:</b> <a href="#">JFKSurvey Evidence (2) (1).pdf</a></p>	<p>the participant surveys were sampled. Their responses yielded the following results:</p> <ol style="list-style-type: none"> <li>1. As a result of the presentation and interest inventory activity, 100% of the students were able to identify their Holland Code.</li> <li>2. Based on their identification of their Holland code, 100% of the students were able to identify or select at least one secondary CTE program that aligned with their Holland code.</li> <li>3. As a result of the presentation, 61% Strongly Agreed;39% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they were made aware of the GCC Career Technical Education programs offered at SSHS.</li> <li>4. As a result of the presentation, 63% Strongly Agreed;37% Agreed; 0% Were Not Sure; 0% Disagreed; 0% Strongly Disagreed, that they understood what their Holland Code meant and will use it to determine their selection of courses involving the CTE programs.</li> </ol> <p><b>Implementation Status:</b> 03/12/2017 - The plan was successfully executed and carried out at all the six GDOE high schools. Recruitment presentations were conducted by the GCC Career Counselors at their respective site schools and students' Holland Interest assessment results were used to guide students' selection and registration into a secondary GCC CTE Program. Each school has provided a related document as proof of implementation.</p>
Assessment & Counseling - AY13-15 SSUO#1 Psychological Preferences Workshops and/or Presentations - Upon completion of psychological preference workshops and/or presentations, students will gain knowledge of psychological preferences to help them	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> A pre-survey and post-survey</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Other (indicate the specific tool in the Method</p>	03/10/2014 - The instrument used to assess student psychological preferences is the Myers Briggs Type Indicator (MBTI). The MBTI was initially administered to several Post Secondary classes during the Fall semester 2013. Assessment & Counseling (ACD) is currently analyzing the data from these original	

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
<p>understand and respect self and others.</p> <p><b>Start Date:</b> 10/14/2013</p> <p><b>End Date:</b> 03/09/2015</p> <p><b>SLO Status:</b> Completed the Assessment Cycle</p> <p><b>Program SLO/AUO Plan reflects/incorporates:</b> Institutional Strategic Master Plan (ISMP)</p> <p><b>Historical Assessment Perspective:</b> ISMP Goal #2</p> <p><b>Budget Goals:</b> To ensure that ongoing review and evaluation of counseling services, programs, and initiative occur.</p>	<p>field/box)</p> <p><b>Criterion ( Written in % ):</b> The post-survey results will show a 50% increase in knowledge of psychological preferences to help understand and respect self and others.</p> <p><b>Related Documents:</b> <a href="#">Pre_Post test.pdf</a></p>	<p>administration. We will be conducting several workshops during the Spring semester 2014 with the aim of increasing the data for a good representative sample.</p> <p><b>Summary of Result Type:</b> Criterion Not Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p> <hr/> <p>10/06/2014 - A total of 86 student pre-survey and post-survey scores were assessed. The total possible score on the survey was 25. The average pre-survey score was 13.9 and the post-survey score average was 22.9. The post-survey result showed an increase of 64.7% of knowledge of psychological preferences gained to help them understand and respect self and others. Therefore, the SSUO criterion was met.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Service Units Implementation Status</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p> <p><b>Growth Budget Justification:</b> Supplies needed to continue. -paper, markers, chart paper.</p> <p><b>Budget Related Proposed Outcomes:</b> N/A</p> <p><b>Related Documents:</b> <a href="#">MBTI Student survey sample 04.23.14</a> <a href="#">MBTI Student survey sample 09.17.13</a> <a href="#">MBTI Student survey sample 09.22.14</a></p>	<p>10/09/2014 - Based on the results, the Assessment and Counseling department will continue to provide workshops or classroom presentations on MBTI. The MBTI workshops help our students understand and respect themselves and others, which leads to success in school and in the workplace.</p> <p><b>Implementation Status:</b> 03/06/2015 - Although the SSUO criterion was met, the Assessment and Counseling department will continue to provide Psychological Preferences Workshops and Class presentations for students to help them understand and respect themselves and others.</p> <hr/>
<p>Assessment &amp; Counseling - Choices Planner Interest Profiler - FA11-SP13 SSUO#1</p> <p>To increase student utilization of the Interest Profiler in the "Choices Planner", a Career Information Delivery System (CIDS)</p> <p><b>Outcome Type:</b> SLO</p> <p><b>Start Date:</b> 10/10/2011</p> <p><b>End Date:</b> 03/11/2013</p> <p><b>SLO Status:</b> Completed the Assessment Cycle</p> <p><b>Program SLO/AUO Plan</b></p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> The department will generate a Choices Planner software report of the portfolio evaluation with the number of students utilizing the Interest Profiler in September 2012.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Portfolio Evaluation</p> <p><b>Criterion ( Written in % ):</b> After establishing a baseline of Choices Planner software Interest Profiler users, the department will increase the student usage by 10%.</p>	<p>09/11/2012 - The baseline data of the Choices Planner Software Interest Profiles completed by students was 182 (n=182) for SY 2010-2011. The department's goal was to increase the student usage by 10%. During SY2011-2012, the Counseling department conducted additional activities to increase the number by conducting classroom presentations on the Choices Software in several Fundamentals of English Writing courses. The number of Choices Planner Software Interest Profiles completed by students was 542 (n=542) for SY 2011-2012. The number of Choices Planner Software Interest Profiles completed increased by 197.8%. Therefore, the data collected demonstrated that the Criterion was met.</p>	<p>10/23/2012 - Based on the data collected, the Counseling department has decided to continue to work with the English department to conduct classroom presentations on Choices. During the next assessment cycle, the department plans to link the SSUO to SLOs. For example, the department may assess whether or not students' career awareness level increases as a result of completing Choices activities.</p> <p><b>Implementation Status:</b></p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
<p><b>reflects/incorporates:</b> Institutional Strategic Master Plan (ISMP)</p> <p><b>Historical Assessment Perspective:</b> ISMP Goal #2</p> <p><b>Budget Goals:</b> based on yearly fees of the developer of "Choices".</p>		<p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b> The Choices Software license has been renewed.</p> <p><b>Related Documents:</b> <a href="#">SY2010-2011 Interest Profiler results</a> <a href="#">SY2011-2012 Interest Profiler results</a></p>	<p><b>Implementation Status:</b> 03/05/2013 - Due to budget constraints, the department has been unable to renew the Choices software license. However, we will use other career information delivery systems, such as the free resources available on the Department of Labor website, to continue to provide this service.</p>
<p>Assessment &amp; Counseling - Awareness and Understanding of Postsecondary Programs and Transition Process - FA11-SP13 SSUO#3: Presentations by GCC secondary Career Counselors will increase GDOE students' awareness and understanding of GCC's postsecondary programs and of the process of transitioning to postsecondary studies at GCC.</p> <p><b>Outcome Type:</b> SLO</p> <p><b>Start Date:</b> 10/10/2011</p> <p><b>End Date:</b> 03/11/2013</p> <p><b>SLO Status:</b> Completed the Assessment Cycle</p> <p><b>Program SLO/AUO Plan reflects/incorporates:</b> Institutional Strategic Master Plan (ISMP)</p> <p><b>Historical Assessment Perspective:</b> ISMP Goal #2</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Survey assessing presentation participants' awareness of GCC's postsecondary programs, and of the process of transitioning to them.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Exit Interviews/Survey</p> <p><b>Criterion ( Written in % ):</b> 60% of presentation attendees will report that as a result of their attendance at a presentation, that they "agree" or "strongly agree" that their awareness of GCC's postsecondary programs has increased, and that their understanding of the process of transitioning to postsecondary studies at GCC has increased.</p> <p><b>Related Documents:</b> <a href="#">Career and Technical Education Programs Presentation Evaluation Form.docx</a></p>	<p>03/12/2012 - The five GDOE high school CTE Counselors distributed surveys based on presentations and activities given to seniors on February 10, 2012 to increase students' awareness and understanding of GCC's postsecondary programs and of the process of transitioning to postsecondary studies at GCC. Also, the CTE Counselors are in the process of gathering data from relevant presentations at their respective secondary sites.</p> <p>GWHS: out of N=51 students that attended the event, N= 45 or 88% completed the survey with the following responses with respect to the listed questions:</p> <ol style="list-style-type: none"> <li>As a result of the presentation, I am more aware of the GCC postsecondary (college) programs. GWHS students responded 67% Strongly Agree; 31% Agree; 2% Not Sure; 0% Disagree; 0% Strongly Disagree</li> <li>As a result of the presentation, I have a better understanding of the process of transitioning to post secondary (college) studies at GCC. GWHS students responded 40% Strongly Agree; 47% Agree; 13% Not Sure; 0% Disagree; 0% Strongly Disagree</li> </ol> <p>While a total of 51 GW students attended the event, only 45 students returned their completed survey forms. A 100% survey return rate was not achieved due to the following reasons: 1) Some students may have opted not to turn in their completed survey forms; 2) There was another survey being conducted at the same time which may have confused some students and resulted in them submitting their survey forms to the wrong party; 3) Some students had made special arrangements to leave the event before it ended because they were on a half-day school schedule, thereby resulting in their inability to participate in the survey.</p>	<p>03/07/2013 - For students from all five of Guam's public high schools, data indicates that presentations at College and Career Readiness Day far exceeded the criterion that 60% of presentation attendees will report that as a result of their attendance at a presentation, that they "agree" or "strongly agree" that their awareness of GCC's postsecondary programs has increased, and that their understanding of the process of transitioning to postsecondary studies at GCC has increased.</p> <p>Given these positive findings, the secondary Career Counselors will continue to work with the College Access Challenge Grant Program to implement similar spring events. Further, content from these events will also be shared by the secondary Career Counselors via presentations at each high school, so that prospective postsecondary students unable to attend an event on the GCC campus can increase their awareness of GCC's college programs, and their understanding of the transition process to college at GCC. These presentations will be evaluated using the same survey as was used for this SSUO, with the same success criterion.</p> <p><b>Implementation Status:</b> 03/11/2013 - For students from all</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>JFKHS: out of N= 56 students that attended the event, N= 56 or 100% completed the survey with the following responses with respect to the listed questions:</p> <p>1. As a result of the presentation, I am more aware of the GCC postsecondary (college) programs. JFKHS students responded 66% Strongly Agree; 32% Agree; 2% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>2. As a result of the presentation, I have a better understanding of the process of transitioning to post secondary (college) studies at GCC. JFKHS students responded 66% Strongly Agree; 27% Agree; 7% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>SSHS: out of N= 58 students that attended the event, N= 52 or 90% completed the survey with the following responses with respect to the listed questions:</p> <p>1. As a result of the presentation, I am more aware of the GCC postsecondary (college) programs. SSHS students responded 83% Strongly Agree; 17% Agree; 0% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>2. As a result of the presentation, I have a better understanding of the process of transitioning to post secondary (college) studies at GCC. SSHS students responded 88% Strongly Agree; 8% Agree; 4% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>While a total of 58 SSHS students attended the event, only 52 students returned their completed survey forms. A 100% survey return rate was not achieved due to the following reasons: 1) Some students may have opted not to turn in their completed survey forms; and 2) There was another survey being conducted at the same time which may have confused some students and resulted in them submitting their survey forms to the wrong party.</p> <p>OHS: out of N= 30 students that attended the event, N= 30 or 100% completed the survey with the following responses with respect to the listed questions:</p> <p>1. As a result of the presentation, I am more aware of the GCC postsecondary (college) programs. OHS students responded 63% Strongly Agree; 37% Agree; 0% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>2. As a result of the presentation, I have a better understanding of the process of transitioning to post secondary (college) studies at GCC. OHS students responded 53% Strongly Agree; 33% Agree; 13% Not Sure; 0% Disagree; 0% Strongly</p>	<p><b>Implementation Status:</b></p> <p>five of Guam's public high schools, data indicates that presentations at College and Career Readiness Day far exceeded the criterion that 60% of presentation attendees will report that as a result of their attendance at a presentation, that they "agree" or "strongly agree" that their awareness of GCC's postsecondary programs has increased, and that their understanding of the process of transitioning to postsecondary studies at GCC has increased. Given these positive findings, the secondary Career Counselors will continue to work with the College Access Challenge Grant Program to implement similar spring events. Further, content from these events will also be shared by the secondary Career Counselors via presentations at each high school, so that prospective postsecondary students unable to attend an event on the GCC campus can increase their awareness of GCC's college programs, and their understanding of the transition process to college at GCC. These presentations will be evaluated using the same survey as was used for this SSUO, with the same success criterion.</p>

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		<p>Disagree</p> <p>SHS: out of N= 57 students that attended the event, N= 54 or 95% completed the survey with the following responses with respect to the listed questions:</p> <p>1. As a result of the presentation, I am more aware of the GCC postsecondary (college) programs. SHS students responded 78% Strongly Agree; 20% Agree; 2% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>2. As a result of the presentation, I have a better understanding of the process of transitioning to post secondary (college) studies at GCC. SHS students responded 72% Strongly Agree; 19% Agree; 9% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p> <p><b>Related Documents:</b> <a href="#">GCC college and career exploration day survey</a></p>	
<p>Assessment &amp; Counseling - Assessment &amp; Counseling Department Direct Student Services - FA11-SP13 SSUO#2</p> <p>To measure GCC employees' awareness of the Assessment &amp; Counseling department's direct student services.</p> <p><b>Outcome Type:</b> SLO</p> <p><b>Start Date:</b> 10/10/2011</p> <p><b>End Date:</b> 03/11/2013</p> <p><b>SLO Status:</b> Completed the Assessment Cycle</p> <p><b>Program SLO/AUO Plan reflects/incorporates:</b> Use and Implementation of Results from the previous cycle</p> <p><b>Historical Assessment Perspective:</b> ISMP Goal #2</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Instrument/Tool Name: GCC Employee Awareness Survey</p> <p>A survey of college employees will be conducted to measure employee awareness of counseling services for students.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Other (indicate the specific tool in the Method field/box)</p> <p><b>Criterion ( Written in % ):</b> At least 75% of the employee respondents will accurately identify at least three direct student services provided by the Assessment &amp; Counseling department postsecondary career counselors for postsecondary programs and adult high school program students.</p> <p><b>Related Documents:</b> <a href="#">GCC Employee Awareness Survey</a></p>	<p>04/30/2012 - Data Collection: Forty-four (44) surveys were received as of 04/30/12. From the responses (N=44),14 out of the 44 respondents (32%) accurately identified three or more services offered by the department. The anticipated 75% was not met. Further discussion on how to address the results will occur among department members. An option could be to continue with employee awareness activities.</p> <p><b>Summary of Result Type:</b> Criterion Not Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Over \$5,000</p> <p><b>Growth Budget Justification:</b> Budget costs associated with this SSUO include operational items such as office supplies and equipment and program services contracts such as the purchasing of the COMPASS units for placement testing.</p>	<p>03/08/2013 - Department met to discuss implications of data collected. With only 32% of repondents being aware of services, it was decided to increase counselor visibility of services by conducting classroom presentations and aggressively seeking marketing strategies.</p> <p><b>Implementation Status:</b> 03/08/2013 - Based on the "Use of Summary of Results," the department decided to increase awareness activities by visiting departments and providing informational sessions regarding counseling services. These services include presentations on numerous topics such as CHOICES, Myers Briggs Type Indicator, and career exploration.The "visibility" of these activities has been used to spread the awareness we've been</p>

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		<p><b>Related Documents:</b>  <a href="#">Column4AssessmentReport</a>  <a href="#">Column4AssessmentReport</a></p>	<p><b>Implementation Status:</b>  trying to achieve. ACD periodically updates it's counseling referral form on the web. In addition, ACD has encouraged faculty to respond to our link "GCC.counseling@guamcc.edu" as additional avenue for requests.Counselors have also been proactive by sharing information on counseling services through membership on various committees. Recently, counseling services information have been incorporated in the ACD advisement training as a resource. Feedback from colleagues on the various forms and procedures, particularly grievance procedure, grade appeal, complaint procedures, have been revised or is currently being reviewed. ACD brochures have been updated.</p>
<p>Assessment &amp; Counseling - AY 13-15 SSUO #2 Guiding Secondary Students' Career Decisions through the use of Career Interest Assessments - Upon completion of a career interest assessment and participation in a career presentation conducted by a GCC Career Counselor, presentation participants will be able to analyze their career assessment results and apply the information when making career decisions.</p> <p><b>Start Date:</b> 10/14/2013</p> <p><b>End Date:</b> 03/09/2015</p> <p><b>SLO Status:</b> Completed the Assessment Cycle</p> <p><b>Program SLO/AUO Plan reflects/incorporates:</b> Institutional Strategic Master Plan (ISMP)</p> <p><b>Historical Assessment Perspective:</b> ISMP Goal #2</p> <p><b>Budget Goals:</b> To ensure that ongoing review and evaluation of counseling services, programs, and initiatives occur.</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Career interest inventory and post-presentation survey</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Other (indicate the specific tool in the Method field/box)</p> <p><b>Criterion ( Written in % ):</b> Career presentations will be conducted in each public high school with at least 30 secondary CTE students in the final year of their CTE program. From this pool of presentation participants, 70% will be able to recognize the top three scores that make up their Holland code and select potential career programs or pathways that align with their Holland code.</p> <p><b>Related Documents:</b>  <a href="#">Career Interest Assessment</a>  <a href="#">Career Interest Assessment (page 2)</a>  <a href="#">Post-Presentation Survey</a></p>	<p>03/10/2014 - Career presentations are currently being conducted with the secondary CTE students and data from the post-presentation surveys are being collected. Once data collection has been completed, the data will be analyzed to determine if 70% of the presentation participants were able to identify career programs or pathways that align with their Holland code. Students' identification of career programs that match their interest areas will promote more sound career and educational decision-making.</p> <p><b>Summary of Result Type:</b> Criterion Not Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p>	<p>10/09/2014 - 30 students were surveyed after a career interest presentation by the GCC career counselor at Okkodo High School. Results of the surveys indicate that more than 70% of students recognized the top three scores that make up their Holland code and were able to identify careers relating to their interests. The results of the surveys are as follows.</p> <ul style="list-style-type: none"> <li>• 97% of students surveyed were able to explore and identify some career programs that aligned with their interests.</li> <li>• 97% of students surveyed identified their Holland code and are familiar with what each letter of the code represents.</li> <li>• Out of 30 students surveyed, 100% identified all three of their Holland codes.</li> </ul> <p>• Out of the 30 students surveyed, 97% were able to successfully select at least one career that aligned with their interest areas.</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			<p>10/09/2014 - 30 students were surveyed after a career interest presentation by the GCC career counselor at John F. Kennedy High School. Results of the surveys indicate that more than 70% of students recognized the top three scores that make up their Holland code and were able to identify careers relating to their interests. The results of the surveys are as follows.</p> <ul style="list-style-type: none"> <li>• 100% of students surveyed were able to explore and identify some career programs that aligned with their interests.</li> <li>• 100% of students surveyed identified their Holland code and are familiar with what each letter of the code represents.</li> <li>• Out of 30 students surveyed, 100% identified all three of their Holland codes.</li> </ul> <ul style="list-style-type: none"> <li>• Out of the 30 students surveyed, 100% were able to successfully select at least one career that aligned with their interest areas.</li> </ul>
		<p>10/09/2014 - Post presentation surveys were conducted with secondary CTE students who were in the final year of their GCC program. Survey results for GWHS, JFK, and OHS are provided, however, survey results for Southern High School and Simon Sanchez High School are not available because new counselors were assigned to these two sites in SY 2014-15. The new counselors were unable to access the survey results collected by the previous counselors of these two schools.</p> <p>OHS: (N=30 students) were surveyed after a career interest presentation by the GCC career counselor at Okkodo High School. Results of the surveys indicate that more than 70% of students recognized the top three scores that make up their Holland code and were able to identify careers relating to their interests. The results of the surveys are as follows. • 97% of students surveyed were able to explore and identify some career programs that aligned with their interests. • 97% of students surveyed identified their Holland code and are familiar with what each letter of the code represents. • Out of 30 students surveyed, 100% identified all three of their Holland codes. • Out of the 30 students surveyed, 97%</p>	<p>10/09/2014 - The use of summary results will determine the need to expand the use of career interest assessments to a wider range of CTE students in order to promote more appropriate placement of students in the secondary CTE programs and enhance transitional services that support college and career planning and preparation.</p> <p><b>Implementation Status:</b></p> <p>03/06/2015 - Assessment results have revealed the career interest inventory as an effective assessment tool in the enhancement of student decision making skills with regards to selections pertaining to potential careers and career programs that best align with student interests. Currently, the assessment tool has been used in guiding students with selection into the secondary CTE</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>were able to successfully select at least one career that aligned with their interest areas.</p> <p>JFK: (N=30 students) were surveyed after a career interest presentation by the GCC career counselor at John F. Kennedy High School. Results of the surveys indicate that more than 70% of students recognized the top three scores that make up their Holland code and were able to identify careers relating to their interests. The results of the surveys are as follows. • 100% of students surveyed were able to explore and identify some career programs that aligned with their interests. • 100% of students surveyed identified their Holland code and are familiar with what each letter of the code represents. • Out of 30 students surveyed, 100% identified all three of their Holland codes. • Out of the 30 students surveyed, 100% were able to successfully select at least one career that aligned with their interest areas.</p> <p>GWHS: (N=30 students) were surveyed after a career interest presentation by the GCC career counselor at George Washington High School. Results of the surveys indicate that more than 70% of students recognized the top three scores that make up their Holland code and were able to identify careers relating to their interests. The results of the surveys are as follows. • 100% of students surveyed were able to explore and identify some career programs that aligned with their interests. • 100% of students surveyed identified their Holland code and are familiar with what each letter of the code represents. • Out of 30 students surveyed, 100% identified all three of their Holland codes. • Out of the 30 students surveyed, 100% were able to successfully select at least one career that aligned with their interest areas.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Open</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b> The data shows that the career presentations and the use of career assessments were effective in guiding students' career decisions. Therefore, career counselors will continue the use of the paper and pencil version of the Career Interest Profiler as a guidance tool when conducting presentations to a wider range of CTE students. Printing and photocopying costs of the Interest Profiler as well as additional presentation</p>	<p><b>Implementation Status:</b> program and as an instrument for post-secondary transition. To further expand on the results and improve, it is suggested that the interest inventory be utilized throughout all grade levels within the secondary CTE programs. The collection of data can be utilized by the CTE Career Counselors in planning for activities that foster and support career interests and post-secondary education. Additionally, interest inventories should continue to be used for both prospective CTE recruits as well as an instrument to help ease post-secondary transition. Proper placement of students into a career program can lead to enhanced CTE program retention and completion and improve post-secondary transition outcomes only gained through proper identification and better informed selection of college majors/programs. Recommendations contributed by CTE Career Counselors.</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>equipment and materials (i.e., laptops, projectors, printers, and ink) should be included when making budgetary considerations for the department.</p> <p><b>Budget Related Proposed Outcomes:</b> Revisions of department strategic plan and improvement of department services will occur based on analysis of data from the regular reviews and discussions.</p>	
<p>Assessment &amp; Counseling - FA09-SP11 SSUO#1 Career Development Activities - SSUO#1 FA2009-2011: To provide students with the knowledge and skills needed to meet their educational, career, and personal goals.</p> <p><b>Outcome Type:</b> SLO</p> <p><b>Start Date:</b> 10/12/2009</p> <p><b>End Date:</b> 03/14/2011</p> <p><b>SLO Status:</b> Completed the Assessment Cycle</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> The department will conduct needs assessment surveys to determine the workshops/presentations of interest to students.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Needs Assessment Review/Plan</p> <p><b>Criterion ( Written in % ):</b> Out of 150 needs assessment surveys distributed, at least 100 will be completed and evaluated.</p> <p><b>Related Documents:</b> <a href="#">Fall 2009 Student Needs Assessment</a></p>		
	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> The department will conduct evaluations after each workshop/class presentation presented by the counselors and guest speakers.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Workshop/Conference/Training</p> <p><b>Criterion ( Written in % ):</b> At least 80% of the workshop/class presentations participants will be able to list at least three (3) usable knowledge and skills gained to meet their educational, career, and or personal goals.</p> <p><b>Related Documents:</b> <a href="#">Worskhop/Presentation Evaluation form</a></p>	<p>10/04/2010 - Spring 2010 - The Counseling department is currently collecting data on the workshop/class presentation evaluations being conducted during Spring 2010. FA2010 - The Counseling department evaluated 9 workshops/class presentations conducted by the counselors. A total of 170 student evaluation surveys were disseminated and collected. Out of 170 students, 144 (84.7%) were able to list 3 skills/knowledge gained to meet their personal/educational/career goals.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b> The CHOICES software license is purchased annually.</p> <p><b>Related Documents:</b> <a href="#">2009-2010 Workshop Student Evaluation Survey Results</a></p>	<p>10/04/2010 - The workshop/class presentation student evaluation results indicated that the Counseling department exceeded its goal. The Counseling department will continue to conduct student evaluations after workshops/class presentations to ensure that this goal is continually met.</p> <p><b>Implementation Status:</b> 03/14/2011 - The department has exceeded the criterion. The department will continue to conduct Student Needs Assessments and provide career development activities based on results. The department will meet to decide whether or not to continue assessing this SSUO.</p>
	<p>Task Name: Patricia Terlaje and Sally Sablan</p> <p>Task Description: The department will develop and administer the student needs assessment. Based on the needs</p>	<p>03/08/2010 - The Counseling department distributed 151 needs assessment surveys from October 2009 through January 2010. A total of 144 surveys were submitted. The results indicated that the top 10</p>	<p>10/04/2010 - Based on the needs assessment results, the counseling department conducted evaluations after workshops that were of interest to</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
	<p>assessment results, the department will conduct evaluations after each workshop/class presentation presented by the counselors and guest speakers.</p>	<p>workshops of interest of students are:  Diploma/Certificate/Degree Requirements, Career Development, Goal Setting, Study Skills, Budget Management, Stress Management, Time Management, Personality Types, Registering for Classes Online, and MyGCC online services.  <b>Summary of Result Type:</b>  Criterion Met  <b>Data Collection Status/Summary of Result Status:</b>  Administrative/Student Services Unit Data Collection Status  <b>Growth Budget Implications/Effect:</b>  No budget impact  <b>Related Documents:</b>  <a href="#">2009-2010 Student Needs Assessment results</a></p>	<p>students.</p> <hr/>
<p>Assessment &amp; Counseling - FA09-SP11  SSUO#2 Marketing of Direct Student Services  Provided by the Assessment &amp; Counseling Department. - SSUO#2: FA2009-2011  To develop and implement a plan to market the various direct student services provided by the department as a means to expand awareness of GCC employees of these services.  <b>Outcome Type:</b>  SLO  <b>Start Date:</b>  10/12/2009  <b>End Date:</b>  03/14/2011  <b>SLO Status:</b>  Completed the Assessment Cycle</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b>  After the development of a marketing plan to increase awareness of counselor services among college employees and dissemination of information to college employees; a survey of college employees will be conducted to measure employee awareness of counseling services for students.  <b>Type of Artifact/Instrument/Rubric/Method/Tool:</b>  Employee-Faculty Satisfaction Survey  <b>Criterion ( Written in % ):</b>  At least 75% of the employee respondents will accurately identify at least three direct student services provided by the Assessment &amp; Counseling department postsecondary career counselors for postsecondary programs and adult high school program students.  <b>Related Documents:</b>  <a href="#">SP10 SSUO2 counseling services survey 02 17 10.doc</a></p>	<p>03/08/2010 - The development of the marketing plan is on track as scheduled. During February 2010, a draft marketing plan proposal was completed by Karen Sablan and forwarded to the other counselor team members for SSUO#2 for review and input. The plan for collection of data via an employee survey is still planned for May 2010.  (03/09/2011) UPDATE on Data Collection Status for the employee survey: The Request for Services Form was finalized and posted on the department's webpage and an electronic dissemination via MyGCC was completed. In addition, to the posting of the availability of the form on MyGCC; hard copies were disseminated to the various departments and offices throughout the college campus, including the teacher work boxes for adjunct faculty located in C Building. The counseling department brochures were distributed to the employees during the Fall 2010 semester to promote awareness of the Assessment &amp; Counseling department's services. In addition to hard copy department brochures being distributed, the brochures could also be accessed via the GCC website under the links: Counseling services; resources for students and faculty. The instrument used to measure the criterion was a counseling services survey. Seventy-one percent (71%) of the thirty-four (34) survey respondents indicated an awareness of the various services available. This is four percent (4%) below the expected outcome of seventy-five percent (75%). However, of the respondents who could accurately identify three (3) direct services, forty-four percent (44%) were able to do so; resulting in a thirty-one percent (31%) shortfall of the expected outcome of seventy-five percent (75%). Further review of the "Counseling</p>	<p>10/11/2010 - October 11, 2010 Entry:</p> <p>Further discussion on the marketing plan continued in September/October 2010. The employee survey has not yet been disseminated. The revised plan is to complete an updated department Request for Services Form and to finalize the update of the department's brochure. The dissemination of the department's Request for Services Form and the department's brochure to all internal stakeholders of the college will take place the weeks of October 11-15 and October 18-22, 2010 through electronic and hard copy mediums as the marketing activity. The employee survey will then be distributed two to three weeks following the marketing of services.</p> <p>Once results are tallied, the results will be inputted into Trac Dat and the data will be analyzed and discussed among the department members between November 2010 and December 2010 to identify the use of the results for future department actions. This information will then be inputted into Trac Dat to update this report.</p> <p>(03/14/11) UPDATE on "Use of Summary of Results": The time frame following the dissemination of the Request for Services Form and the department brochure as marketing</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>Services Survey" results indicates that twelve percent (12%) of the respondents are aware of the student counseling referral procedure (considered as a high priority task by the counselors).</p> <p><b>Summary of Result Type:</b> Criterion Not Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p> <p><b>Growth Budget Justification:</b> FY2011 Budget Department Goals and Objectives: To develop and implement a marketing plan/strategy to increase the awareness of counseling services offered for students among the college faculty, administrators, and staff. The survey results were tallied and reported under an updated "Data Collection Status."</p> <p><b>Related Documents:</b>  <a href="#">Request for Services Form Oct 11 2010.doc</a>  <a href="#">Counseling Brochure 2010 Final.pdf</a> </p>	<p>strategies was extended from November 2010 to February 2011. The employee survey, titled "Counseling Services Survey" was not disseminated electronically via campus announcements until February 11, 2011. Due to the college e-mail system being down for several days following the announcement availability of the survey to all employees; an announcement about the survey being re-sent via campus announcements was posted February 28, 2011.</p> <p>Based on the above reported update on the "Data Collection Status" the department concludes the following: 1) there is the need for being more systematic in reaching and increasing awareness of the employees and 2) there is a need for more and different methods to raise awareness of the student counseling referral procedure. The "Counseling Services Survey" also includes questions and statements soliciting input on frequency of referrals, campus-wide awareness of services by counseling department, ability to handle mental health crisis, and serving diverse populations. These additional data gathered can also serve as a checklist or guide for identifying needed department improvements and priorities.</p> <p><b>Implementation Status:</b>  03/09/2011 - Please refer to added "Data Collection Status" and "Use of Summary Results" for adjustments to the assessment process.  (03/14/11) UPDATE on "Implementation Status": A summary of the data reveals that the majority of the survey respondents were not able to identify at least three services provided by the counseling department. Although the employee surveys were disseminated, the returned results compared to the current number of GCC employees--both full-time and limited-term--do not appear to be sufficient enough to make strong conclusions relative to </p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			<b>Implementation Status:</b> determining whether or not the criterion was met. Department decision was made to re-measure this SSUO Criterion during the AY2011-2012 & AY2012-2013 Assessment Cycle. It was agreed that the "Counseling Services Survey" form will be modified to include a demographic question that will identify the respondents' employment status (i.e., administrator, support staff, full-time faculty, and adjunct faculty).
<p>Assessment &amp; Counseling - FA09-SP11 SSUO#3 Career and Technical Education Secondary Presentations - SSUO#3: To increase GDOE students' awareness and understanding regarding the GCC Career and Technical Education programs offered at the secondary level so that students may use this awareness and understanding to aid them in selecting a career-related program at their high school.</p> <p><b>Outcome Type:</b> SLO</p> <p><b>Start Date:</b> 10/12/2009</p> <p><b>End Date:</b> 03/14/2011</p> <p><b>SLO Status:</b> Completed the Assessment Cycle</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> A student focus group will be conducted with approximately five (5) students following the presentation to prospective GCC CTE program students. Only those students who completed the survey will participate in the focus group.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Focus Group</p> <p><b>Criterion ( Written in % ):</b> Data will be gathered from all students participating in the student focus group.</p>	<p>03/10/2010 - This process is ongoing for GWHS, JFKHS, and SHS.</p> <p>Simon Sanchez High School: At the time of her resignation, no data was available to measure the Focus Group criterion. No data will be collected during the SP2010 because a Career Counselor has not been hired to replace the Career Counselor who resigned February 2010.</p> <p>Okkodo High School: No data for the Focus Group criterion will be collected because there is no Career Counselor assigned to this high school site for the AY2009-2010 term.</p> <p><b>Summary of Result Type:</b> Criterion Not Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p>	
	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Surveys will be administered following presentations to prospective GCC CTE program students (at GDOE high schools with a career counselor)</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Student Satisfaction Survey</p> <p><b>Criterion ( Written in % ):</b> 60% of presentation attendees will report that as a result of their attendance at a presentation, that they "agree" or "strongly agree" that their awareness and understanding of the GCC career</p>	<p>10/12/2010 - SSHS: Out of 100 students surveyed, 39% "strongly agreed," 50% "agreed," 11% were ?not sure? that the presentation increased their awareness of the GCC career and technical education programs offered at SSHS. In addition, 29% of the students "strongly agreed" and 53% "agreed," 16% were ?not sure,? and 2% ?disagreed? that the presentation increased their understanding of the GCC career and technical education programs offered at SSHS. To further assess students' awareness and understanding about the CTE programs available at their high school, students were asked to name at least 3 GCC CTE programs offered at SSHS and the perceived benefits of completing a GCC secondary program. Their responses yielded the</p>	<p>10/22/2010 - Data shows that overall, the CTE presentations are effective in both format and content. This allows the career counselors to move forward in assessing programs; to include student transition to post secondary studies or the workforce. The career counselors will continue to conduct awareness presentations on post secondary opportunities at GCC, as assessment goals have far exceeded expectations in all assessed secondary environment.</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
	<p>and technical educational programs offered at their high schools has increased.</p> <p><b>Related Documents:</b>  <a href="#">GCC Career and Technical Education Presentation Survey</a></p>	<p>following results: 96% of those surveyed were able to correctly identify at least 3 GCC CTE programs, 3% were able to correctly identify at least 2 GCC CTE programs, and 1% were able to correctly identify at least 1 GCC CTE program available at their school. 83% of the students surveyed also indicated that they knew it to be "true" that completion of a CTE program in high school will earn them a certificate of completion or mastery. Furthermore, 77% of the students also indicated that they knew that they had to be in their second year of high school to participate in the GCC CTE programs.</p> <p><b>Summary of Result Type:</b>            Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b>            Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b>            Over \$5,000</p> <p><b>Growth Budget Justification:</b>            Maintenance or replacement of equipment and materials, to include promotional materials, copying services, career development materials, connectivity software, business cards, computers, projectors.</p> <hr/> <p>10/08/2010 - JFKHS: Out of 100 students surveyed, 37% "strongly agreed"; 52% "agreed" and 11% were "not sure" that the presentation increased their awareness of the GCC career and technical programs offered at JFKHS. Additionally, 27% "strongly agreed, 57% "agreed" and 16% were "not sure" that the presentation increased their understanding of the GCC career and technical programs offered at JFKHS. To further assess students' awareness and understanding about the CTE programs available at their high school, students were asked to name at least 3 GCC CTE programs offered at JFKHS. Their responses yielded the following results: Nursing was listed 54 times, Tourism was listed 52 times, Automotive was listed 39 times, Carpentry was listed 31 times, Marketing was listed 17 times, and Electronics was listed 14 times. When asked about the perceived benefit of completing a GCC CTE program, 62% of the students surveyed indicated that they knew it to be "true" that completion of a CTE program in high school will earn them a certificate of completion or mastery. Furthermore, 70% of the students also indicated that they knew that they had to be in their second year of high school to participate in the GCC CTE programs.</p> <p><b>Summary of Result Type:</b>            Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b></p>	<p><b>Implementation Status:</b></p> <p>03/11/2011 - The secondary Counselors are currently identifying a mechanism to ensure that, in the event of a personnel vacancy at the high school site, assessment data will be maintained and utilized throughout the assessment cycle. Further, because presentations have been assessed as effective for all high schools, attention will now be focused on another budget-related topic. Specifically, the next Assessment Plan will be focused on "Identifying barriers to appropriate enrollment in secondary CTE programs."</p> <hr/> <p>10/22/2010 - Data shows that overall, the CTE presentations are effective in both format and content. This allows the career counselors to move forward in assessing programs; to include student transition to post secondary studies or the workforce. The career counselors will continue to conduct awareness presentations on post secondary opportunities at GCC, as assessment goals have far exceeded expectations in all assessed secondary environment.</p> <hr/>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>Administrative/Student Services Unit Data Collection Status</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p> <p><b>Growth Budget Justification:</b> Copies made of surveys that were disseminated to students after CTE presentations.</p> <hr/> <p>03/08/2010 - The Career Counselors at secondary sites have each been conducting several presentations, and are currently collecting data to fully address assessment-related commitments. Currently, Simon Sanchez and Okkodo High Schools are without GCC Career Counselors, so data is only being collected from George Washington, John F. Kennedy, and Southern High Schools.</p> <p>JFKHS: The Career Counselor has collected the data for this assessment cycle, and is now in the process of tabulating the data.</p> <p>SHS: Out of 100 students surveyed, 50% "strongly agreed" and 42% "agreed" that the presentation increased their awareness of the GCC career and technical education programs offered at SHS. In addition, 48% of the students "strongly agreed" and 44% "agreed" that the presentation increased their understanding of the GCC career and technical education programs offered at SHS.</p> <p>GWHS: Out of 100 students surveyed, 52% "strongly agreed" and 38% "agreed" that the presentation increased their awareness of the GCC career and technical education programs offered at GWHS. In addition, 43% of the students "strongly agreed" and 43% "agreed" that the presentation increased their understanding of the GCC career and technical education programs offered at GWHS. To further assess students' awareness and understanding about the CTE programs available at their high school, students were asked to name at least 3 GCC CTE programs offered at GWHS and the perceived benefits of completing a GCC secondary program. Their responses yielded the following results: 84% of those surveyed were able to correctly identify at least 3 GCC CTE programs, and 11% were able to correctly identify at least 2 GCC CTE programs available at their school. 85% of the students surveyed also indicated that they knew it to be "true" that completion of a CTE program in high school will earn them a certificate of completion or mastery.</p>	<p>10/22/2010 - Data shows that overall, the CTE presentations are effective in both format and content. This allows the career counselors to move forward in assessing programs; to include student transition to post secondary studies or the workforce. The career counselors will continue to conduct awareness presentations on post secondary opportunities at GCC, as assessment goals have far exceeded expectations in all assessed secondary environment.</p> <hr/>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Administrative/Student Service Units Implementation Status</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p>	
<p>Assessment &amp; Counseling - AY07-08 SSUO#1 Student Activities - To provide students with the knowledge and skills needed to meet their educational, career, and personal goals.</p> <p><b>Start Date:</b> 06/01/2007</p> <p><b>End Date:</b> 03/31/2009</p> <p><b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> The department will conduct evaluations after each workshop conducted by counselors and guest speakers.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Student Satisfaction Survey</p> <p><b>Criterion ( Written in % ):</b> At least 80% of the workshop participants will agree that they have gained usable knowledge and skills to meet their educational, career, and/or personal goals.</p>	<p>09/18/2008 - Summary of Results (Fall 2008):</p> <p>During the AY07-08, five (5) workshops were offered. All exceeded the 80% criterion measuring the percent of workshop participants agreeing that they have gained usable knowledge and skills to meet their educational, career and/or personal goals. The average percent response rate for all workshops is 95%. The five (5) workshops conducted were: *New Student Information - "Take Advantage of MyGCC online services"; *Goal Setting - "Planning Ahead"; *Tips for Academic Success - "Getting Good Grades"; *Career Development - "Am I Making the Right Career Decision?"; and *Time Management - "Fighting Procrastination."</p> <p>The individual result for each workshop is outlined in the attachment: 07-08 Workshop evaluation results.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Closed</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> Workshop series sponsored by GTA.</p> <p>10/11/08 Notation:When the box below was removed from Trac Dat, the Status of data collection entered 03/10/08 that was cut and pasted in that box was also deleted.</p> <p><b>Related Documents:</b> <a href="#">07-08 Workshop eval results</a></p>	<p>09/18/2008 - By February 27, 2009, the department will discuss whether to continue offering the same workshops for upcoming academic years. To be included in this discussion will be whether or not the department will offer other ways of providing students with the knowledge and skills to meet their goals in addition to or aside from the workshops. This decision will be reported as part of the Program Level Implementation Status Report due March 09, 2009. Also, department will discuss criterion goal.</p> <p><b>Implementation Status:</b> 03/09/2009 - Based on discussion among department members, the workshop components outside of the classroom will continue to be offered in collaboration with other student services programs. An additional angle to take will be to integrate department identified topics into various College courses by collaborating with the instructors to include department classroom presentations. The results from the Student Needs Assessment survey conducted during Summer and Fall 2007 will be used, along with information from National Survey and Counseling Associations? recommendations, to prioritize the topics to be presented in the classroom. The classroom presentations will be measured during the AY2009-2010 assessment cycle for the department.</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> The department will conduct needs assessment surveys to determine the workshops/presentations of interest to students.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Student Satisfaction Survey</p> <p><b>Criterion ( Written in % ):</b> Out of 150 needs assessment surveys distributed, at least 100 will be completed and evaluated.</p>	<p>03/10/2008 - Status of data collection: Out of 306 surveys distributed, 100% (n = 306) were collected. The number of surveys distributed and collected exceeded the anticipated 150 surveys to be distributed with an anticipated 100 to be completed and evaluated.</p> <p>The surveys were distributed and collected between June-August 2007. Compilation of results was completed September 2007.</p> <p>09/18/2008 - Summary of Results (Fall 2008):</p> <p>Out of 306 surveys distributed, 100% (n = 306) were collected. Based on the 306 Student Needs Assessment surveys, the top five (5) workshops students are interested in are: Career Development (153/306 = 50%); New Student Information (104/306 = 34%); Goal Setting (93/306 = 30%); Tips for Academic Success (78/306 = 26%); and Time Management (64/306 = 21%).</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Open</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> Workshop series sponsored by GTA.</p> <p><b>Related Documents:</b> <a href="#">2007 Student Needs Assessment Survey.htm</a></p>	<p>09/18/2008 - A review of the Student Needs Assessment Results lead to the department offering the following workshops during the AY07-08: 1) New Student Information (Take advantage of MyGCC online services workshop) - conducted in September 2007; 2) Tips for Academic Success ("Getting Good Grades") workshop conducted in September 2007; 3) Goal Setting (Planning Ahead) workshop conducted in September 2007; 4) Career Development (Am I really making the right career decision) workshop-conducted in February 2008; and 5) Time management (Fighting Procrastination workshop) - conducted March 2008.</p> <p><b>Implementation Status:</b> 03/09/2009 - Action for the Needs Assessment component was completed during the AY07-08 academic year. As indicated in the Fall 2008 Summary of Results, the information was utilized to prioritize the workshop topics to be offered. Results of the workshop assessment are located in the area addressing the student feedback of the workshops.</p> <p>The department has decided to focus on classroom presentations for the AY2009-2010 academic year. Results from the Student Needs Assessment survey will be used to guide the focus of workshops to be offered to students in the classroom during the AY2009-2010.</p>
Assessment & Counseling - AY07-08 SSUO#2 Employee Awareness of Counseling Services - The department will determine if the newsletters and advocacy booklets are useful tools to promote awareness of counseling services.	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> The department will convene a faculty focus group.</p> <p><b>Type of</b></p>	<p>03/10/2008 - Status of data collection (Spring 2008):</p> <p>The focus group was conducted on February 29, 2008. The nature of the questions asked of the participants provided for illustrative examples of the strengths of the</p>	<p>09/23/2008 - Review the summary of findings identified in each topic narrative.</p> <p>What themes from among those listed</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
<p><b>Start Date:</b> 06/01/2007</p> <p><b>End Date:</b> 03/31/2009</p> <p><b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool:</b> Focus Group</p> <p><b>Criterion ( Written in % ):</b> All faculty interviewed in the focus group will provide positive feedback that the department newsletters and advocacy booklets are useful tools to inform employees of the services and roles of the counseling department.</p>	<p>department with particular emphasis on the department developed advocacy booklet and the department developed newsletter.</p> <p>Note: 86 copies of the Advocacy Booklets were distributed at AY 2007-2008 Convocation. The quarterly newsletter was distributed since Fall 2005 (via hardcopy and email).</p> <p>A pre-scripted approach to conducting the focus group concentrated on the department's productive energies toward positive outcomes. This methodology was used to cooperatively explore what is working well so that the department can plan and implement further positive action. The following guide themes were formulated to generate enthusiasm through positive inquiry, illuminating the positive core, and identifying strengths, specifically:</p> <ul style="list-style-type: none"> <li>* What is appreciated?</li> <li>* High Point Activities</li> <li>* Images of the Future</li> </ul> <p>Following each theme were a series of questions. In addition, a handout with the written form of the questions was given to the focus group members who would rather respond in writing. The final report will be generated once all responses have been transcribed and analyzed.</p> <p>09/23/2008 - Summary of Results (Fall 2008):</p> <p>After reviewing a close reading of the number of times respondents actually answered questions, and analyzing the responses, a fair list of satisfactory responses were noted. The distillation of the group's collective responses indicated an overall satisfaction level among the entire faculty (100%) who participated in the focus group with regard to the Handbook and the Newsletter. Please see attached.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Open</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b> Budget implications indicated is for printing costs (ideally). However, recent budget constraints in recent distributions kept the budget under \$500.</p>	<p>which, if we worked on diligently and did them well, would help everything else we are trying to do have a better chance of success?</p> <p>Set in motion a centrifugal pattern of conversations that engage in ever-widening collection of people in expanding circles of inquiry and dialogue around possibility.</p> <p>By taking into consideration all of the above factors, produce future publications incorporating thematic data with existing information (e.g., Counselor Handbook).</p> <p><b>Implementation Status:</b> 03/09/2009 - Many of the themes are fundamental core skills developed by counselors in our efforts to build positive relationships with students. The emergent themes that reflected phase one (What is Appreciated) were confidentiality, rapport, and crisis intervention. These helping skills will continue to guide our practice and instill trust and rapport with students. These positive attributes are essential for the continued success of counseling.</p> <p>In many ways the centrifugal patterns of conversations to increase awareness and knowledge of counseling are carried out in numerous delivery methods. They are the result of reactive and proactive activities. Proactively, counselors make every attempt to spread awareness of our service through job fairs, workshops, faculty development days, One-Stop Center services, and classroom presentations, to name a few. Reactive methods involve counselor meetings and intervention and collaboration in other student services related situations.</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p><b>Related Documents:</b>  <a href="#">GCC Focus Group</a></p>	<p><b>Implementation Status:</b>  The illumination of the themes addressed by the focus group in the activities mentioned above adds to, and reinforces our focus of developing and continually improving the Advocacy Booklet. Due to funding constraints we can not make hard copies at this time. Therefore, it will be incorporated as a downloadable document into the counseling web page for access by faculty, staff, and administrator to access by May 2009.</p>
<p>Assessment &amp; Counseling - AY07-08 SSUO#3 Student Success in College - The department will determine whether it will be necessary to develop a student success course (similar to ID180 offered by the University of Guam) as a General Education requirement for all postsecondary students.</p> <p><b>Start Date:</b> 06/01/2007</p> <p><b>End Date:</b> 03/31/2009</p> <p><b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b>  The department will survey faculty. The department will also conduct research on practices of other colleges and universities in relation to college success. Feedback Reports from General Education Committee members will be evaluated.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b>  Employee-Faculty Satisfaction Survey</p> <p><b>Criterion ( Written in % ):</b>  At least 80% of the faculty who completed the survey will agree that a student success college course is necessary as a General Education requirement. General Education Committee members will approve the course requirement.</p>	<p>03/10/2008 - Status of data collection (Spring 2008):</p> <p>During the Fall 2007 semester, a survey of faculty was conducted in which the following information was obtained for the question: "Do you think a college level student success course (3 credits) should be a General Education requirement for our post-secondary students?" Of the 84 faculty who responded to the survey, 81 faculty completed the above question. Raw data results: 50 indicated "Yes" to the question and 31 indicated "No" to the question.</p> <p>Research on national trends was conducted during the Fall 2007 and Spring 2008 semester. Data will be complied.</p> <p>09/17/2008 - Summary of Results (Fall 2008):</p> <p>1) n= #surveys returned/#surveys distributed (n=84/100 = 84%). 2) For the question being assessed - "Do you think a college level student success course (3 credits) should be a General Education requirement for our post -secondary students?" - n= # questions completed/# surveys returned (n=81/84 = 96%; therefore 4% did not reply to the question). 3) For the types of positive responses to the above question (n= #Yes responses/#totals responses to the question (n=50/81 = 62%); for the types of negative responses to the question (n= #No responses/#total responses to the question (n= 31/81 = 38%).</p> <p>The 62% positive response did not meet the department's expectation of 80% agreeing that a student success college course is necessary as a General Education requirement. However, the response is still</p>	<p>09/17/2008 - During Spring 2008 - After review of data, it was determined that the percentage of agreement to the question was sufficient to continue dialogue and research with the Chairs of the Criminal Justice/Social Science department, the Chair of the General Education Committee, and the Chair of the Curriculum Committee. this discussion took place during the Spring 2008 semester. Recommendations from the dialogue support the proposed concept of postsecondary students enrolling in the student success course, however, there were still concerns regarding requiring the course for all students. Recommended target population were students taking developmental courses, students on probationary status, students expressing an interest in the course, and students referred by advisors to take the course. An additional recommendation was for our department to discuss the possibility of a course articulation with the University of Guam's ID180 College Success Seminar before beginning the development of the new course in November 2008.</p> <p><b>Implementation Status:</b>  03/10/2009 - In addressing this</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>considered significant enough to continue the discussions in the development of a student success course.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Open</p> <p><b>Growth Budget Implications/Effect:</b> Over \$500</p> <p><b>Growth Budget Justification:</b> Budget estimate includes cost of career development software/license and instructor and student course materials. Personnel cost of instruction may be through adjunct, however this needs further review and discussion.</p> <p><b>Related Documents:</b> <a href="#">facultyNeedsAssess_graph.doc</a></p>	<p><b>Implementation Status:</b> recommendation, department members met with the University of Guam's Dean of Student Affairs at the beginning of Fall 2008. The content of this session revealed that transfer students into UOG are not required to take ID180. The Dean noted that UOG counselors would be meeting to review ID180 curriculum. Once the review process is complete, the Dean extended an invitation for GCC counselors to meet with UOG counselors for curriculum development dialogue. However, transfer students from GCC and other higher education institutions are not required to complete the ID180 course. Therefore, it was decided that the current focus of course content would focus on the needs of GCC's unique student population as identified through the surveys conducted and discussions engaged in with GCC students and employees. Discussion is still ongoing regarding the target population for the course because there still remain differences of opinions among the various faculty members already consulted.</p>
	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> The department will evaluate the Needs Assessment Survey results to determine the topics of interests to students that may be appropriate for a student success college course.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Needs Assessment Review/Plan</p> <p><b>Criterion ( Written in % ):</b> Out of 150 needs assessment surveys distributed, at least 100 will be completed and evaluated.</p>	<p>09/17/2008 - Summary of Results (Fall 2008): Plan: N=150 surveys to be distributed, with an expected completion rate of 100 surveys. Actual:N=306 surveys distributed, completed, returned, and evaluated. Results - Top five (5) areas identified to benefit post secondary student in a college success course: 1) Career Development (N=153/306 = 50%); 2) New Student Information (N=104/306 = 34%); 3) Goal Setting (N=93/306 = 30%); 4) Tips for Academic Success (N=78/306 = 25%); and 5) Time Management (N=64/306 = 21%).</p> <p>See attached related document for other topics suggested.</p> <p><b>Summary of Result Type:</b> Criterion Met</p>	<p>09/17/2008 - Results from the student needs assessment survey will be used to determine the curriculum areas of student learning outcomes during course development with a goal of the newly written course to be approved for adoption by the Curriculum Committee by May 2009.</p> <p><b>Implementation Status:</b> 03/09/2009 - Action for the Needs Assessment component was completed during the AY07-08 academic year. As indicated in the Fall 2008 Summary of Results, the need assessment results have been reviewed and are currently being</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p><b>Data Collection Status/Summary of Result Status:</b> Open</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p> <p><b>Related Documents:</b> <a href="#">2007 Student Needs Assessment Survey.htm</a></p>	<p><b>Implementation Status:</b> used in the development of a course curriculum outline to be finalized by April 2009. The originally planned date to have the newly written course to be approved for adoption by the Curriculum Committee by May 2009 has been modified and extended to Fall 2009 because additional feedback from members of the Curriculum Committee and the General Education Committee will be obtained during the Spring 2009 semester.</p>
	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> The department will conduct a Faculty Focus Group and a Student Focus Group.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Focus Group</p> <p><b>Criterion ( Written in % ):</b> At least 80% of the faculty focus group participants will agree that a student success college course is necessary as a General Education requirement.</p> <p>At least 80% of the student focus group participants will agree that a student success college course is necessary as a General Education requirement.</p>	<p>03/10/2008 - Status of data collection:</p> <p>The faculty and student focus groups will be conducted this Spring 2008 semester.</p> <p>Summary of Results (Fall 2008):</p> <p>10/10/2008 - STUDENT FOCUS GROUP</p> <p>Six students participated in the focus group session held October 01, 2008. The themes identified for the questions are: Q1 Theme: Students seem to reiterate the need for college informational assistance at the high school level. Q2 Theme: The main areas identified as "struggles/challenges" are English and Math. Q3 Theme: Students identified tutoring and additional resources as areas of assistance needed. Q4 Theme: The developed course to address the struggles/challenges should include tutors and computer literacy. Q5: No theme was identified. The areas suggested to be covered varied. Examples were leadership, time management, preparing outlines, life skills, computer literacy (typing &amp; 10 key punch), math, handling criticism, positive attitude, interviewing, and transition from GCC to UOG, resume, getting along with everyone.</p> <p>10/11/2008 - FACULTY FOCUS GROUP Six (6) faculty participated in the focus group session held October 02, 2008. Two are faculty who teach general education subjects, two are faculty who teach a career-technical area, and two are non-instructional faculty. A summary and/or list of response to the questions are listed as part of this summary of results.</p>	<p>10/13/2008 - Information will be reviewed and discussed by February 2009. One area of discussion will be on determining what further focus and action will be needed to reach a greater range of students.</p> <p><b>Implementation Status:</b> 03/09/2009 - Reaching a greater number of students is being addressed by the development and eventual offering of this course. However, the department will continue to collaborate with other student services programs to reach their targeted population. Additionally, the department will continue the workshop offerings and will determine how to what extent the number of classroom presentations will be expanded.</p> <p>10/13/2008 - Information will be reviewed and discussed with various constituents by November 2009, in order to identify areas to include in the curricular development of student learning outcomes for a college success course for GCC's students. The course development will begin by November 2009, with a goal to submit the course for review and approval for adoption by the Curriculum Committee by May 2009.</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>Where a theme or themes were identified, such was noted. Participants in the focus group were also asked to write any other thoughts that may have come to mind during the interview session that they did not verbally share and would like to be included as a response to the questions. Additionally, one faculty, who teaches a general education subject, was unable to attend the focus group session but provided written feedback to the questions.</p> <p>Q1 Theme: No particular theme stood out for this question, although two participants did indicate that the development of a course as a way to help prepare students for college life. The participant who submitted a written response indicated that "it would be nice for GCC to hold more seminars". The other participants' response ranged from transition activities at the secondary level, creating a central area for studying, developing a road map for students "to go through the process," and for the college to "develop standard practice by all employees of the College to assist any student or prospective student w/info. or who to see to get the correct info.."</p> <p>Q2 Theme: No particular theme stood out for this question, the responses provided a wide list of academic/struggles experienced by GCC's students. They include: reading, writing, not enough classes, not enough teachers, registration, lazy, tutoring and assistance, family influences on student self worth, lack of responsibility, time management, and lack of computer home resources, no computer experience. no reliable transportation, low reading and comprehension skills, can't afford the textbook or school supplies, drop out because they are in a financial crisis, and "family issues...especially for single parents."</p> <p>Q3 Theme: Agreement appeared to arise among the participants regarding the various ideas shared in response to this question. Although the responses were diverse they appeared to address ways of improving direct services for students, whether academic or student support (remind student of connection with Career Placement Center, tutor services, make connection to employment, offer more seminars throughout the school year to discuss student and work life, have mandatory counseling sessions to help them focus and prepare for classes-at least one counsel session per week) and ways to address infrastructure and program changes (group study room, establish a student center and look at postsecondary students to supervise, give money for more tutors, examine General Education outcomes and align with program</p>	<p><b>Implementation Status:</b></p> <p>03/09/2009 - The course development process is still ongoing. Feedback from other constituents will not be completed until April 2009. Therefore, plans for the completion of the course document have been revised from Spring 2009 to Fall 2009.</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>outcomes, "have the Gen Eds re-examine their outcomes, their standards (not to dummy down) but to see the relevance," have more fundamental English and Math courses, have more basic computer classes, keep textbook and school supply prices as low as possible, have a daycare on campus to accommodate single parents, have more support for students with disabilities like more note-takers as well as one-to-one student aids.</p> <p>Q4 &amp; Q5:</p> <p>For both Questions 4 and 5, a list of skills was identified through this faculty focus group interview. When answering both questions, it should be noted that upon the introduction of a skill by a faculty participant, the majority of the faculty participants frequently nodded their heads in agreement and/or acknowledged agreement to the identified skill verbally with comments like that?s a good idea, that?s right, uh uh, etc. Additionally, one faculty unable to attend the focus group session provided written feedback to the questions. Skills that were not a duplicate to the ones identified in the faculty focus group session are include in the list and are identified with an asterisk. The list of skills identified is listed in the attached related document "Ques 4_Ques 5 responses faculty."</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Open</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p> <p><b>Growth Budget Justification:</b> .</p> <p><b>Related Documents:</b>  <a href="#">student focus group questions .doc</a>  <a href="#">faculty focus group questions.doc</a>  <a href="#">Ques 4_Ques 5 responses faculty.doc</a> </p>	
Assessment & Counseling - AY07-08 SSUO#4 Career and Technical Education Secondary Presentations - Presentations by GCC secondary Career Counselors will increase GPSS students' awareness and understanding regarding the GCC Career and Technical Education programs offered at the secondary level. This awareness and understanding will aid students in their selection of a career-related program at their high school.	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Surveys will be administered following presentations to prospective GCC CTE program students (at all 4 GPSS high schools)</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Student Satisfaction Survey</p> <p><b>Criterion ( Written in % ):</b> 60% of presentation attendees will report that as a</p>	<p>10/08/2008 - Summary of Results (Fall 2008):</p> <p>Survey results: For ALL High Schools: 1) For the criterion addressing awareness: 625/695= 90% responded positively thereby exceeding the 60% criterion. 2) For the criterion addressing understanding: 573/695= 82% responded positively thereby exceeding the 60% criterion.</p>	<p>10/13/2008 - Information will be reviewed and discussed for determination of further areas to address and action to take.</p> <p><b>Implementation Status:</b> 03/04/2009 - For the four Schools (GW, JFK, SSHS, Okkodo):</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
<b>Start Date:</b> 10/01/2007 <b>End Date:</b> 03/30/2009 <b>SLO Status:</b> Not currently being assessed	result of their attendance at a presentation, that they "agree" or "strongly agree" that their awareness and understanding of the GCC career and technical educational programs offered at their high schools has increased.  <b>Related Documents:</b> <a href="#">GCC Career and Technical Education Presentation Survey</a>	<b>Summary of Result Type:</b> Issues Found <b>Data Collection Status/Summary of Result Status:</b> Open <b>Growth Budget Implications/Effect:</b> Under \$500 <b>Growth Budget Justification:</b> .Status of data collection (Spring 2008):  Data for this method was collected through surveys distributed to 9th and/or 10th grade students following the presentations to increase students' awareness and understanding regarding the GCC Career Technical Education programs offered at the secondary level at all four GPSS high school sites (GW, SHS, JFK, & SSHS). The anticipated minimum number of presentations and evaluations were met for all school sites.  Raw data have been gathered during the academic year to date; however, more will be gathered sometime during the Spring 2008 semester.  Summary information of surveys collected to date:  GW site: 129 surveys collected (December 10-13, 2007) SHS site: 72 surveys collected (February 19(1) & 21(2), 2008) JFK site: 301 surveys collected (October 8-12 10th) & (October 15, 16, 18, 22, 23, 24 9th) SSHS site: 100 surveys collected (February 11-14, 2008) Total: 301 surveys collected  Survey results will be tabulated for SSHS & JFK during the Spring 2008 semester. Survey results have been tabulated for SHS - Raw data collected: Q1 Q2 Strongly Agree 48 45 Agree 22 25 Not Sure 01 01 Disagree 01 01 Strongly Disagree 00 00  Survey results have been tabulated for GW - Raw data collected:	<b>Implementation Status:</b> Taking into account that there were major changes in three high schools (GW, JFK, SSHS) as a result of the closure of JFK and the opening of a fifth high school (Okkodo) which resulted in shifts in the student propulation among all the schools. Taking account that for two highs schools (SSHS and Okkodo) one counselor's time was split between the two resulting in limited services being provided during the Fall 2008 semester, which was followed by the resignation of the counselor assigned to these two school sites, it is no longer clear how these events have affected the level of awareness of CTE programs at these four schools.  Therefore, the plan will be to repeat the awareness surveys to ensure that the information about the CTE programs reaches the maximum number of students possible. Thus this AUO will be repeated in the upcoming cyle of assessment beginning Fall 2009 at GW, SSHS, JFK, and Okkodo.  For Southern High School:  The survey results indicate the need to continue the presentations as previously conducted. There will not be a need to re-do the surveys. However, qualitative focus group research will be conducted in order to further refine the contents of the presentation.

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p style="text-align: center;">Q1 Q2</p> <p>Strongly Agree 52 53</p> <p>Agree 65 52</p> <p>Not Sure 08 19</p> <p>Disagree 02 01</p> <p>Strongly Disagree 00 00</p> <p>Data analysis of all raw data gathered will be completed by the Fall 2008 semester.</p> <p><b>Related Documents:</b>  <a href="#">AUO4 survey ALL list.doc</a></p>	
	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b>  A student focus group will be conducted with approximately five (5) students following the presentation to prospective GCC CTE program students. Only those students who completed the survey will participate in the focus group.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b>  Focus Group</p> <p><b>Criterion ( Written in % ):</b>  Data will be gathered from all students participating in the student focus group.</p>	<p>10/07/2008 - Summary of Results (Fall 2008):</p> <p>A) JKFHS: A student focus group with five (5) students who completed the survey was conducted in February 2008. All students responded positively to the discussion on questions 1 and 2. Two points made during the focus group discussion that lead to a positive increase in awareness and/or understanding were having other students talk about the program they are enrolled in and the video presentation.</p> <p>B) GWHS: A student focus group with approximately five (5) students who completed the survey was not conducted. Instead, additional follow-up questions were asked from all students surveyed 1) checking their ability to identify the GCC CTE programs offered at their school site and 2) checking their awareness of students' ability to earn a certificate of completion or mastery in the various GCC CTE programs. Results are as follows:</p> <p>1) Out of 129 students surveyed:  91/129 = 71% of the students were able to correctly identify at least 3 GCC programs available at GWHS.  17/129 = 13% of the students were able to correctly identify at least 2 GCC programs available at GWHS.  6/129 = 5% of the students were able to correctly identify at least 1 GCC program available at GWHS.  13/129 = 10% students did not respond to the question or provided incorrect answers.  (NOTE: 2 responses short)</p> <p>2). 118/129 = 91% of the students indicated that they were aware that completion of a GCC CTE program could earn them a certificate of completion or mastery.</p> <p>C) SSHS: At SSHS a student focus group with approximately five (5) students who completed the survey was not conducted. Instead, additional follow-up questions were asked to students surveyed. Follow up questions: 1) assessing their interest in the career</p>	<p>10/07/2008 - Department will discuss criterion goal and identify how to increase awareness among students who are not aware of the GCC CTE programs. For students who are aware, the department will discuss how to address increasing students' ability to understand the various GCC CTE programs. Feedback will be fully considered in making improvements to subsequent presentations.</p> <p><b>Implementation Status:</b>  03/09/2009 - With the recent resignation of the counselor assigned to SSHS and the newly opened school, Okkodo, counselors have had to split their time providing services to these two schools because a replacement full-time counselor has not been hired to date. As a result of the closure of JFK main site and the relocation to the GW school site, with the adjustment of GW and JFK to half day session, and with the opening of Okkodo High School, the shifting of students among the schools has impacted the ability to maintain a smooth transition of this AUO#4. Although the survey for student awareness will be repeated, a decision has not been made to date as to whether or not it will be necessary to continue the focus group or to use another approach to gather the necessary data on student awareness of CTE programs for GW and JFK.</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>classes/programs offered at SSHS? and 2) asking what they enjoyed most about the career presentations?</p> <p>Results are as follows: Out of 150 surveys, 131 (87 %) students were interested or very interested in the career classes/programs at SSHS. 16 (10 %) students were somewhat interested or not sure. 3 (2 %) students were not interested or did not answer the question. Refer to the attached document - Simon Sanchez Follow-up Questions Results.</p> <p>D) Southern HS: Formal focus groups were not conducted. The Career Counselor met one-on-one with approximately twenty (20) students in the two weeks after they attended one of the surveyed presentations, as prospective GCC CTE program students. In those meetings, qualitative feedback was gathered as to what ways recruitment might be improved. Refer to attached document "SHS Individual Mtg Summary" for details.</p> <p><b>Summary of Result Type:</b> Issues Found <b>Data Collection Status/Summary of Result Status:</b> Open <b>Growth Budget Implications/Effect:</b> Under \$500 <b>Growth Budget Justification:</b> .</p> <p><b>Related Documents:</b>  <a href="#">GWHS GCC Career and Technical Education Survey.doc</a>  <a href="#">SHS Individual Mtg Summary.doc</a>  <a href="#">Simon Sanchez Follow-Up Questions Results.doc</a> </p>	<p><b>Implementation Status:</b> For SSHS and Okkodo High School, because this is a new school, if a full-time counselor is hired for these schools for the AY2009-2010, a discussion will take place regarding how to proceed with assessment at that point. For Southern High School, it has been decided that the qualitative focus group research will be conducted in order to further refine the contents of the presentation.</p>
<p>Assessment &amp; Counseling - AY05-06 Implement Student Activities to Increase Awareness - AY05-06 The department will implement activities for students to increase awareness in areas affecting their personal and educational success.</p> <p><b>Start Date:</b> 08/01/2005 <b>End Date:</b> 05/31/2007 <b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> AY05-06: Counselors will conduct workshops and/or classroom presentations on topics that address improving their personal and educational success. Students will complete pre and post tests.</p> <p><b>Criterion ( Written in % ):</b> Pre-post results will indicate an overall 30% increase of knowledge in the post test for each topic presented.</p>	<p>11/22/2006 - During the 2005-2006 academic year several activities have occurred to address this area most of which were offered through a mini-training conference format. According to the March 30, 2006, report submitted by Anthony Roberto, 12 workshops had been conducted as of that date. A few classroom presentations were also conducted to address this objective. Pre and post tests have been administered for most of these workshops and/or presentations. The department plans to evaluate and analyze the data as a whole in order to determine if the 30% criterion was met. Evaluation and analysis will occur once the workshops and presentations planned for this academic year (2006-2007) are completed.</p> <p>04/26/2007 update:</p>	<p>04/26/2007 - The Assessment &amp; Counseling has decided to continue to offer more workshops because of the gains in knowledge supported by the data gathered through the pre and post tests. In general, the reported feedback for the students indicated that they perceived the learned information as being valuable and useful in assisting them to increase their success as a student. However, the department is considering utilizing qualitative methodologies for data gathering during the next assessment cycle (AY2007-2008).</p>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>Although a March 30, 2006, report submitted by Anthony Roberto indicated that 12 workshops have been conducted as of that date, according to Mr. Roberto on April 25, 2007, pre and post surveys were only administered at the workshops conducted as part of the mini-training conference and not some of the classroom presentations listed on the report he submitted. Therefore, data analysis can only be conducted for those workshops for which the surveys were administered.</p> <p>In order to reduce duplication efforts and to maximize addressing student knowledge and awareness and skill development needs based on data gathered from the need assessment conducted by the Assessment &amp; Counseling department, the counselors decided to collaborate with other programs within the College to join efforts in offering workshops for the students. Counselors met with Center for Student Involvement, Project Aim, Educational Talent Search, and Career Placement Center and formed the Community Partnerships: Building a Stronger Workforce Mini-Conference team. The team studied all Student Need Assessments conducted by each program. The top three areas were identified and were chosen as topics for the mini-conferences planned for AY2005-2006.</p> <p>Through this planning effort, the department offered 10 workshops. Pre and post surveys were administered for all the workshops instructed by the Assessment and Counseling department. Additionally, at least three (3) additional workshops were offered through other means. All workshops showed some improvements in learning. In the March 30, 2006, report by Anthony Roberto, "in some of the results [an] unequal number for pre and post test for the same workshop has resulted in misleading data (some students arrived late and did not take the pre test but took the post; some left early and did not take the post test), [therefore] this has resulted in the skewedness of the results." Therefore, the department is unsure if the intended increase of student learning was achieved based on the 30% criterion for the workshops were learning improvements were recorded.</p> <p><b>Summary of Result Type:</b> Distinction/strength</p> <p><b>Data Collection Status/Summary of Result Status:</b> Closed</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p>	<p>A review of the student sign-in sheet indicated that only small groups of students (97 for Fall 2005 and 86 for Spring 2006) were reached through the 10 workshops offered through the mini-training workshops during the AY2005-2006. Therefore, the department decided to conduct research during the AY2007-2008, in order to identify areas of focus for the possible development of a student success course (similar to ID180 offered by the University of Guam). The department will also meet with the General Education Committee to discuss the viability of designing a course for all postsecondary students to take as a part of their General Education requirements.</p> <p>In the meantime, the department will conduct another need assessment during the Fall 2007 semester to identify areas of focus for the workshops and/or classroom presentations that the department will continue to offer until a final decision has been made concerning the direction of a student success curriculum for postsecondary students.</p> <hr/> <p>02/15/2007 - The department plans to evaluate and analyze the data as a whole in order to determine if the 30% criterion was met. Evaluation and analysis will occur once the workshops and presentations planned for this academic year (2006-2007) are completed.</p> <hr/>

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	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> AY05-06: Counselors will conduct workshops and/or classroom presentations on topics that address improving their personal and educational success. Students will complete pre and post tests.</p> <hr/> <p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> AY05-06: Counselors will conduct workshops and/or classroom presentations on topics that address improving their personal and educational success. Students will complete pre and post tests.</p> <hr/> <p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> AY05-06: Counselors will conduct workshops and/or classroom presentations on topics that address improving their personal and educational success. Students will complete pre and post tests.</p> <hr/>		
<p>Assessment &amp; Counseling - AY05 06 The Department's Review and Evaluation - The department will review and evaluate department services, programs, and initiatives.</p> <p><b>Start Date:</b> 08/01/2005</p> <p><b>End Date:</b> 05/31/2007</p> <p><b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> 1.Counselors will meet weekly to review its services, programs, and initiatives and if necessary, make improvements. 2.DC quarterly report will reflect review and evaluation results. 3.Counselor IFP/Self-Appraisals.</p> <p><b>Criterion ( Written in % ):</b> 1. Periodic review of individual faculty plans and department goals to gauge completion of tasks and responsibilities. 2. Completion of all assigned activities.</p>	<p>11/22/2006 - The school year 2005-2006 has been a challenging year. These challenges have affected the department's ability to regularly review and evaluate its services, programs, and initiatives. This caused the department to be in a reactive instead of a pro-active mode of operating. Unlike academic year 2004-2005, the department has not been able to continue its weekly review meetings. These review meetings were reduced to once or twice monthly and primarily focused on addressing immediate operational needs. Further review and evaluation of the department's services, programs, and initiatives did however take place at a department retreat meeting held May 2006. For most of the 2005-2006 school year, the department adjusted its services, programs, and initiatives as a result of staffing shortages resulting from jury duty leave, extended military leave, counselor schedule adjustment as a result of the recent requirement of the college to cover counselor walk-in services year round primarily for student advisement assistance, and the implementation of the computerized placement test (COMPASS). To further define counselor roles in relation to the provision of services, programs, and initiatives the department participated in the development of job specifications that were ratified by the College's Board of Trustees on August 2006. Due to the limited time available for weekly department meetings, submitted quarterly reports and the counselors' self-appraisal activities have yet to be</p>	<p>02/15/2007 - Attempts to resume weekly review and evaluation meetings will be revisited by December 2006 and the department retreat to review and evaluate its services, programs, and initiatives is planned for sometime in Spring 2007.</p> <hr/> <p>02/15/2007 - The department will further review these job specifications to further clarify the service, programs, and initiatives that are the most appropriate focus for the department.</p> <hr/> <p>02/15/2007 - The department will review submitted quarterly reports and During the 2006-2007, the counselors' will review their self-appraisal activities in an attempt to identify what areas and/or services need further review and assessment.</p> <hr/>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
		<p>reviewed and evaluated.</p> <p>Additionally, the department's ability to provide services has been significantly impacted during the 2005-2006 academic year. The department was finally able to hire an administrative assistant (local funding) but the College gave her other assigned duties that prevented her from being available to assist the department to accomplish its objectives for about 50% of the time. She was later hired by another College program leaving the department without a dedicated administrative assistant from May 2006 through the end of September 2006. This resulted in the counselors adding office operational tasks to their counselor duties.</p> <p><b>Summary of Result Type:</b> Problem/limitation</p> <p><b>Data Collection Status/Summary of Result Status:</b> Closed</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p>	
<p>Assessment &amp; Counseling - AY05-06 Student Satisfaction Survey - Students will be satisfied with services provided by the Counseling Department.</p> <p><b>Start Date:</b> 08/01/2005</p> <p><b>End Date:</b> 05/31/2007</p> <p><b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> 1. Students who meet with a counselor will complete a Student Satisfaction Survey.</p> <p><b>Criterion ( Written in % ):</b> The results of the Student Satisfaction survey will indicate that at least 85% of the students who responded will indicate "agree" or "strongly agree" with the statement: "Overall, I was satisfied with the quality of counseling I received."</p>	<p>11/22/2006 - The Student Satisfaction Surveys were administered during non-peak times for both the Fall 2005 and the Spring 2006 semesters. This was to ensure that feedback was focused on the counseling services received rather than the students' response to an institutional shortage of advisor availability during the peak times (Christmas and Summer breaks).</p> <p>Of the 175 surveys distributed during Fall 2005, 54% (n = 95) were returned. Survey return rates by students were not as expected. At the start of the current College assessment process, the department yielded a return rate of 38 surveys (Fall 2001). Other returns rates for the survey were 143 (Spring 2004) and 97(Fall 2004). The department would have preferred a return rate for this assessment cycle to be above 100. To help increase return rates, the department provided the students with pens to complete the surveys, walked the students to the rotunda, and encouraged them to drop the survey in the box once they have completed the survey. Even after these efforts, counselors have noticed students walking away with the survey still in their hand.</p> <p>Of the 95 surveys submitted, the overall satisfaction rate for the criterion question (#5: "Overall, I was satisfied with the quality of counseling I received," was 99% (87% strongly agreed and 12% agreed). Therefore, with this survey, the department met its criterion that 85% of students who completed the student satisfaction survey will indicate an overall</p>	<p>04/24/2007 - Based on the provided feedback from the department?s survey, the department has met and exceeded its objective regarding student satisfaction for the quality of services provided. After three assessment cycles of survey distribution, the department is satisfied with its response rate to its criterion for this AUO.</p> <p>Information from the survey conducted by TSS, Dean Geri James indicates a lower satisfaction response rate to a similar question for this AUO. The department is not surprised with the lower percentages, especially since approximately 67% of the population sample indicated that they received services during the peak months of July and August.</p> <p>The department believes that it is important to maintain its quality of services for walk-in services. However, the department believes that there are too many uncontrolled factors affecting student perceptions about the services received from the counselors (e.g., wait time, stressed feelings during peak periods, limited availability of counselors due to workload and other</p>

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		<p>satisfaction with the quality of counseling services received.</p> <p>The Student Satisfaction Survey administered during August 2006, by TSS Associate Dean, Geri James indicated a survey dissemination size of 453. However, of the 453 student sample population, 96% (n = 436) responded to item #10: "I found my experience with the Counseling Center satisfactory." The overall percentage results of the table graph only added up to 96%. Closer review of the data appears to indicate the missing 4% on the graph are the 17 students, from the 453 population size, who did not respond to item #10.</p> <p>Keeping the above information in mind, the following was analyzed from this survey: of the 436 respondents, 59% (n = approximately 259, based on the rounding of the numbers calculated) indicated "agree" or "strongly agree" to item #10: "I found my experience with the Counseling Center satisfactory." Approximately 27% were neutral and 8% indicated, "disagree" or "strongly disagree," and five percent of the responses were identified as "NA."</p> <p>From the 453 student sample population, 67% (n = 306), received services during the July or August months (peak registration).</p> <p><b>Summary of Result Type:</b> Distinction/strength</p> <p><b>Data Collection Status/Summary of Result Status:</b> Closed</p>	<p>extenuating circumstances).</p> <p>In its review of the results and its circumstances, the department has concluded that survey return rates have been and will continue to be a challenge. Since the department has consistently met and/or exceeded its criterion of an overall satisfaction response rate of 85%, the department has decided to discontinue the current survey distribution to walk-in students as a means of gathering data concerning the quality of services because the responses are limited to walk-in services. Instead, the department will discuss other possible methodologies, such as face-to-face interviews, electronic questionnaires, or other forms of data collection that it can utilize to gather data concerning other department services during the next two-year assessment cycle. Therefore, no further action will be taken concerning the distribution of surveys to walk-in students.</p> <hr/> <p>02/15/2007 - Based on the provided feedback, the department has met and exceeded its objective regarding student satisfaction for three assessment cycles.</p> <p>The Student Satisfaction Survey was not administered during the Fall 2006 semester. However, during August 2006, TSS Associate Dean, Geri James, administered a survey that gathered information in several similar areas the department was targeting to gauge the student's ?overall? satisfaction of services. These data will be reviewed and analyzed along with the department's administered surveys when they are made available.</p> <p>The department has however, gathered additional data on the type of service provided and on some demographics with the student satisfaction surveys. These data will be reviewed and</p>

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			<p>analyzed by the department to determine how these results can be used to further improve the department?s services.</p> <hr/>
<p>Assessment &amp; Counseling - AY05-06 Increase Employee Awareness of Counseling Services - The department will implement a marketing plan to increase awareness of counseling services among faculty, administrators, and staff.</p> <p><b>Start Date:</b> 08/01/2005</p> <p><b>End Date:</b> 10/08/2007</p> <p><b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> A department counseling advocacy booklet and department newsletter will be developed and disseminated to GCC personnel.</p> <p><b>Criterion ( Written in % ):</b> 100% of full-time GCC employees will receive the department counseling advocacy booklet by the end of Spring 2006.</p>	<p>11/22/2006 - Several factors resulted in the extreme delay of the release of the department counseling advocacy booklet over the last couple of years. During the 2005-2006 academic year the data for the handbook was outdated and needed to be replaced with current data. Continuing to work with students to assist with this project did not result in the product the department expected. Then the primary counselor assigned to this activity was deployed which caused further delays. Staffing shortage for the remainder of the academic year (February to May) made it impossible to reassign the activity to another counselor.</p> <p>For the 2006-2007 academic year, a limited term appointment (LTA) counselor was hired thus allowing the department to reassign the activity to another counselor for this academic year. Budget constraints will affect production (printing) so the department is currently discussing other options for production.</p> <p>Additionally, the department did begin the dissemination of its newsletter since Fall 2005.</p> <p><b>Summary of Result Type:</b> Problem/limitation</p> <p><b>Data Collection Status/Summary of Result Status:</b> Closed</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p>	<p>10/09/2007 - Over 50 advocacy booklets were disseminated to faculty, staff, and administrators at the October 8th Professional Development Day. More booklets will need to be disseminated and the department will have the booklet available via the website as soon as the barrier preventing the current uploading of the document is resolved by the college. As recommended on the CFS dated April 27, 2007, a new AUO will be incorporated into part of the department's plan for this AY07-08 assessment cycle. The department will then survey the employees of the college as a means for gathering data for future reporting.</p> <hr/> <p>04/24/2007 - The assigned counselor is still responsible for completion of the department counseling advocacy booklet before AY07-08. Since printing is not an option due to budget constraints, the booklet will be distributed electronically via email. It will also be posted on the department website (which is currently being created using the Sungard platform) sometime during AY07-08 (preferably by early Fall 2007).</p> <p>Plans for paper copies is to have it produced via photocopying before AY07-08 Convocation so it can be distributed to the department chairpersons at Convocation or sometime during the month of August 2007.</p> <hr/>

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
			02/15/2007 - For the 2006-2007 academic year, a limited term appointment (LTA) counselor was hired thus allowing the department to reassign the activity to another counselor for this academic year. Budget constraints will affect productions so the department is currently discussing other options for production.
Assessment & Counseling - AY05-06: Career Information - Revised - Revised AY05-06 Students will be able to develop skills to locate, evaluate, and interpret career information.  <b>SLO Status:</b> Not currently being assessed	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students enrolled in career development affiliated classes such as SP098 will complete career development paper/pencil assessment instruments and access technology based career research and information resources by utilizing a computerized career development software. <b>Criterion ( Written in % ):</b> 80% of students will be able to identify and describe three types of occupations that suit personal work preferences in relation to interests, skills, and values.	11/22/2006 - Currently Inactive. <b>Summary of Result Type:</b> Problem/limitation <b>Data Collection Status/Summary of Result Status:</b> Closed <b>Growth Budget Implications/Effect:</b> No budget impact	
Assessment & Counseling - AY05-06: Academic Advisement - Revised - AY 05-06: Throughout the Adult High School (AHS) advisement process, students will be able to develop an understanding and awareness of the career relatedness of education and will be more likely to engage and achieve in school.  <b>SLO Status:</b> Not currently being assessed	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Adult High School (AHS) students will meet with an assigned counselor. This "academic planning counseling" will be conducted at various times during the semester. <b>Criterion ( Written in % ):</b> 70% of adult high school students advised will be able to develop short-term educational plans and goals.	11/22/2006 - Currently Inactive. <b>Summary of Result Type:</b> Problem/limitation <b>Data Collection Status/Summary of Result Status:</b> Open	

Student Learning Outcomes (SLOs)	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results (N=?)	Use of Summary Result & Implementation Status
<p>Assessment &amp; Counseling - AY04-05: REVIEW AND EVALUATE DEPARTMENT SERVICES - The department will review and evaluate department services, programs and initiatives.</p> <p><b>Start Date:</b> 10/03/2004</p> <p><b>End Date:</b> 03/07/2005</p> <p><b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b></p> <ol style="list-style-type: none"> <li>1. Counselors will meet weekly to review its services, programs and initiatives and, if necessary, make improvements.</li> <li>2. DC quarterly report to Dean will reflect review and evaluation results.</li> <li>3. Checklist of responsibility area.</li> <li>4. IFP</li> </ol> <p><b>Criterion ( Written in % ):</b></p> <ol style="list-style-type: none"> <li>1. Periodic review of individual faculty plans and department goals to gauge completion of tasks and responsibilities.</li> <li>2. Completion of all assignend activities.</li> </ol>	<p>11/10/2004 - 1. Department meetings have been scheduled for every Friday unless otherwise informed. The effectiveness and efficiency of the department has historically improved with this type of evaluative processes. For this assessment cycle alone we have improved departmental planning processes such as our series of mini-retreats in late Spring 2004. Our main retreat at the beginning of the school year then allows for a systematic process for determining priorities. Weekly meetings are planned because of the context in which we function.</p> <p>2. Departmental quarterly reports to the Dean continues to be the main means of communication about departmental activities.</p> <p><b>Summary of Result Type:</b> Distinction/strength</p> <p><b>Data Collection Status/Summary of Result Status:</b> Closed</p>	<p>11/10/2004 - The departmental retreat as suggested by Karen Sablan will be continued in successive years. The procedures and methods currently in place will continue to serve as our means of reviewing and evaluating services, programs and initiatives provided by the department.</p>
<p>Assessment &amp; Counseling - AY04-05: IMPLEMENT A MARKETING PLAN - AY 04 -05:The department will implement a marketing plan to increase awareness of counseling services among faculty, administrators and staff.</p> <p><b>Start Date:</b> 10/03/2005</p> <p><b>End Date:</b> 03/07/2007</p> <p><b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b></p> <p>An on-line survey will be sent to GCC faculty</p> <p><b>Criterion ( Written in % ):</b></p> <p>On-line survey results will indicate at least 70% of those who respond are aware of the different services of counseling and know how to make a referral for services.</p> <p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b></p> <p>An on-line survey will be sent to GCC staff.</p>		
<p>Assessment &amp; Counseling - AY03-04: SATISFIED WITH SERVICES PROVIDED BY THE COUNSELING DEPARTMENT - Students will be satisfied with services provided by the Counseling Department.</p> <p><b>Start Date:</b> 10/01/2003</p> <p><b>End Date:</b> 03/05/2005</p> <p><b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b></p> <ol style="list-style-type: none"> <li>1. Students who meet with a counselor will complete a Student Satisfaction Survey.</li> <li>2. Focus group will be selected to discuss services provided by counseling.</li> </ol> <p><b>Criterion ( Written in % ):</b></p> <ol style="list-style-type: none"> <li>1. 85% of students who completed student satisfaction survey will be satisfied with the overall counseling experience and will return if needed.</li> <li>2. Majority of students in focus group are satisfied with counseling services.</li> </ol>	<p>11/10/2004 - 1. Of the total number of students surveyed (143), 90.18% indicated their overall satisfaction with the counseling experience (for sample survey, go to query &amp; report, then standard reports, select Guam CC Assessment, click on view reports and scroll down to "view file" student survey). However, for statement #8, "counseling has helped me to be more successful in school", 79% indicated satisfaction. 66% of the students surveyed were seen by the on-call counselor. 89.5% indicated they would return to see a counselor if needed. No data was collected regarding the statement "will return for counseling if needed". Qualitative data in the form of written comments were also included. To review these comments, refer to document section, related data.</p>	<p>11/10/2004 - The majority of students express satisfaction with their experiences with counseling. We will continually survey students each semester. While we exceeded our criteria of 85% overall satisfaction, maintaining this level will continue to be a goal (to see survey results, go to query &amp; report, then to standard reports, select Guam CC Assessment. Click on view report then scroll down to "view file" ACD Student Surveys).</p>

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		<p>2. Student focus group was not convened. No data collected.</p> <p><b>Summary of Result Type:</b> Distinction/strength</p> <p><b>Data Collection Status/Summary of Result Status:</b> Closed</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p>	
<p>Assessment &amp; Counseling - AY03-04: IMPLEMENT ACTIVITIES FOR STUDENTS - AY03-04 The department will implement activities for students to increase awareness and develop skills in areas affecting their personal and educational success.</p> <p><b>Start Date:</b> 10/03/2003</p> <p><b>End Date:</b> 03/07/2005</p> <p><b>SLO Status:</b> Not currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Counselors will offer workshops and classroom presentations on topics related to student learning and development. Students who complete these sessions will complete pre-and post-surveys and/or surveys, evaluations.</p> <p>AY03-04: Counselors will offer workshops and classroom presentations on topics related to student learning and development. Students who complete these sessions will complete pre-and post-surveys.</p> <p><b>Criterion ( Written in % ):</b> Results will indicate that at least 70% of pre and post tests demonstrate an increase of knowledge and skills for each topic presented</p>	<p>11/09/2004 - There were no pre- and post-test administered during the workshops. Although there were an increasing number of workshops offered in succeeding semesters, the criteria established was not met. Numerous workshops were presented by the counselors. The same topics were presented by different counselors but content may have been different. Counselor instructional techniques, sequencing of content, and even instructional materials are different. However, when content is not consistent from one counselor to the other. student learning outcomes become difficult for the department to assess.</p> <p><b>Summary of Result Type:</b> Distinction/strength</p> <p><b>Data Collection Status/Summary of Result Status:</b> Closed</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p>	<p>11/09/2004 - As a result of the number of similar topics offered in workshops, it was agreed upon that the workshops (time management, budgeting, career development, etc.) will be developed by counselors with an interest in a particular topic. By designing instructional plans, any counselor will be able to present content in a chosen topic consistently.</p> <p>Pre- and post-test will continue to be a major concern. By planning workshops in advance, this evaluation method will be developed.</p>