

# Assessment: Assessment Unit Four Column



## Academic Technologies

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p><b>AUO #1 FY 2020 GOAL 1 Technology Resources</b> - AUO #1 FY 2020 GOAL 1 Technology Resources Type your budget goal <b>AUO Status:</b> Currently being assessed <b>Planned Assessment Cycle:</b> Spring 2020 - Fall 2020 <b>Start Date:</b> 03/09/2020 <b>End Date:</b> 10/12/2020 <b>Program Level SLO Industry</b> <b>National Certification:</b> N/A <b>Historical Assessment Perspective:</b> Talk technology here...</p>	<p><b>Activity audit</b> - Review of activities <b>Criterion ( Written in % ):</b> 100% of the review will show evidence of technology needs <b>Activity Schedule:</b> Spring 2020</p>	<p><b>Reporting Period:</b> Fall 2020 - Spring 2021 <b>Conclusion:</b> Criterion Not Met Expansion of Projection units (10/12/2020) <b>Growth Budget Implications/Effect:</b> Over \$5,000 <b>Growth Budget Justification:</b> We need to start transitioning to a higher level of projection units in our classrooms.</p>	
<p><b>AUO#2 ISMP goal:</b> - By expanding our educational footprint and leveraging technology, we provide an effective means for our students to meet their educational goals. This will also increase access to education for populations that are underserved in the community. <b>AUO Status:</b> Currently being assessed <b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021 <b>Start Date:</b> 10/12/2020 <b>End Date:</b> 03/12/2021 <b>Program Level SLO Industry</b> <b>National Certification:</b> N/A <b>Historical Assessment Perspective:</b></p>	<p><b>Document Review</b> - Increase usage of Moodle <b>Criterion ( Written in % ):</b> 50% of teachers will be using Moodle by FA21 <b>Activity Schedule:</b> FA21</p>		

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology

# Assessment: Assessment Unit Four Column



## Accommodative Services & Title IX

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/20/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** Accommodative Services Office (John Payne) multiple attached documents are not in PDF and student information is on the documents to include name, email, and id#s.

Artifacts, data collection, use of summary of results, and implementation status must be the same.

Requires author contact to assist.

Please also look at Spring 2020 comments also.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/04/2020

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:** 11/20/2020

**Assessment Report and Implementation Rating:** Re-submit

**Committee Recommendations for Assessment Report and Implementation:** Accommodative Services Office (John Payne) multiple attached documents are not in PDF and student information is on the documents to include name, email, and id#s.

Artifacts, data collection, use of summary of results, and implementation status must be the same.

Requires author contact to assist.

Please also look at Spring 2020 comments also.

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:** 12/04/2020

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 12/06/2019

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** 1. SLO#1 - Is missing semester year (FA2019- SP2020). SLO #1 should begin with "Upon successful completion, students will be able to:"

2. SLO#1 - Students with disabilities who are receiving reasonable accommodations will receive additional support services. End sentence at "services".

3. SLO#1 - CCA recommends that percentage should be higher than 60, (maybe 80%).

4. SLO#1 - Under "Related Documents" remove 2nd instrument (Evaluations for the Grief Talk Training). One PDF document is fine.

Nov. 8, 2019

1. SLO#2 - Add "ISMP" to title, 11/8/19 - Indicate ISMP on SLO Block. DOUBLE ENTRY, REMOVE. CRITERION BLOCK. EXcel and word doc has to be removed..
2. SLO#2 - Add "Activity Schedule" indicate (FA2019 - SP2020).
3. SLO#2 - Under "Related Items" missing mapping.

Note: Author made all changes recommended by CCA.

Marlena motioned to approve with minor changes, seconded by Vangie. Motion carried.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due: 12/20/2019**

**Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

## Author Responses

### *Fall 2019 - Spring 2020 Program/Unit Response*

**Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Changes made as recommended.

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 10/21/2019

**Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric /Method/Tool Description*

*Data Collection Status/Summary of Results (N=?)*

*Use of Summary Results*

**SLO#1 FA2019 -SP2020 Students with disabilities will be able to have increased or maintained GPA. -**  
 Students with disabilities who are receiving reasonable accommodations will receive additional support services. 80% of students will maintain their GPA to 2.0 or better.  
**SLO Status:** Currently being assessed

**Client/Customer Service Survey -**  
 Student Satisfaction Surveys will be taken each semester. The survey will measure the level of student satisfaction with services provided.  
**Criterion ( Written in % ):** Eighty (80%) percent of all students surveyed will indicate being Very Satisfied with the services provided by OAS.

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Criterion Met  
 Fifty five (55) completed Student Satisfaction Surveys for FALL 2019 & SPRING 2020 semesters were submitted. Forty five (45) surveys reported being Very satisfied. N = 45/55. Therefore, Eighty one point two percent or N= 81.2% of the students surveyed were Very satisfied. This means that OAS met its criteria. The conclusion is that the Office of Accommodative Services (OAS) met its goals in providing services. This was accomplished through the

**Use of Summary Result:** In response to the data gathered in the surveys OAS will look to continue the services that have proven very satisfactory while at the same exploring how to improve in all areas. One area of change is to look at specific accommodations such as Note

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b>  <b>Historical Assessment Perspective:</b> OAS has collected Monthly Progress Reports from Faculty. It also met with students experiencing difficulties. OAS made referrals for tutoring and other services.</p>	<p><b>Activity Schedule:</b> Fall 2019 - Spring 2020 During each semester students with disabilities receiving accommodative services will be provided surveys to gauge their satisfaction.  <b>Related Documents:</b>  <a href="#">Student Satisfsction SURVEY for SPRING SUMMER FALL 2019 (1).pdf</a>  <a href="#">FALL 2019 Completed Student Satisfaction Surveys .pdf</a>  <a href="#">SPRING 2020 Completed Student Satisfaction Surveys.pdf</a></p>	<p>accommodations, interventions, and referrals provided. (02/25/2020)  <b>Growth Budget Implications/Effect:</b> Under \$500  <b>Growth Budget Justification:</b> There is no current need at this time for a growth budget adjustment.</p>	<p>Taker services, testing room/lab, and A.T. that will greatly improve the quality of services for the students. (02/25/2020)  <b>Implementation Status:</b> While OAS has not received any formal recommendations or proposed changes, it is constantly working towards these improvements. One approach being implemented right now is OAS advocating for AmeriCorps to provide Note Taking services for students at GCC. Once we get approval we will then incorporate that into the services we provide. (02/25/2020)</p>
		<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Not Met  All student receiving services will asked to fill out Student Satisfaction Surveys. N = number of student satisfaction surveys returned. The satisfaction rate will be the number of surveys rating Very Satisfied/N. (10/04/2019)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> No impact on budget.  <b>Related Documents:</b>  <a href="#">Year-End 2019 - Student GPA Cumulative GPA FALL 2019.xls</a></p>	<p><b>Use of Summary Result:</b> The Data Collection Status/Summary of Results will be used to justify discuss changes or recommendations for improvement to the Office of Accommodative Services (OAS) delivery services. this may also include changes in policies and procedures. The data collected may also help OAS justify the procurement of Assistive Technology (A.T.) for the students. (10/07/2019)  <b>Implementation Status:</b> OAS still in data collecting phase. (10/07/2019)</p>
	<p><b>Rubric - FA2019-SP2020 - OAS will compile a table displaying the GPA of each student receiving services at the end of each semester.  <b>Criterion ( Written in % ): Sixty</b></b></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met  Forty seven out of sixty five (47/65) of the students served maintained a GPA of 2.0 or higher. Therefore, N=47/65 or 72%. The conclusion is that OAS met its goals in providing</p>	

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
	<p>(60%) of all students receiving services will have a GPA of 2.0 or higher.</p> <p><b>Activity Schedule:</b> OAS will input the GPA of each student at the end of each semester.</p> <p><b>Related Documents:</b>  <a href="#">Year-End 2019 - Student GPA Cumulative GPA FALL 2019.xls</a>  <a href="#">Active Student Listing - Spring 2020.docx</a></p>	<p>the support need by students to do well. This was accomplished by a variety of ways. One way was through the referral of students to Project AIM and the Math Department for tutoring services. Referrals were also made for services off-campus. OAS also provided interventions by meeting with students and faculty together to review and address problem areas. OAS also provided opportunities for faculty to receive training related to various disabilities. (02/25/2020)</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500  <b>Growth Budget Justification:</b> There is no need to make any increase in the budget for OAS at this time.</p>	
<p><b>SLO#2 FA2019-SP2020 ISMP - Fostering 100% Student-Centered Success</b> - ISMP - Fostering 100% Student-Centered Success. Students with disabilities who are receiving reasonable accommodations will receive additional support services to support their enrollment and academic success. These support services will include referrals for tutoring and other services, counseling sessions, and meetings with faculty.</p> <p><b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b>  <b>Historical Assessment Perspective:</b> OAS will maintain efforts to provide timely supportive services and interventions for students with disabilities receiving accommodative services.</p>	<p><b>Rubric</b> - Students receiving services will be provided referrals for tutoring from Project AIM, the Math Department, and Reach for College.  <b>Criterion ( Written in % ):</b> Sixty percent (60%) of students will receive referrals for services. Proof will be copies of the referral forms.  <b>Activity Schedule:</b> FA2019-SP2020 At the beginning of each semester each student will receive a referral for tutoring at Project AIM, Reach for College, or the Math Department.  <b>Related Documents:</b>  <a href="#">OAS Referral Form with new logo.doc</a>  <a href="#">Referral for counseling services for student Oct. 1, 2019.pdf</a>  <a href="#">Student emails of referrals for Math Tutoring FALL 2019.pdf</a>  <a href="#">List of OAS students referred to Project AIM for tutoring.xlsx</a></p> <p><b>Rubric</b> - Certificates of training sponsored by OAS and sign-in sheets indicating that faculty and</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Not Met  Students receiving services will be provided referrals. N is the number of student receiving services. If the number of students documented with referrals is X, then to meet the criterion X/N must be 60% or more. (10/04/2019)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> No change in budget.  <b>Related Documents:</b>  <a href="#">2020 Report Evidence Meeting with Ron Santos regarding student Donovan N..pdf</a>  <a href="#">Mid-Year 2020 Report Email to Tico Tenorio regarding meeting with student Romle I..pdf</a>  <a href="#">Mid-Year 2020 Report Email informing Department Chairs and Faculty of GSAT Training Events.pdf</a>  <a href="#">Mid-Year 2020 Report Evidence Email to Jose Munoz regarding DPHSS Trainings.pdf</a>  <a href="#">List of OAS students referred to Project AIM for tutoring.xlsx</a>  <a href="#">Student emails of referrals for Math Tutoring FALL 2019.pdf</a>  <a href="#">Certificates for Grief Talk Training.pdf</a>  <a href="#">Referral for counseling services for student Oct. 1, 2019.pdf</a></p> <p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met  All (100%) of the department chairs and their faculty were</p>	<p><b>Use of Summary Result:</b> The Data Collection Status/Summary of Results will be used to justify discuss changes or recommendations for improvement to the Office of Accommodative Services (OAS) delivery services. this may also include changes in policies and procedures. The data collected may also help OAS justify the procurement of Assistive Technology (A.T.) for the students. (10/07/2019) (10/07/2019)</p> <p><b>Implementation Status:</b> OAS still in data collecting phase. (10/07/2019) (10/07/2019)</p> <p><b>Use of Summary Result:</b> As a result of the data collected OAS will continue to work with</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
	<p>department chairs met with OAS in regards to services for students with disabilities. These will be used as evidence that OAS provided supportive services to students.</p> <p><b>Criterion ( Written in % ):</b> Sixty (60%) of faculty and department chairs who meet with OAS will sign-in.</p> <p><b>Activity Schedule:</b> FA2019-SP2020 - During each semester OAS will offered to meet with faculty and department chairs in regards to students with disabilities.</p> <p><b>Related Documents:</b>  <a href="#">Student Satisfaction Surveys - Evaluations for the Grief Talk Training.pdf</a>  <a href="#">Grief Talk Method Presentation Sign-in sheet September 9, 2019.pdf</a>  <a href="#">Certificates for Grief Talk Training.pdf</a>  <a href="#">Sign-in sheet for training for Project AIM staff and tutors</a>  <a href="#">Sign-in sheet for Ed Advisory Committee and Faculty.pdf</a>  <a href="#">2019 Grief Talk Training Sign-in Sheets.pdf</a>  <a href="#">_2020 Report Evidence Meeting with Ron Santos regarding student Donovan N..pdf</a>  <a href="#">_Mid-Year 2020 Report Email to Tico Tenorio regarding meeting with student Romle I..pdf</a>  <a href="#">_Mid-Year 2020 Report Email informing Department Chairs and Faculty of GSAT Training Events.pdf</a>  <a href="#">_Mid-Year 2020 Report Evidence Adjunct Faculty Orientation Sign-in</a></p>	<p>offered opportunities to meet with OAS to go over the services and accommodations provided to students with disabilities. This is proven by emails sent out to department chairs and to faculty. OAS has also posted opportunities for faculty to receive training on various disabilities. OAS sent out Progress Report Forms to faculty to provide regular Monthly and Mid-term report on the students being served. Meetings between OAS and faculty were also held. (02/25/2020)</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p> <p><b>Growth Budget Justification:</b> There is no current need to increase the budget for OAS. However, there is a need for greater support from faculty in support and understanding of the services it provides.</p>	<p>increasing its communication and with faculty and in providing training opportunities for faculty in regards to specific disabilities and on Universal Design in Learning/Education. OAS will enlist the aid of therapists and service providers in doing training and presentations for faculty, administrators, students, and staff. By doing this services provided to students will be more comprehensive and relevant to their needs. (02/25/2020)</p>

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

[Sheet.pdf](#)

[\\_Mid-Year 2020 Report Evidence](#)

[Email to Jose Munoz regarding](#)

[DPHSS Trainings.pdf](#)

[Mid-Year 2020 Report Offer to meet  
with Department Chairs and Faculty  
January 10, 2020.pdf](#)

[Mid-Year 2020 Report Offer to have  
TOHGE presentation Feb. 25,  
2020.pdf](#)

[Mid-Year 2020 Report Email contact  
with VA Clinic for training.pdf](#)

[Mid-Year 2020 Report Certificates of  
PTSD Training for Faculty & Staff Jan.  
7, 2020.pdf](#)

[1.2.1 Mid-Year 2020 Report -  
Evidence # 1 - PTSD Information  
posted January 27, 2020.pdf](#)



# Assessment: Assessment Unit Four Column



## Accounting AS

### Committee Feedback

#### *Fall 2020 - Spring 2021 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 12/04/2020

**Assessment Plan and Data Collection Rating:** Approved

**Committee Recommendations for Assessment Plan and Data Collection:** Accounting AS

AC110 - Payroll Accounting APPROVE WITH MINOR CHANGES

SLO #2

Start Date: Wrong Date

End Date: Wrong Date

AC150 - Federal Income Tax I APPROVED

AC210 - Introduction to Financial Management APPROVED

AC211 (formerly AC101) - Accounting Principles I APPROVED

AC225 (formerly HS244) - Hospitality Industry Accounting APPROVED

AC233 - Accounting on the Computer Using QuickBooks APPROVED

AC240 - Certified Bookkeeper Review APPROVED

AC250 - Federal Income Tax II

APPROVED

AC280 - Personal Finance APPROVED

AC292 - Accounting Practicum APPROVED

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/18/2020

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 02/14/2020

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** Please refer to instructional Memorandum in MyGCC Governance Tab, under Institutional information called Assessment Process and Guidelines.

SLO#2

Program Student Learning Outcomes (SLOs): Should read as: FA2019-SP2020-Upon successful completion of the AS in Accounting program, students will be able to perform necessary procedures at each step of the accounting cycle (series of activities that compiles an organization's transactions at the end of a reporting period in order to prepare important financial statements) for various types of business.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 02/28/2020

### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

## *Fall 2019 - Spring 2020 Program/Unit Feedback*

### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/08/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** Due to related documents ISMP.

1. Under SLO#2 - Upon successful completion of the AS in accounting program, students will be able to perform necessary procedures at each step of the accounting cycle for various types of business. Artifact/Instrument/Rubric/Method/Tool Description/Textbook/Author Designed Tests -

Please clarify "Students will complete a comprehensive project to apply the entire accounting cycle". What does entire accounting cycle mean?

Under Related Document, please verify if this is associated with your criterion, difficult to read.

2. Please write ISMP as SLO#2 FA2019-SP2020 - Advancing Workforce Development and Training.

Under Criterion, reword your sentence, example insert after TAKE, "certification classes such as certified Bookkeeper or AHLEI Hospitality Financial Accounting."

3. Related Documents: please add related document.

4. Please write IDEA Student Ratings of Instruction #2 FA2019-SP2020 - Learning fundamentals principles, generalizations, or theories, as SLO#2 FA2019-SP2020-IDEA-Advancing Workforce Development and Training.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/06/2019

### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

## **Author Responses**

### *Fall 2020 - Spring 2021 Course Response*

#### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Thank you for reviewing the accounting resubmission at your 12/4/2020 meeting. I corrected the dated revisions for AC110. Thank you for your approval for the accounting courses.

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 03/18/2021

**Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

*Fall 2020 - Spring 2021 Course Response*

**Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** In response to Accounting AS (Kathy Chargualaf, prior DC now Fred Tupaz )

AC110 - Payroll Accounting  
RESUBMIT

SLO #2

Please change/correct:

Course Planned Assessment Cycle:

Start Date:

End Date:

Please clarify:

Course projects- unable to determine the project. This is a textbook assignment called Continuing Problem.

Criterion(Written in %) what will they complete. Corrected 12/1

Activity Schedule: should be Fall 2020 Corrected 12/1

Related Documents: should be in PDF Corrected. 12/1

AC150 - Federal Income Tax I  
APPROVE WITH MINOR CHANGES

SLO#1

Criterion ( Written in % )- How many student will score 70% or higher? Corrected 12/1

Activity Schedule: should be Fall 2020 Corrected 12/1

AC210 - Introduction to Financial Management  
RESUBMIT

SLO#1

Please change/correct:

Course Planned Assessment Cycle:

Start Date:

End Date:

Activity Schedule should be Fall 2020 Corrected 12/1

Related Documents: should be in PDF Corrected 12/1

AC211 (formerly AC101) - Accounting Principles I  
RESUBMIT

SLO#1

Please change/correct:

Course Planned Assessment Cycle:

Start Date:

End Date:

Please clarify:

Artifact/Instrument/Rubric/Method/Tool Description- what is a comprehensive problem? This is a textbook assignment called Comprehensive Problem it covers multiple chapters from the textbook.

Activity Schedule should be Fall 2020 Corrected 12/1

AC212 (formerly AC102 & AC103) - Accounting Principles II  
RESUBMIT

SLO # 2

Criterion ( Written in % ):how many students Corrected 12/1

Activity Schedule: should be Fall 2020 Corrected 12/1

Related Documents: needs to be in PDF Corrected 12/1

AC225 (formerly HS244) - Hospitality Industry Accounting  
RESUBMIT

SLO#1

Criterion ( Written in % ):how many students Corrected 12/1

Activity Schedule: should be Fall 2020 Corrected 12/1

Related Documents: needs to be in PDF Corrected 12/1

AC233 - Accounting on the Computer Using QuickBooks  
APPROVE WITH MINOR CHANGES

SLO#1

Criterion ( Written in % ):how many students Corrected 12/1

Activity Schedule: should be Fall 2020 Corrected 12/1

AC240 - Certified Bookkeeper Review  
RESUBMIT

SLO# 1

Criterion ( Written in % ):how many students

Activity Schedule: should be Fall 2020 Corrected 12/1

Related Documents: needs to be in PDF Corrected 12/1

AC250 - Federal Income Tax II

RESUBMIT

SLO#1

Please add: SLO#1 FA2020-SP2021 to the SLO description. Corrected 12/1

Textbook/Author Designed Tests-please clarify (with papers) as this does not match criterion Corrected 12/1

Criterion ( Written in % ):how many students Corrected 12/1

Activity Schedule: should be Fall 2020 Corrected 12/1

Related Documents: needs to be in PDF unable to open. Corrected 12/1

AC280 - Personal Finance

APPROVE WITH MINOR CHANGES SLO#1

Please add: SLO#1 FA2020-SP2021 to the SLO description. Corrected 12/1

Textbook/Author Designed Tests-please clarify (with papers) as this does not match criterion Corrected 12/1

Criterion ( Written in % ):please clarify verbiage and how many students. Corrected 12/1

Activity Schedule: should be Fall 2020 Corrected 12/1

AC292 - Accounting Practicum

RESUBMIT

SLO#1

Criterion ( Written in % ): please clarify verbiage and how many students. Corrected 12/1

Activity Schedule: should be Fall 2020 Corrected 12/1

Related Documents: needs to be in PDF unable to open. Corrected 12/1

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 12/01/2020

### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

## ***Fall 2019 - Spring 2020 Program/Unit Response***

### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Completed requested update.

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 03/09/2020

### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:** See report.

**Assessment Report and Implementation Changes Accepted:** Yes

**Date Complete for Assessment Report and Implementation Changes:** 03/09/2020

**Assessment Report Changes Accepted:** Yes

## ***Fall 2019 - Spring 2020 Program/Unit Response***

### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Met with CCA committee member Yvonne Tam and she clarified items that needed to be revised. We completed in Improve. Resubmitted program plan at end of our meeting November 20 from 2:30-3pm. Thank you.

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 11/20/2019

### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

## *Fall 2019 - Spring 2020 Program/Unit Response*

### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** I saw that CCA has reviewed the Accounting Program: I believe I have corrected most of the items mentioned. But need someone from the committee help me with the IDEA part. I did not see any announcement that the IDEA would be done this Fall 2019, if you would like to discuss further I am available Tuesday November 19 and Thursday 21, please email me a good time from 12-2pm. Thank you.

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 11/19/2019

### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

### *Student Learning Outcomes (SLOs)*

### *Artifact/Instrument/Rubric /Method/Tool Description Data Collection Status/Summary of Results (N=?)*

### *Use of Summary Results*

**SLO# 2 FA2019-SP2020 Perform Accounting Cycle** - SLO# 2 FA2019-SP2020 Perform Accounting Cycle -- Upon successful completion of the AS in Accounting program, students will be able to perform necessary procedures at each step of the accounting cycle (series of activities that compiles an organization's transactions at the end of a reporting period in order to prepare important financial statements) for various types of business.  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019

**Textbook/Author Designed Tests** - Students will complete a comprehensive project to apply the entire accounting cycle.  
**Criterion ( Written in % ):** Students completing the project will have an overall score of 75% or greater.  
**Activity Schedule:** Fall 2019  
**Related Documents:**  
[Comp 1 Service.pdf](#)

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Criterion Met  
On Comp1 N=19 students completed the project, but only 12 received a score of 75% or better. Students have another opportunity to apply the entire accounting cycle with two other Comprehensives before the semester ends. Comp3 N=18 students completed the project, 17 received a score of 75% or better. The student who did not do well on the last comprehensive scored above a 75% at least once on the 3 attempts. (11/18/2019)  
**Growth Budget Implications/Effect:** Under \$500  
**Growth Budget Justification:** The accounting program continues to need a budget to maintain and improve the faculty and students knowledge base by continuing education and membership in accounting organizations.

**Use of Summary Result:** Projects continue to be a great way to ensure that students are meeting the SLO. The goal of 75% may be high but could be difficult as the first project was early on in the semester and students still had a learning curve due to the online assessment. In conjunction with the 5 year review of accounting curriculum AC211/AC212 will be reviewed to reduce the number of credits from 4 to 3 to be in line with other colleges and universities with their Financial

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>- Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>            We continue to use perform the accounting cycle as it is critical to the success of the student when they begin working and/or transfer to university.</p>		<p><b>Related Documents:</b>  <a href="#">Comp 1</a>  <a href="#">comp1 AC211 A SAMPLE.pdf</a>  <a href="#">Ac211 Comp1 Sample B.pdf</a>  <a href="#">SLO#2 Perform Acctg Cycle Data Coll; COMP1&amp;30001.pdf</a></p>	<p>and Managerial Accounting classes. (11/18/2019)  <b>Implementation Status:</b> The comprehensive project continues to be a great way to assess student learning. In the future, we will require that students complete the comprehensives with a score of 75% or better at least twice in the semester. (12/21/2019)</p>
<p><b>SLO#2 FA2019-SP2020 ISMP - Advancing Workforce Development and Training.</b> - SLO#2 FA2019-SP2020 ISMP - Advancing Workforce Development and Training.  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>            Encourage students to take certification classes such as Certified Bookkeeper or AHLEI Hospitality Financial Accounting</p>	<p><b>Industry/National Standardized Exams</b> - Students will be encouraged to take certification courses such as Certified Bookkeeper Review or AHLEI Hospitality Financial Accounting.  <b>Criterion ( Written in % ):</b> 10% of students graduating with an AS in Accounting will take a course where they will earn a certification in accounting.  <b>Activity Schedule:</b> Spring 2020  <b>Related Documents:</b>  <a href="#">The Certified Bookkeeper Course for AA Programs.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Issues Found            AC240 Certified Bookkeeper Review course was offered in Spring 2020. The course had 11 students registered. At the end of the course only 1 student was able to pass all 4 sections of the certification exam. She graduated with her AS Accounting. (09/16/2020)  <b>Growth Budget Implications/Effect:</b> Over \$500  <b>Growth Budget Justification:</b> The 4 certification exam costs students a total of \$220 to take and must be scheduled through a Prometric testing site. The fee for the testing this semester was paid through the Association of Junior Accountants GCC student organization. Students in the past rarely took the exam due to the costs. A retake of the failed exam costs \$60. Students who failed the exams were encouraged by instructor to study and pay for the retake so they can earn this certification.</p>	<p><b>Use of Summary Result:</b> Earning certifications on island is costly and students do not know if the cost will translate to higher wages. Spring 2020 the cost was paid for with funds from the student organization. As an advisor I will urge the organization to continue to bear the costs for the certified bookkeeper AIPB fees, but due to the pandemic fundraising for these monies will be limited. (09/17/2020)</p>
		<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Issues Found            Spring 2020 the AC240 class has made. There are 11 students in the class. All will be taking the National Certified Bookkeeper exams before the end of April. The test fee was funded by the Association of Junior Accountants student organization. The results though may not be uploaded until sometime in May. (02/24/2020)  <b>Growth Budget Implications/Effect:</b> Over \$500</p>	<p><b>Use of Summary Result:</b> At this time the SLO cannot be measured as the students have not taken the certification test. (02/24/2020)  <b>Implementation Status:</b> The instructor will monitor the classes progress towards taking the</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
		<p><b>Growth Budget Justification:</b> The certification test fee for the AC240 cost \$210 per person, which the student organization funded this time around for all the students. In the future, not sure if this will be funded again by the group if they have limited funds. A source of funding should be identified or included into the student course fee or bundled with the book purchase.</p>	<p>certification tests. Results should be reported by May 2020.</p> <p>10/10/2020 Update. Due to Covid 19 afflicting the island in March 2020, classes were converted to online. The testing center rescheduled exams for students some time in July. Continued to follow up with students to determine passing rate. Only 1 student reported her good news that she passed all 4 sections for the exam. She is working at an employer to gain her experience hours, then she hopes to return and get her bachelors degree. (02/24/2020)</p>
		<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Issues Found  AC225 was cancelled Fall 2019 (10/12/2019)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> As course was cancelled due to no enrollment no data could be collected.</p>	<p><b>Use of Summary Result:</b> No data collected for Fall 2019 as class was cancelled due to no enrollment. Students in Fall 2019 has a choice of two accounting electives either AC225 or AC280. The more popular class was AC280 Personal Finance. The few students enrolled in AC225 registered for AC280 so they could still get an elective credit for the program. (11/13/2019)</p> <p><b>Implementation Status:</b> We will consider offering AC225 again in either Spring 2020 or Fall 2020. Continue to recruit students for the accounting program, monitor enrollment, and encourage certification. (11/13/2019)</p>



<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>to apply course material - SLO#2</b> FA2019-SP2020-IDEA-Learning to apply course material--Upon successful completion of the AS in Accounting program, students will be able to apply course material by performing necessary procedures at each step of the accounting cycle (series of activities that compiles an organization's transactions at the end of a reporting period in order to prepare important financial statements) for various types of business.</p> <p><b>SLO Status:</b> Currently being assessed <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020 <b>Start Date:</b> 10/14/2019 <b>End Date:</b> 03/09/2020 <b>Program Level SLO Industry National Certification:</b> N/A <b>Type of Industry National Certification:</b> None <b>Historical Assessment Perspective:</b> Using the IDEA survey for the first time to include in assessment.</p>	<p><b>Directly related to SLO</b></p> <hr/> <p><b>Course Projects - Comprehensive Problems</b> <b>Criterion ( Written in % ):</b> 75% of Students taking the course will earn a 75% or better on this assessment. <b>Activity Schedule:</b> Spring 2020 <b>Related Documents:</b> <a href="#">Comp 1</a> <a href="#">comp1 AC211 A SAMPLE.pdf</a> <a href="#">Ac211 Comp1 Sample B.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020 <b>Conclusion:</b> Issues Found College did not administer IDEA Surveys in Fall 2019 or Spring 2020 (09/16/2020) <b>Growth Budget Implications/Effect:</b> Under \$500 <b>Growth Budget Justification:</b> College needs to administer the IDEA survey at least once in the academic year.</p> <hr/> <p><b>Reporting Period:</b> Fall 2019 - Spring 2020 <b>Conclusion:</b> Issues Found No IDEA Surveys conducted in Fall 2019 or Spring 2020 (09/16/2020) <b>Growth Budget Implications/Effect:</b> Under \$500 <b>Growth Budget Justification:</b> College needs to administer the IDEA Survey.</p> <hr/> <p><b>Reporting Period:</b> Course Level Data Collection Status <b>Conclusion:</b> Issues Found Fall 2019 AC211 students were assigned three comprehensive problems to complete during the semester. For the first two comprehensives 61.9% of the students scored 75% or better, but on the third comprehensive 80.95% scored a 75% or better. Spring 2020 AC212 the second part of the class, of those continuing comprehensive four 93.33% scored 75% or better. This project should be reviewed together with the IDEA Survey, but no IDEA Survey was done as of November 18, 2019 for AC211. But the college plans to administer the IDEA survey in Spring 2020. The results of the survey will help us understand the students perception if this comprehensive project allows them an opportunity to apply and learn from it. (11/18/2019) <b>Growth Budget Implications/Effect:</b> Under \$500 <b>Growth Budget Justification:</b> The college needs to administer the the IDEA survey at least yearly. This is the first time this will be integrated into the assessment cycle. <b>Related Documents:</b> <a href="#">Comp 4 Sample A Spring 2018.xlsx</a> <a href="#">Comp 4</a> <a href="#">AC212 Comp 4</a> <a href="#">Acctg IDEA.pdf</a></p>	<p><b>Use of Summary Result:</b> No IDEA Survey was conducted in Fall 2019. (01/07/2020) <b>Implementation Status:</b> AIER should administer the IDEA survey in Spring 2020 (01/07/2020)</p>

# Assessment: Assessment Unit Four Column



## Admissions & Registration Office

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 12/06/2019

**Assessment Plan and Data Collection Rating:** Approved

**Committee Recommendations for Assessment Plan and Data Collection:** SLO#1 - On the "SLO Name" Block, please indicate "FA2019 - SP2020-Budget Goal".

On the "End Date" Block, Date should be March 9, 2020.

On SLO Block, please change to "SLO#1 - FA2019-SP2020-Budget Goal, Data Security etc..

On Activity schedule, please add academic year, "FA2019-SP2020".

Under Related Document - Please relate document, there is no document uploaded.

Under Related Items - Please relate mapping.

SLO#2, ISMP FA2019-SP2020, indicate on SLO Name Block and SLO Block.

Under Criterion - Please indicate percentage.

Under Activity Schedule - Please indicate SP2020 only, as you mentioned that your last survey will end January/February.

Under Related Document - There is no document uploaded.

Under Related Items - Please relate mapping.

Note: Author made all changes that were recommended by CCA.

Yvonne Tam motioned to approve, seconded by Fred Tupaz. Motion carried.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/06/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:** 12/18/2020

**Assessment Report and Implementation Rating:** Incomplete

**Committee Recommendations for Assessment Report and Implementation:** Assessment report missing

Ref: Meeting #006 18Dec2020

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:** 01/08/2021

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

**SLO #1 - FY2020 Data Security and Digitization - SLO #1 - FY 2020**

Data Security: Assure that student records are centralized, maintained, secured, and digitized in compliance with local, federal, and GCC policies governing these records.

**SLO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/08/2020

**Program Level SLO Industry**

**National Certification:**

**Historical Assessment Perspective:**

The Admissions and Registration Department has been tasked with the digitization of student files for the past several years. Steps have been made to start this task but it has not been successfully implemented due to various obstacles.

**Other (indicate the specific tool in the Method field/box) - Admissions**

will do things, one will be a time study of how long it takes to digitize a file from start to finish and the second will be doing an inventory of the number of student files we have in the file rooms. The time study includes locating the file, organizing the file, scanning the file, uploading the file, updating the student's record in Banner (if necessary), and destroying paperwork that is deemed acceptable. The second part is to do an accurate count of the number of student files to determine how long it would take to digitize all files.

**Criterion ( Written in % ):** Due to the enormity of the task, the goal for the file count will be determined by counting one section of each file room (33%) and using that as the basis of the count. The time study for file digitization will go on until the end of the year in order to determine an accurate time to completion based on the averages.

**Activity Schedule:** The digitization project and file count will commence in October.

**Related Documents:**

[Student Record.docx](#)

[Student Record.pdf](#)

**SLO #2 - FA2019-SP2020 ISMP**

**Modernizing Technology - SLO #2 - FA2019-SP2020 ISMP**

Modernizing and Expanding Infrastructure and Technology

**Employee-Faculty Satisfaction**

**Survey -** Two surveys will be sent out to the faculty in late December or early January. The first survey will

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry**  
**National Certification:**  
**Historical Assessment Perspective:**  
 The attempt to move toward an electronic curriculum review tool has been ongoing since for the last decade. The first attempt was to use Digital Architecture's Acalog system. This was used by the college for many years. I opted to discontinue to use this tool after expressing security concerns as well as determining that it was not meant to manage the curriculum approval process. AY 18-19 CRC used a word version of curriculum forms as well as the incorporation of the Google Suite. AY 19-20 we are continuing the usage of Google Suite but are using PDF forms.

determine the satisfaction level of the faculty and other stakeholders involved in the curriculum revision process using ACALOG and then using Word/Google Docs. A second survey will be sent out to determine satisfaction using the current process/resources which is Adobe PDF forms and Google Docs.  
**Criterion ( Written in % ):** 100% of the qualitative data extracted from the surveys will guide Admissions & Registration as well as the Curriculum Review Committee on what is working and what needs improvement.  
**Activity Schedule:** Survey One: Late December/early January Survey Two: End of January/early February  
**Related Documents:**  
[Preliminary Templates for Assessment.pdf](#)  
**Document Review** - Admissions and Registration computer upgrades will result in better digitization and security protocols. This, in turn, will positively impact support services offered to various stakeholders internally and externally. Based on campus announcement and MIS assessment. \_copy  
**Criterion ( Written in % ):** N=7 100% ADM computer upgrades will result in a better ability to generate stakeholder requests (transcripts, reports, audits, etc.) requested by various stakeholders.  
**Activity Schedule:** Spring 2020

# Assessment: Assessment Unit Four Column



## Adult High School Diploma Program (AHS)

### Committee Feedback

#### *Fall 2020 - Spring 2021 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/13/2020

**Assessment Plan and Data Collection Rating:** Incomplete

**Committee Recommendations for Assessment Plan and Data Collection:** All courses incomplete - Missing: Artifact/Instrument/Rubric/Method/Tool Description

Related Items

Assignment

Course SLO Name and Description need to be in proper format.

Other items cannot be reviewed until completed.

AEMA050 - Algebra 1

AEMA060 - Geometry

AEMA070 - Algebra II

EN068 - Language Arts Literacy

EN081 - Literature Survey

EN091 - Fundamentals of Communication

SI051 - Earth Science

SI061 - Biology

SO099 (Formerly SP099) - Student Success Workshop

SS063 - American Government

SS081 - US History I

SS082 - U.S. History II

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 11/27/2020

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

## **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 02/14/2020

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** Please refer to instructional Memorandum in MyGCC Governance tab, under Institutional information called Assessment Process and Guidelines.

SLO#1:

Student Learning Outcome (SLO) Name: include the 5 word description, example: (SLO #5 FA2019-SP2020-Accounting using a computer program).

Program Student Learning Outcomes (SLOs): should start with SLO# and Date, then: Upon successful completion of the Adult High School Diploma program, students will be able to apply the knowledge and skills acquired through experience and education to become more productive in the workforce.

Under: Artifact/Instrument/Rubric/Method/Tool Description

Other (indicate the specific tool in the Method field/box) what is the tool being used, suggest using program graduates from December to address the SLO.

Activity Schedule: please pick only one semester.

SLO#2

Program Student Learning Outcomes (SLOs): should start with: SLO #2 FA2019-SP2020 ISMP- Fostering 100% Student-Centered Success

Under: Artifact/Instrument/Rubric/Method/Tool Description

Criterion (Written in %): Please clarify and simplify, indicate the percentage of student that will be satisfied, indicate what is considered satisfied, and you have indicated wrap-around service but the related document only addresses tutoring.

Activity Schedule: please pick only one semester.

SLO#3

Program Student Learning Outcomes (SLOs): should start with: SLO #3 FA2019-SP2020 IDEA- Learning to apply course materials (to improve thinking, problem-solving, and decisions)

Under: Artifact/Instrument/Rubric/Method/Tool Description

Criterion (Written in %): How will students demonstrate improvement in their critical thinking skills, and how will it be measured as the related documents do not seem to measure improvement. Recommend to use same instrument as ISMP (NCRC).

Activity Schedule: please pick Fall semester.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 02/28/2020

## **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

### *Student Learning Outcomes (SLOs)*

### *Artifact/Instrument/Rubric /Method/Tool Description*

### *Data Collection Status/Summary of Results (N=?)*

### *Use of Summary Results*

**SLO #1 FA2019-SP2020 - Increase completion through Support Services**  
- Upon successful completion of the Adult High School Diploma program, students will be able to apply the

**Other (indicate the specific tool in the Method field/box)** - 90% of the AHS students enrolled in an SO099 course will earn a National Career Readiness Certificate (NCRC); the

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Criterion Not Met  
In fall 2019, n=46 students were enrolled in 2 sections of SO099. Of the 46, n=16 or 35% took the Workkeys and of the 16 students who took the Workkeys, n=13 or 81% earn

**Use of Summary Result:** The incorporation of the Workkeys curriculum into SO099 was effective in fall 2019, however, through observations and

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>knowledge and skills acquired through experience and education to become more productive in the workforce.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> AHS students enrolled in a Student-Centered Success in College course (SO099) are required to take the WorkKeys assessment and at the end of the semester will take the National Career Readiness Certificate (NCRC). The ACT WorkKeys assessment measures foundational skills required for success in the workplace and helps measure the workplace skills that can affect job performance. (www.act.org)</p>	<p>Program Specialist will analyze the data and submit a synopsis of the results (# of students enrolled, actual # of students who took the NCRC, and the # of students who placed into the various levels (bronze, silver, gold, platinum)).</p> <p><b>Criterion ( Written in % ):</b> 90% will earn a National Career Readiness Certificate (NCRC).</p> <p><b>Activity Schedule:</b> Fall 2019 and Spring 2020</p> <p><b>Related Documents:</b>  <a href="#">Assessments - ACT WorkKeys ACT.pdf</a></p>	<p>a National Career Readiness Certificate (NCRC).</p> <p>*Please note that spring semester is ongoing. (03/09/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> N/A</p>	<p>feedback from AHS adjunct instructors, Program Specialist will submit a Substantive Revision (SR) to the course curriculum document to increase the number of contact hours from 45 to 60 to allow the students more time in class to work on the WorkKeys curriculum component of SO099. The increase in the contact hours will increase the number of students who will earn an NCRC certificate. (03/09/2020)</p> <p><b>Implementation Status:</b> A Substantive Revision will be submitted to CRC this spring 2020 and revisions will be implemented in fall 2020. (03/09/2020)</p>
<p><b>SLO#2 FA2019-SP2020 ISMP - Fostering 100% Student-Centered Success - Fostering 100% Student-Centered Success</b></p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p>	<p><b>Student Satisfaction Survey -</b> Satisfaction survey will be used to gauge 100% student-centered success.</p> <p><b>Criterion ( Written in % ):</b> There are 113 AHS students enrolled, of the 113, 80% will indicate that they were satisfied with the wrap-around services provided to them.</p> <p><b>Activity Schedule:</b> Spring 2020</p> <p><b>Related Documents:</b>  <a href="#">SP20 Tutoring Satisfaction Survey.</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Issues Found</p> <p>The collection of data is ongoing. (03/09/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> N/A</p>	<p><b>Use of Summary Result:</b> Summary of results will be reported at the end of spring 2020 semester. (03/09/2020)</p>

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

**Historical Assessment Perspective:**

The wrap-around services such as tutoring, mentoring, and consistent communication with students, will contribute to the completion and/or transition into post-secondary education or employment.

[pdf](#)

**SLO#3 FA19-SP20 IDEA** - Learning to apply course materials (to improve thinking, problem-solving, and decisions)

**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

According to Susan Pimentel, Promoting College and Career Ready Standards in Adult Basic Education -- is to forge a stronger link among adult education, postsecondary education, and the world of work. It raises awareness and understanding of the critical skills and knowledge expected and required for success in colleges, technical training programs, and employment in the 21st century.

**Industry/National Standardized Exams**

- The National Career Readiness Certificate (NCRC) is recognized by employers nationwide. Individuals demonstrate skill mastery through their assessment scores. When individual skills are aligned to the skills needed for a job, workers tend to learn job-related tasks more quickly, benefit from on-the-job training, and obtain new knowledge and skills. (ACT.org) AHS students will take this exam as part of the requirement for their SO099 course which is a mandatory course for the program. A student must earn a minimum score of 3 in Applied Math, Graphic Literacy, and Workplace Documents to earn a certificate.

**Criterion ( Written in % ):** At least 70% of students will earn a National Career Readiness Certificate (NCRC).

**Activity Schedule:** Fall Semester

**Reporting Period:** Fall 2019 - Spring 2020

**Conclusion:** Issues Found

In fall 2019, n=46 students were enrolled in 2 sections of SO099. Of the 46, n=16 or 35% took the Workkeys and of the 16 students who took the Workkeys, n=13 or 81% earn a National Career Readiness Certificate (NCRC). (03/09/2020)

**Growth Budget Implications/Effect:** No budget impact

**Growth Budget Justification:** N/A

**Use of Summary Result:** The incorporation of the Workkeys curriculum into SO099 was effective in fall 2019, however, through observations and feedback from AHS adjunct instructors, Program Specialist will submit a Substantive Revision (SR) to the course curriculum document to increase the number of contact hours from 45 to 60 to allow the students more time in class to work on the WorkKeys curriculum component of SO099. The increase in the contact hours will increase the number of students who will earn an NCRC certificate. (03/09/2020)

**Implementation Status:** A Substantive Revision will be made to the course curriculum document to increase the contact hours from 45 to 60. (03/09/2020)



# Assessment: Assessment Unit Four Column



## Advisement and Career Placement Office

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** SLO#2 ISMP Goal #2 - No academic year indicated on SLO Name and SLO Block. Please add FA2019-SP2020.

Under Criterion - Percentage too low. At 50%, it gives the appearance that customer service is poor. We suggest you increase to at least 80%.

SLO#1 - No academic year indicated on SLO Name and SLO Block. This SLO should be from your Budget Goal. Please rewrite your SLO. When you rewrite your SLO, the following below will be irrelevant.

Under Criterion - Percentage too low. It appears that your 50% indicates that you do not have the resources or activities that are useful, highly recommend that you increase percentage to 80% or higher.

How did you measure your criterion? The related document does not indicate what is considered useful information.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
(2020-2021) SLO#2 ISMP GOAL #2 Foster 100% Student-Centered Success - SLO#2 (2020-2021) GOAL #2: Foster 100% Student-Centered	Student Satisfaction Survey - Student Satisfaction Survey Criterion ( Written in % ): 80% of students will indicate they are		

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
<p>Success  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021  <b>Start Date:</b> 10/12/2020  <b>End Date:</b> 03/15/2021  <b>Program Level SLO Industry</b>  <b>National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>  Academic Advisement and Career Placement office provides students support and guidance with enrolling, persisting and transitioning into college/careers.</p>	<p>satisfied with the services provided by Advisement/Career Placement.  <b>Activity Schedule:</b> Fall 2020-Spring 2021  <b>Related Documents:</b>  <a href="#">2020-2021 Advisement Service Feedback Survey - Google Forms.pdf</a></p>		
<p><b>(2020-2021) SLO#1: Career Services Feedback</b> - (2020-2021) SLO#1: Upon completion of service students will identify that the resources/activities are useful information to meet their goal(s) in preparing for their job/career.  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021  <b>Start Date:</b> 10/12/2020  <b>End Date:</b> 03/15/2021  <b>Program Level SLO Industry</b>  <b>National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>  Academic Advisement and Career Placement office provide students with support and guidance with enrolling, persisting, and transitioning into college/careers.</p>	<p><b>Student Satisfaction Survey - Resume Survey Feedback</b>  <b>Criterion ( Written in % ):</b> 80% of students will identify that the resources/activities are useful information to meet their goal(s) in preparing for their job/career.  <b>Activity Schedule:</b> Fall 2020-Spring 2021  <b>Related Documents:</b>  <a href="#">2020-2021 Resume Service Feedback Form.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met  N=48 student resumes were reviewed. (12/20/2019)  <b>Growth Budget Implications/Effect:</b> Over \$500  <b>Growth Budget Justification:</b> Students identified more courses should offer resume reviews as a project. Currently, there is one personnel to review resumes. 1:48 resumes reviews in two weeks with reiteration is a lot. Academic Advisement &amp; Career Placement Center would like to offer more services and engage student with employer through activities. However, AACP has no staff support. Program Specialist experiences challenges as she advises during peak seasons. Thus job announcements, resume reviews and recruitment is also at peak, and career services is limited without personnel to support and run the Career Placement functions.</p>	<p><b>Use of Summary Result:</b>  Collaborate with offices, programs, and group creating Academic Advisement proposal to assess students, and revisit ways for students to articulate what they learn for courses into their resumes. Perhaps purchase of an e-portfolio by GCC for students should be considered as part of the system. (12/20/2019)</p>

# Assessment: Assessment Unit Four Column



## AIER/CCA

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 09/27/2019

**Assessment Plan and Data Collection Rating:** Approved

**Committee Recommendations for Assessment Plan and Data Collection:** Thank you.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 09/27/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**AUO Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

*Administrative Unit  
Outcomes (AUOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

Strategies:

1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.

1.2 Increase the numbers of students completing secondary CTE programs.

1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional

*Administrative Unit  
Outcomes (AUOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

experiences.

**SLO#1 FA2020-SP2021 Obtain knowledge and skills in computer applications - SLO#1 FA2019-SP2020**

Upon successful completion of the AS in Office Technology program, students will be able to obtain knowledge and skills in various computer applications so that they will be able to adapt to the technological needs of their respective organizations.

**AUO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

Use and implement results from previous cycle.

**Student Satisfaction Survey -**

Students will complete a five question satisfaction survey.

**Criterion ( Written in % ): 75%** of students taking the survey will agree that the Office Technology program has met the SLO.

**Activity Schedule:** Fall 2019

**SLO#2 FA2019-SP2020 ISMP: Fostering 100% Student-Centered Success - SLO#2 FA2019-SP2020**

ISMP#2: Fostering 100% Student-Centered Success

**AUO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

**Student Satisfaction Survey -**

Students will complete a five question satisfaction survey.

**Criterion ( Written in % ): 75%** of students taking the survey will agree that the Office Technology program has met the ISMP goal.

**Activity Schedule:** Fall 2019

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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Use and implement results from previous cycle.

**SLO#3 FA2019-SP2020 IDEA#4 - SLO#3 FA2019-SP2020 IDEA#1**  
 Gaining factual knowledge (terminology, classifications, methods, trends)  
**AUO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry**  
**National Certification:** N/A  
**Type of Industry National Certification:**  
**Historical Assessment Perspective:**  
 Use and implement results from previous cycle.

**Student Satisfaction Survey -**  
 Students will complete a five question satisfaction survey.  
**Criterion ( Written in % ):** 75% of students taking the survey will agree that the Office Technology program has met the IDEA goal.  
**Activity Schedule:** Fall 2019

# Assessment: Assessment Unit Four Column



## Assessment & Counseling

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 03/13/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** There are no related documents.

SLO#4 - Spell out the semester, FA2019 - SP2020.

Yvonne Tam motioned to resubmit, 2nd by Ana.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:** 12/18/2020

**Assessment Report and Implementation Rating:** Re-submit

**Committee Recommendations for Assessment Report and Implementation:** SLO#3 - Conclusion doesn't answer criterion. It doesn't say what the percentage of students is per high school.

SLO#4 - Select a Criterion. 1) 60% of students will indicate an interest in at least one GCC postsecondary program. 2) After attending a CTE counseling presentation about college and career preparation, 70% of the presentation attendees will indicate that they are interested in at least one post-secondary GCC program.

Ref: Meeting #006 18Dec2020

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:** 01/08/2021

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** 1. SLO #1 - Please indicate FA2019-SP2020 on the SLO block before the sentence. Also identify as Budget Goal.

Start Date - Incorrect, should be October 14, 2019.

Under Criterion - What is the score that determines that the student has gained knowledge applicable to workplace skills? Please indicate that score.

Please indicate FA2019-SP2020 before the sentence in the ACTIVITY SCHEDULE.

Please "Relate Items".

SLO #2 - Please indicate FA2019-SP2020 on the SLO block before the sentence "Modernizing and expanding etc."

Please indicate FA2019-SP2020 before the sentence on the ACTIVITY SCHEDULE.  
 Please "Relate Items".  
 Under Related Document - (FA19 Lab Survey) does not open.

SLO#3 - Please indicated FA2019-SP2020 on the SLO block before the sentence "Broaden DOE High School etc."  
 Please indicate "END DATE", should be March 9, 2020.  
 SLO#4 - Please indicate FA2019-SP2020 on the SLO block before the sentence "To implement a career and technical etc...".  
 Related Document should be in PDF format.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 11/29/2019

**Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

## Author Responses

### *Fall 2019 - Spring 2020 Program/Unit Response*

**Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** All recommended suggestions from CCA updated.

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 03/09/2020

**Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO #1- Post Secondary Fall2019-SP2020 Knowledge, Acquisition, Construction, and Integration -</b>            FA2019-SP2020 After participating in a Work Ethic workshop, seventy percent (70%) of the students will gain knowledge applicable to workplace skills.  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019</p>	<p><b>Workshop/Conference/Training -</b>            Evaluation Survey  <b>Criterion ( Written in % ):</b> After participating in a Work Ethic workshop, seventy percent (70%) of the students will agree that they have gained knowledge applicable to workplace skills.  <b>Activity Schedule:</b> FA2019-SP2020            The evaluation will be administered</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met            The Assessment and Counseling department conducted a workshop on work ethic. Ninety-three percent (93%) of the 42 students agreed or strongly agreed that they learned new information and/or new skills that they can apply to achieve personal, educational, and/or career goals.            (03/08/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> N/A</p>	<p><b>Use of Summary Result:</b> The purpose of the workshop was to measure work ethic in seven work place skills. The data collected reflects the extent of students' knowledge of these skills and have achieved the threshold of 70%.            (03/08/2020)  <b>Implementation Status:</b> The</p>



<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>- Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry</b>  <b>National Certification:</b>  <b>Historical Assessment Perspective:</b>            Not tied to previous assessment</p>	<p>after the Work Ethic workshop.  <b>Related Documents:</b>  <a href="#">Workshop Evaluation Survey.pdf</a></p>	<p><b>Related Documents:</b>  <a href="#">Work Ethic - Evaluation Summary.pdf</a></p>	<p>Assessment and Counseling department will continue to provide workshops/class presentations for students to gain knowledge applicable to workplace skills. (03/08/2020)</p>
<p><b>SLO #2 - Post Secondary Fall 2019 - Spring 2020 Modernizing and expanding infrastructure and technology</b> - FA2019-SP2020            Modernizing and expanding infrastructure and technology  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/07/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry</b>  <b>National Certification:</b>  <b>Historical Assessment Perspective:</b>            ...The ACD Lab has been managed by Assessment &amp; Counseling using department funds and acquiring equipment from other departments. The computers are outdated (15 ACER brand) and needs replacement. The ACD Lab is the primary location for the College's Post Secondary Math and English placement test. The router is the original router and this too needs to be replaced..</p>	<p><b>Student Satisfaction Survey</b> -            Student will complete a computer lab satisfaction survey consisting of five questions.  <b>Criterion ( Written in % ):</b> Sixty percent (60%) of the students who complete the student satisfaction survey will agree that improvements are needed in the Assessment and Counseling testing lab.  <b>Activity Schedule:</b> FA2019-SP2020            Students will be administered the survey after their placement testing session.  <b>Related Documents:</b>  <a href="#">Computer Lab Student Survey - Google Forms.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Not Met            Students who completed the Placement test were asked to complete a satisfaction survey. Only nine percent (9%) of the 115 students surveyed commented/suggested to improve the testing lab. (03/08/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> N/A  <b>Related Documents:</b>  <a href="#">Computer Lab Student Survey (Responses) - STATS.pdf</a></p>	<p><b>Use of Summary Result:</b> Results indicate no improvements are needed. (03/08/2020)  <b>Implementation Status:</b> The proposed improvements to the ACD lab are negated by the student survey. The survey indicates students are satisfied with the test environment. ACD will consider improvements of the testing lab at a later date. (03/08/2020)</p>
<p><b>SLO #3 CTE FA2019 to SP2020 Broaden DOE High School Students Understanding of GCC CTE Programs</b>            - FA2019-SP2020 Broaden DOE High School Students Understanding of</p>	<p><b>Directly related to Objective</b></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met            OHS N= 41            A survey was conducted with OHS students who had attended CTE presentations in Fall 2019 and received</p>	<p><b>Use of Summary Result:</b> The results of the survey reinforce the need to continue to make available information about GCC's CTE programs as such efforts to</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>GCC CTE Programs  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry</b>  <b>National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>            CTE counseling services help support and enhance student learning and promote college and career readiness. Numerous counseling activities such as career and college presentations, workshops, educational planning and advisement, and outreach efforts contribute to raising student awareness about career and educational opportunities/resources that prepare students for transition into postsecondary education and/or careers.</p>	<p><b>Directly related to Objective</b></p> <p><b>Other (indicate the specific tool in the Method field/box) -</b> Students will be asked what they learned from the presentations  <b>Criterion ( Written in % ):</b> 70% of students will report understanding the objective of the DCAPS, CLYMER, and DEAL programs.  <b>Activity Schedule:</b> Fall 2019  <b>Related Documents:</b>  <a href="#">GCC Presentation Survey for Assessment Cycle Fall2019-Spring2020.pdf</a></p>	<p>information about the CTE programs and the various transitional supports and services available to students that can promote college and career preparation. Please see the related document for the results of this survey. (09/26/2019)  <b>Growth Budget Implications/Effect:</b> Over \$5,000  <b>Growth Budget Justification:</b> Purchase of equipment and office supplies to support program activities.  <b>Related Documents:</b>  <a href="#">OHS CTE Survey Fall 2019.pdf</a></p> <hr/> <p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met            SSHS N= 143            A survey was conducted with SSHS students who had attended CTE presentations in Fall 2019 and received information about the CTE programs and the various transitional supports and services available to students that can promote college and career preparation. Please see the related document for the results of this survey. (02/28/2020)  <b>Growth Budget Implications/Effect:</b> Over \$5,000  <b>Growth Budget Justification:</b> purchasing equipment and office supplies  <b>Related Documents:</b>  <a href="#">CTE Presentation Survey.pdf</a>  <a href="#">SSHS Secondary Results.pdf</a></p>	<p>inform students and others about the availability of these programs and services directly impact students' interest in engaging in career and college planning and preparation. Knowing that this has been an effective method in delivering information to students and improving their awareness and understanding about GCC's numerous CTE programs and transitional supports and services, it will be necessary to continue this practice. (03/04/2020) (03/04/2020)  <b>Implementation Status:</b> Will continue to implement this strategy as it has shown to be effective in helping students see the college and career connection. (03/06/2020)</p> <hr/> <p><b>Use of Summary Result:</b> The results of the survey reinforce the need to continue to make available information about GCC's CTE programs as such efforts to inform students and others about the availability of these programs and services directly impact students' interest in engaging in career and college planning and preparation. Knowing that this has been an effective method in delivering information to students and improving their awareness and understanding about GCC's numerous CTE programs and transitional supports and services, it will be necessary to continue</p>

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

**Other (indicate the specific tool in the Method field/box)** - Students will be asked what they learned from the presentations\_copy  
**Criterion ( Written in % ):** 70% of students will report understanding the objective of the DCAPS, CLYMER, and DEAL programs.

**Activity Schedule:** Fall 2019

**Related Documents:**

[CTE Presentation Survey Results 2019-2020.pdf](#)

[CTE Presentation Survey.pdf](#)

**Reporting Period:** Fall 2019 - Spring 2020

**Conclusion:** Criterion Met

JFKHS: N = 121

A survey was conducted with JFKHS students who had attended CTE presentations in Fall 2019 and received information about the CTE programs and the various transitional supports and services available to students that can promote college and career preparation. Please see the related document for the results of this survey. (02/28/2020)

**Growth Budget Implications/Effect:** Over \$5,000

**Growth Budget Justification:** Purchase of equipment and office supplies to support program activities.

**Related Documents:**

[CTE Presentation Survey.pdf](#)

[CTE Presentation Survey Results 2019-2020.pdf](#)

this practice. (03/04/2020)

**Implementation Status:** Will continue to implement this strategy as it has shown to be effective in helping students see the college and career connection. (03/06/2020)

**Use of Summary Result:** The results of the survey reinforce the need to continue to make available information about GCC's CTE programs as such efforts to inform students and others about the availability of these programs and services directly impact students' interest in engaging in career and college planning and preparation. Knowing that this has been an effective method in delivering information to students and improving their awareness and understanding about GCC's numerous CTE programs and transitional supports and services, it will be necessary to continue this practice. (03/02/2020) (03/04/2020)

**Implementation Status:** Will continue to implement this strategy as it has shown to be effective in helping students see the college and career connection. (03/06/2020)

**Other (indicate the specific tool in the Method field/box)** - Students will be asked what they learned from the presentations\_copy\_copy  
**Criterion ( Written in % ):** 70% of students will report understanding

**Reporting Period:** Fall 2019 - Spring 2020

**Conclusion:** Criterion Met

THS: N=100

A survey was conducted with the THS students who had attended CTE presentations in Fall 2019 and received

**Use of Summary Result:** The results of the survey reinforce the need to continue to make available information about GCC's CTE programs as such efforts to

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
	<p>the objective of the DCAPS, CLYMER, and DEAL programs.  <b>Activity Schedule:</b> Fall 2019</p>	<p>information about the CTE programs and the various transitional supports and services available to students that can promote college and career preparation. Please see the related document for the results of this survey. (02/28/2020)  <b>Growth Budget Implications/Effect:</b> Over \$5,000  <b>Growth Budget Justification:</b> Purchasing equipment and supplies.  <b>Related Documents:</b>  <a href="#">2019.20 AIER THS.GCC Presentation Survey. Final. (1).pdf</a></p>	<p>inform students and others about the availability of these programs and services directly impact students' interest in engaging in career and college planning and preparation. Knowing that this has been an effective method in delivering information to students and improving their awareness and understanding about GCC's numerous CTE programs and transitional supports and services, it will be necessary to continue this practice. (03/06/2020)  <b>Implementation Status:</b> Will continue to implement this strategy as it has shown to be effective in helping students see the college and career connection. (03/06/2020)</p>
	<p><b>Other (indicate the specific tool in the Method field/box)</b> - Students will be asked what they learned from the presentations_copy_copy_copy  <b>Criterion ( Written in % ):</b> 70% of students will report understanding the objective of the DCAPS, CLYMER, and DEAL programs.  <b>Activity Schedule:</b> Fall 2019</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met  SHS: N=50  A survey was conducted with SHS students who had attended CTE presentations in Fall 2019 and received information about the CTE programs and the various transitional supports and services available to students that can promote college and career preparation. Please see the related document for the results of this survey. (03/06/2020)  <b>Growth Budget Implications/Effect:</b> Over \$5,000  <b>Growth Budget Justification:</b> Purchasing equipment and supplies  <b>Related Documents:</b>  <a href="#">2019.20 AIER SHS. GCC Presentation Result Survey (1).Final (1).pdf</a></p>	<p><b>Use of Summary Result:</b> The results of the survey reinforce the need to continue to make available information about GCC's CTE program as such effort to inform students and other about the availability of these programs and services directly impact student's interest in engaging in career and college planning and preparation. Knowing that this has been an effective method in delivering information to students and improving their awareness and understanding about GCC's numerous CTE programs and transitional supports and services, it will be necessary to continue this practice. (03/06/2020)</p>

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

**Other (indicate the specific tool in the Method field/box)** - Students will be asked what they learned from the presentations\_copy\_copy\_copy  
**Criterion ( Written in % ):** 70% of students will report understanding the objective of the DCAPS, CLYMER, and DEAL programs.

**Activity Schedule:** Fall 2019

**Related Documents:**

[OHS CTE Survey 2019-2020.pdf](#)

**Reporting Period:** Fall 2019 - Spring 2020

**Conclusion:** Criterion Met

GWHS: N=186

A survey was conducted with GWHS students who had attended CTE presentations in Fall 2019 and received information about the CTE programs and the various transitional supports and services available to students that can promote college and career preparation. Please see the related document for the results of this survey. (03/02/2020)

**Growth Budget Implications/Effect:** Over \$5,000

**Growth Budget Justification:** To effectively conduct presentations and reach all students at the 6 GDOE public high schools, CTE counselors will need access to the appropriate equipment and resources, i.e., laptops, projectors, internet connectivity, printers and printing services, etc., to ensure that students and the community are kept updated and abreast with the most current information on GCC's programs and services that further promote college and career readiness and transition.

**Related Documents:**

[GCC Presentation Survey Results.SY2019-2020.pdf](#)

**Implementation Status:** Will continue to implement this strategy as it has shown to be effective in helping students see the college and career connection. (03/06/2020)

**Use of Summary Result:** The results of the survey reinforce the need to continue to make available information about GCC's CTE programs as such efforts to inform students and others about the availability of these programs and services directly impact students' interest in engaging in career and college planning and preparation. Knowing that this has been an effective method in delivering information to students and improving their awareness and understanding about GCC's numerous CTE programs and transitional supports and services, it will be necessary to continue this practice. (03/02/2020)

**Implementation Status:** Will continue to implement this strategy as it has shown to be effective in helping students see the college and career connection. (03/06/2020)

**SLO#4 CTE Fall 2019 to Spr 2020 To Implement a Career and Technical Education Curriculum** - FA2019-SP2020 To implement a career and technical education curriculum with applied academics that provides students with more career specific

**Other (indicate the specific tool in the Method field/box)** - Student Surveys

**Criterion ( Written in % ):**

**Activity Schedule:**

**Other (indicate the specific tool in the Method field/box)** - Survey of

**Reporting Period:** Fall 2019 - Spring 2020

**Conclusion:** Criterion Met

**Use of Summary Result:** From

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> CTE counseling services help support and enhance student learning and promote college and career readiness. Numerous counseling activities such as career and college presentations, workshops, educational planning and advisement, and outreach efforts contribute to raising student awareness about career and educational opportunities/resources that prepare students for transition into postsecondary education and/or careers.</p>	<p>postsecondary program offerings at GCC</p> <p><b>Criterion ( Written in % ):</b> 60% of students will indicate an interest in at least one GCC postsecondary program.</p> <p><b>Activity Schedule:</b> Surveys will be disseminated after Fall semester presentations</p> <p><b>Related Documents:</b>  <a href="#">Interest Survey on GCC Programs.pdf</a></p> <p><b>Other (indicate the specific tool in the Method field/box) - Interest Survey on GCC Programs</b></p> <p><b>Criterion ( Written in % ):</b> After attending a CTE counseling</p>	<p>Surveys were disseminated to 11th and 12th grade students at each high school after presentations on post-secondary opportunities at GCC. The criterion for this SLO was met based on the results of the surveys gathered from each school. They are as follows:</p> <p>GWHS: N=365, Out of 365 students surveyed, 361 indicated that they were interested in pursuing at least one GCC post-secondary program.</p> <p>SSHS: N=469, Out of 469 students surveyed, 402 indicated that they were interested in pursuing at least one GCC post-secondary program.</p> <p>JFKHS: N= 262, Out of 262 students surveyed, 258 indicated they were interested in pursuing at least one GCC post-secondary program.</p> <p>OHS: Surveys were not disseminated/completed.</p> <p>SHS: N=84, Out of 84 students surveyed, 75 indicated they were interested in pursuing at least one GCC post-secondary program. (03/04/2020)</p> <p><b>Growth Budget Implications/Effect:</b> Over \$5,000</p> <p><b>Growth Budget Justification:</b> Purchase of office supplies and equipment to support program activities.</p> <p><b>Related Documents:</b>  <a href="#">Postsecondary survey.pdf</a>  <a href="#">Postsecondary Survey Results (JFKHS) 2019-2020.pdf</a>  <a href="#">GWHS Student Survey Post-Secondary Programs of Interest.SY2019-2020.pdf</a>  <a href="#">Interest Survey on GCC Programs SHS.pdf</a>  <a href="#">SSHS POST SECONDARY RESULTS.pdf</a>  <a href="#">2019 SHS Interest Survey on GCC Programs (1).Gary's presentation.Final.pdf</a></p>	<p>these survey results, it can be concluded that the availability of CTE programs at the high schools have promoted a college-going culture of students who are thinking about a college education and interested in pursuing a post-secondary program of study. This shows that the consistent and deliberate exposure to a CTE curriculum has helped to solidify their ability to make the college and career connection. (03/05/2020)</p> <p><b>Implementation Status:</b> Will continue to implement this strategy as it has shown to be effective in helping students see the college and career connection. (03/06/2020)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results Use of Summary Results</i>
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presentation about college and career preparation, 70% of the presentation attendees will indicate that they are interested in at least one post-secondary GCC program.  
**Activity Schedule:** CTE counseling presentations will be conducted during the Fall 2019 term

# Assessment: Assessment Unit Four Column



## Automotive (Automotive Service Technology) (Secondary)

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No data found for the selected criteria.



# Assessment: Assessment Unit Four Column



## Automotive (Collision Repair & Refinishing Technology) (Secondary)

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No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Automotive Service Technology General Service Technician

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No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Automotive Service Technology Master Service Technician

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No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Automotive Technology Department Courses

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No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Board of Trustees

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p><b>AUO# 1 FALL2020-SP2021 Budget goal - Policy Review &amp; Update. -</b>                      AUO# 1 FALL2020-SP2021 Budget goal - POLICY REVIEW. CONTINUE TO EVALUATE AND AMEND PERIODICALLY BOARD POLICIES AND UPDATE BY-LAWS TO ALIGN PROCESSES AND PROCEDURES, AS NECESSARY AND APPROPRIATE.  <b>AUO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021  <b>Start Date:</b> 10/12/2020  <b>End Date:</b> 03/08/2021  <b>Program Level SLO Industry</b>  <b>National Certification:</b> N/A  <b>Historical Assessment Perspective:</b> PERIODIC EVALUATION AND REVISION OF BOT POLICIES TO INCLUDE UPDATES OF MISSION STATEMENT AND BY-LAWS.</p>	<p><b>Board of Trustees Policy</b> - Continue to revise BOT policies, to include Mission Statement , By-Laws, and BOT Handbook.  <b>Criterion ( Written in % ):</b> 90% of Board of Trustees (BOT) reviewed will reflect at least last review date of 3 years or less, due to some policies that are newly adopted and will not require a review during this period of assessment. However, the Board will continue to update BOT policies to maintain currency and as deemed necessary and appropriate to include the Code of Ethics policy , Mission Statement, By-Laws and BOT Handbook.</p>	<p><b>Activity Schedule:</b> There is a Board of Trustees Fiscal Calendar that is annually presented to the Board for approval that includes policy reviews with estimated timelines.</p>	
	<p><b>Related Documents:</b>  <a href="#">POLICY REVIEW TOOL-Criteria for BOT Policy Review.2019-2020.pdf</a>  <a href="#">AY2018-2020 BOT Assessment Goals, Objectives, Person Responsible, Timeline.SIGNED.pdf</a>  <a href="#">BOT Fiscal Calendar (October 2017-</a></p>		

*Administrative Unit  
Outcomes (AUOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

[September 2018\)Ver.3.to  
Board.SIGNED.pdf](#)  
[2019 BOT Policy Review.Timeline.pdf](#)  
[BOT Fiscal Calendar \(October 2019-  
September 2020\)-FINAL.signed2.pdf](#)  
[2019-2020 BOT Policy  
Review.Timeline.updated..pdf](#)  
[BOT Fiscal Calendar \(October 2018-  
September 2019\).signed.pdf](#)

**AUO# 2 FALL2020-SP2021 ISMP -  
LEVERAGING TRANSFORMATIONAL  
ENGAGEMENT AND GOVERNANCE -**  
AUO #2 FA2020-SP2021. PERIODIC  
EVALUATION AND REVISION OF BOT  
POLICIES TO INCLUDE UPDATES OF  
MISSION STATEMENT, BY-LAWS AND  
BOARD MEMBERSHIP HANDBOOK BY  
FOLLOWING AND IMPLEMENTING AN  
ESTABLISHED ANNUAL SCHEDULE  
FOR EVALUATION.

**AUO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2020  
- Spring 2021

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Historical Assessment Perspective:**

Follow and implement the  
established annual schedule for  
evaluation of board policies

**Board of Trustees Policy** - Working  
sessions will be coordinated using a  
Policy Review Timeline and the  
Board of Trustees Annual Fiscal  
Calendar as a guide for scheduling.  
**Criterion ( Written in % ):** 100%  
participation by Board of Trustees  
members to include the Student  
Trustee.

**Activity Schedule:** Board Policy  
Reviews throughout the academic  
year by involving all GCC Board of  
Trustees members; the Student  
Trustee representing students;  
representing faculty and staff by  
their respective advisory members;  
including the Vice President for  
Academic Affairs Division; and Vice  
President for Finance &  
Administration.

**Related Documents:**

[2019-2020 BOT Policy  
Review.Timeline.updated..pdf](#)  
[BOT Fiscal Calendar \(October 2019-  
September 2020\)-FINAL.signed2.pdf](#)

**SECONDARY TITLE VB COPY** - To  
implement a career and technical  
education curriculum with applied

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**AUO Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Historical Assessment Perspective:**

Strategies:

1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.

1.2 Increase the numbers of students completing secondary CTE programs.

1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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- 3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.
- 3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.
- 3.3 Engage CTE students in various college-ready transitional experiences.



# Assessment: Assessment Unit Four Column



## Business Department Courses

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No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Business Office

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>BO SP20 - FA20 AUO#1 (Budget Goal 1)</b> - Provide information to Stakeholders - To better inform the stakeholders of the financial position and status of the college and available resources.</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Spring 2020 - Fall 2020</p> <p><b>Start Date:</b> 03/09/2020</p> <p><b>End Date:</b> 10/12/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> ACCJC IIID.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</p>	<p><b>Financial/Budget Review and/or Audit Report</b> - Annual audit of GCC financial statement and Single Audit Compliance.</p> <p><b>Criterion ( Written in % ):</b> 2 out of 2 (100%) reports will be an Unqualified opinion for both Financial Statement and Single Audit Compliance.</p> <p><b>Activity Schedule:</b> The audit schedules and documents for annual F/S and compliance audit will be prepared prior to submittal to the auditor.</p> <p><b>Related Documents:</b>  <a href="#">BOT report Oct 2019 - August 2020.pdf</a>  <a href="#">GCC_fs19 [Final Jun 1 2020].pdf</a>  <a href="#">GCC_comp19 [Final Jun 1 2020].pdf</a></p>	<p><b>Reporting Period:</b> Spring 2020 - Fall 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>10/12/2020, n=2 100% of fiscal year 2019 audit was completed with unmodified opinion. (10/12/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> N/A as no budget impact.</p> <p><b>Related Documents:</b>  <a href="#">GCC_comp19 [Final Jun 1 2020].pdf</a>  <a href="#">GCC_fs19 [Final Jun 1 2020].pdf</a></p>	<p><b>Use of Summary Result:</b> Please see attached FY2019 F/S and Compliance audit reports. Also, both reports are posted in the public report in MyGcc website. (10/12/2020)</p>
<p><b>BO SP20 - FA20 AUO#3 (ISMP Goal)</b> - To continue to be financially and operationally sustainable. To ensure expenditures are within the approved budget.</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Spring 2020 - Fall 2020</p> <p><b>Start Date:</b> 03/12/2020</p> <p><b>End Date:</b> 10/12/2020</p>	<p><b>Financial/Budget Review and/or Audit Report</b> - Monthly Financial reports will be submitted to the College management, Board of Trustees and other College Communities (CGC, RPF) to provide awareness on the status of the College's financial position.</p> <p><b>Criterion ( Written in % ):</b> 12 out of 12 (100%) of monthly reporting</p>	<p><b>Reporting Period:</b> Spring 2020 - Fall 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>n=12 100% of monthly reporting submitted to the College Management and BOT. Also, reports are posted to MyGCC website.</p> <p>The College has submitted the required quarterly reports to the Legislature, OPA and Executive Branch as required by the Public Law. (10/12/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p>	

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
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**Program Level SLO Industry National Certification:** N/A  
**Historical Assessment Perspective:**  
 ISMP 2020-2026 GOAL 4: Optimizing Resources

requirements will be provided to the College's communities and Board of Trustee. Campus communities is inclusive of students, faculties, deans, staffs and administrators. Additionally, monthly financial will be posted to MyGCC website.  
**Activity Schedule:** The monthly financial statements will be prepared and reviewed prior to submittal and web posting.  
**Related Documents:**  
[BOT report Oct 2019 - August 2020.pdf](#)

**Growth Budget Justification:** N/A no budget impact

**BO SP20 - FA20 AUO#2 (Budget Goal 2)** - To update technology resources (computers) in order to provide financial information to stakeholders accurately and timely.  
**AUO Status:** Currently being assessed  
**Planned Assessment Cycle:** Spring 2020 - Fall 2020  
**Start Date:** 03/09/2020  
**End Date:** 10/12/2020  
**Program Level SLO Industry National Certification:** N/A  
**Historical Assessment Perspective:**  
 ACCJC IIID.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the

**Document Review** - BO staff's computers will be upgraded to better generate reports and processed transactions accurately and timely. Based on campus announcement and MIS assessment.  
**Criterion ( Written in % ):** N=6 100% BO Computer upgrades will result in better generation of reports and services to stakeholders.  
**Activity Schedule:** Spring 2020  
**Related Documents:**  
[BOT report Oct 2019 - August 2020.pdf](#)

**Reporting Period:** Spring 2020 - Fall 2020  
**Conclusion:** Criterion Met  
 N=6 or 100% of business computers are no longer supported based on MIS assessment. (01/10/2020)  
**Growth Budget Implications/Effect:** Over \$5,000  
**Growth Budget Justification:** BO computers assessed by MIS are obsolete and no longer being supported for windows 7.  
**Related Documents:**  
[GCC campus announcement - ending support for Windows 7.docx](#)  
[Windows 7 support ended on January 14, 2020 - Windows Help.pdf](#)

**Use of Summary Result:** There have been experiences of slow process when performing transactions. Also, it will ensure that Window's program is properly supported. The update on Business Office computers will ensure that transaction processing are performed without delays and will timely provided to GCC stakeholders. (01/10/2020)  
**Implementation Status:** BO will purchase and replace outdated 6 computers. (01/29/2020)

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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results to improve internal control systems.

# Assessment: Assessment Unit Four Column



## Center for Student Involvement

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>Student Training and Development -</b> Provide training opportunities to empower and equip our students with skills they can utilize in the classroom and in the workplace.</p> <p>ISMP 2020-2026 SLO #2 FA2019-SP2020 ISMP- Advancing Workforce Development and Training</p> <p><b>SLO Status:</b> Currently being assessed <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020 <b>Start Date:</b> 10/14/2019 <b>End Date:</b> 03/09/2020 <b>Program Level SLO Industry National Certification:</b> <b>Historical Assessment Perspective:</b> Training opportunities are adjusted each year based on survey results.</p>	<p><b>Student Satisfaction Survey -</b> Training workshop participants will complete a ten (10) question evaluation survey which includes three (3) open ended questions. <b>Criterion ( Written in % ): Eighty percent (80%) of the training workshop participants who completes the evaluation survey will indicate that they have gained usable skills/knowledge that will help them with their personal, educational, and/or career goals.</b> <b>Activity Schedule:</b> Students will be surveyed during the Fall and Spring Semesters from various training workshops/conferences. <b>Related Documents:</b> <a href="#">SkillsShop Evaluation Survey.pdf</a></p>		
<p><b>Student Organization Guidance -</b> Provide guidance and a resource system for all student organizations <b>SLO Status:</b> Currently being assessed <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020 <b>Start Date:</b> 10/14/2019 <b>End Date:</b> 03/09/2020 <b>Program Level SLO Industry</b></p>	<p><b>Student Satisfaction Survey -</b> Training participants will complete a ten (10) question evaluation survey which includes three (3) open ended questions. <b>Criterion ( Written in % ): Eighty percent (80%) of the training participants who complete the evaluation survey will indicate that</b></p>		

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results Use of Summary Results</i>
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**National Certification:**  
**Historical Assessment Perspective:**  
 Training sessions from previous years are evaluated and modified to support student organizations

they gained usable skills/knowledge that will help them lead their student organization.  
**Activity Schedule:** Trainings will be conducted during the Fall and Spring semesters.  
**Related Documents:**  
[Evaluation Survey.pdf](#)

# Assessment: Assessment Unit Four Column



## Communications & Promotions

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>FALL2020-SPRING2021 AUO#1</b>  <b>Budget Goal #1 INCREASE RELEVANT REACH</b> - FALL2020-SPRING2021 AUO#1 Budget Goal #1 Increase relevant reach, strategically disseminate relevant information and messaging to highlight GCC's involvement in economic development, job creation and employment, and responsiveness to changes in workforce demands.</p> <p><b>AUO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021  <b>Start Date:</b> 10/12/2020  <b>End Date:</b> 03/08/2021  <b>Program Level SLO Industry</b>  <b>National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>                      For FY 2020-2021, OCP plans to increase its reach in the community to increase engagement between GCC and its various community partners to cultivate greater involvement in the development and expansion of GCC's workforce development programs, relative to current demands.</p>	<p><b>Other (indicate the specific tool in the Method field/box)</b> - GCC Google Analytics Summary  <b>Criterion ( Written in % ):</b> 70% of statistics on the analytics page will show an increase in hits to the site  <b>Activity Schedule:</b> Fall 2020  <b>Related Documents:</b>  <a href="#">GCC Google Analytics 10.12.20.pdf</a></p>		

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)	Use of Summary Results
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**FALL2020-SPRING2021 AUO#2 ISMP Advancing Workforce Development & Training - FALL2020-SPRING2021 AUO#2**  
 Advancing workforce development & training by improving GCC's engagement with stakeholders through workforce development conferences, social media programs such as Facebook live sessions promoting boot camps, work-ready academies (once developed) and high school equivalency workshops, and enhanced media promotion of GCC's various products.  
**AUO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2020 - Spring 2021  
**Start Date:** 10/12/2020  
**End Date:** 03/08/2021  
**Program Level SLO Industry**  
**National Certification:** N/A  
**Historical Assessment Perspective:**  
 GCC has found success with the modified boot camp model that has produced successful outcomes, particularly with partners who are fully engaged in the entire process (such as with the ship repair programs), however, knowledge of the boot camps is limited. Experience shows that when community partners learn of the boot camp model they are willing to partner with GCC to build their workforce.

**Workshop/Conference/Training -**  
 WORC conference flier to be posted on GCC website, getguamworking website and social media  
**Criterion ( Written in % ):** 75% of total media channels will be included in WORC conference response rate.  
**Activity Schedule:** Fall 2020  
**Related Documents:**  
[WORC\\_Flyer.png](#)



# Assessment: Assessment Unit Four Column



## Computer Networking AS

### Author Responses

#### *Fall 2019 - Spring 2020 Program/Unit Response*

##### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:**

**Assessment Plan and Data Collection Changes Accepted:**

**Date Complete for Assessment Plan and Data Collection Changes:**

##### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SLO#1 Install, configure, and repair computer networking systems -**  
 Install, configure, and repair computer networking systems  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:** N/A  
**Type of Industry National Certification:**  
**Historical Assessment Perspective:**  
 The BOT is scheduled to review and adopt the updated ISMP on October

**Lab/Skills Test -** Students will complete a skills test (100 total possible points)  
**Criterion ( Written in % ):** Students taking the test will have an overall score of 70% or greater on a 100 total possible points.  
**Activity Schedule:** Skills test given during final exam week  
**Related Documents:**  
[ee271artifact](#)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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4, 2019

# Assessment: Assessment Unit Four Column



## Computer Science AS & Certificate

### Committee Feedback

#### *Fall 2020 - Spring 2021 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/13/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** CS101 - Introduction to Computer Systems & Information Technology APPROVE WITH MINOR CHANGES

SLO #2

Course SLO Name: should be 5 words or less

Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...

CS102 - Computer Operations No data: no indication that it is in curriculum review: incomplete

CS104 - Visual Basic Programming APPROVE WITH MINOR CHANGES

SLO#1

Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...

CS110 - Introduction to Internet No data: no indication that it is in curriculum review: incomplete

CS112 - Introduction to Linux APPROVE WITH MINOR CHANGES

SLO #3

Course SLO Name: should be 5 words or less

Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...

CS151 - Windows Applications APPROVE WITH MINOR CHANGES

SLO#1

Course SLO Name: should be 5 words or less

Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...

CS203 - Systems Analysis and Design No data: no indication that it is in curriculum review: incomplete

CS204 - C++ Programming APPROVE WITH MINOR CHANGES

SLO#1

Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...  
Under ( Artifact/Instrument/Rubric/Method/Tool Description ) Please remove duplicate Course projects

CS205 - Network Communications APPROVE WITH MINOR CHANGES

SLO #3

Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...  
Activity Schedule: should be fall 2020.

CS206 - Java I RESUBMIT

SLO#1

Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...  
Under (Artifact/Instrument/Rubric/Method/Tool Description) the course projects, Criterion (written in %), and the Related Documents: do not match.  
When selecting Course Projects please describe the tool being used not collection date.  
Activity Schedule: should be fall 2020

CS211 - JavaScript Programming RESUBMIT

SLO#1

Course SLO Name: should be 5 words or less starting with SLO #2 FA2020-SP2021  
Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...  
Under (Artifact/Instrument/Rubric/Method/Tool Description) the course projects, Criterion (written in %), and the Related Documents: do not match.  
Under(Artifact/Instrument/Rubric/Method/Tool Description) the course projects section should be a description of the tool being used, in this case describe the project.

CS212 - Python Programming RESUBMIT

SLO#1

Course SLO Name: should be 5 words or less starting with SLO #2 FA2020-SP2021  
Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...  
Under (Artifact/Instrument/Rubric/Method/Tool Description) the course projects, Criterion (written in %), and the Related Documents: do not match.  
Under(Artifact/Instrument/Rubric/Method/Tool Description) the course projects section should be a description of the tool being used, in this case describe the project.

CS213 - PHP Programming with MySQL RESUBMIT

SLO#1

Course SLO Name: should be 5 words or less starting with SLO #2 FA2020-SP2021  
Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...  
Under (Artifact/Instrument/Rubric/Method/Tool Description) the course projects, Criterion (written in %), and the Related Documents: do not match.  
Under(Artifact/Instrument/Rubric/Method/Tool Description) the course projects section should be a description of the tool being used, in this case describe the project.

CS299 - Computer Science Capstone RESUBMIT

SLO#1

Course SLO Name: should be 5 words or less starting with SLO #2 FA2020-SP2021  
Course SLO Description should start with SLO #2 FA2020-SP2021 then upon successful completion etc...

Under (Artifact/Instrument/Rubric/Method/Tool Description) the course projects, Criterion (written in %), and the Related Documents: do not match.  
Under(Artifact/Instrument/Rubric/Method/Tool Description) the course projects section should be a description of the tool being used, in this case describe the project.

Activity Schedule: should be fall 2020

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due: 11/27/2020**

**Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

*Fall 2019 - Spring 2020 Course Feedback*

**Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection: 02/07/2020**

**Assessment Plan and Data Collection Rating: Approved**

**Committee Recommendations for Assessment Plan and Data Collection: approved, continue with report and implementation status.**

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

**Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

*Fall 2019 - Spring 2020 Course Feedback*

**Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection: 11/08/2019**

**Assessment Plan and Data Collection Rating: Resubmit**

**Committee Recommendations for Assessment Plan and Data Collection: 1. Please identify SLO as SLO#1.**

2. Please add to SLO#1 (Upon successful completion of the AS in Computer Science program, students will be able to:) as per catalog.

3. Please identify SLO as SLO#2, and indicate ISMP 2020-2026.

4. SLO#2 missing, Related Documents.

5. SLO#3 missing, Related Documents.

6. SECONDARY TITLE VB COPY and IDEA-SLO#1 FA2019-SP2020 IDEA of SLO#1 appears to be errors or initial attempts, request removal as this is AS and not secondary.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due: 11/22/2019**

**Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

**Author Response**

## Fall 2019 - Spring 2020 Course Response

### Assessment Plan and Data Collection

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** All the changes recommended by CCA on Assessment Plan and Data Collection were made.

Author: Zhaopei Teng

**Assessment Plan and Data Collection Changes Accepted:**

**Date Complete for Assessment Plan and Data Collection Changes:**

### Assessment Report and Implementation

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO#1 FA2019-SP2020 Core Knowledge and Concepts - SLO#1</b> FA2019-SP2020 Upon successful completion of the AS in Computer Science program, students will be able to apply concepts and knowledge in the core areas of computer science (as per 2019 - 2020 catalog).</p> <p><b>SLO Status:</b> Currently being assessed <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020 <b>Start Date:</b> 10/14/2019 <b>End Date:</b> 03/09/2020 <b>Program Level SLO Industry National Certification:</b> N/A <b>Type of Industry National Certification:</b> N/A <b>Historical Assessment Perspective:</b> Use of prior implementation status as a guideline.</p>	<p><b>Course Projects - SLO#1,</b> according to catalog 2019 - 2020, upon successful completion of the AS in Computer Science program, students will be able to complete capstone course projects.</p> <p><b>Criterion ( Written in % ):</b> 70% of students will score at least an 70% on a Skills Checklist.</p> <p><b>Activity Schedule:</b> End of Fall 2019 and Spring 2020.</p> <p><b>Related Documents:</b> <a href="#">Programming Project for Assessing SLO#1.pdf</a> <a href="#">Rubrics of Programming Project for Assessing SLO#1.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020 <b>Conclusion:</b> Criterion Met N = 18 Projects collected from 18 students. 16 of the 18 students scored 70% or more, which equals to 88.89% on average. (03/08/2020) <b>Growth Budget Implications/Effect:</b> No budget impact <b>Growth Budget Justification:</b> No budget impact. Growth budget not requested. <b>Related Documents:</b> <a href="#">Data Collected from Programming Project for Assessing SLO#1.pdf</a></p>	<p><b>Use of Summary Result:</b> The project result will be used as guidelines for future projects, assignments. (03/08/2020) <b>Implementation Status:</b> The students who did not score 70% or above will be contacted and helped. Students' performance will be assessed continually. (03/08/2020)</p>
<p><b>SLO #2 FA2019-SP2020 ISMP 2020-2026 Advancing Workforce Development - SLO #2</b> FA2019-SP2020 ISMP-Advancing Workforce Development and Training</p>	<p><b>Standardized Test -</b> Students will be able to complete the final exam which is generated by NDG (Network Development Group) to prepare for</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020 <b>Conclusion:</b> Criterion Met N = 22 23 students who are registered in CS112 took the final</p>	<p><b>Use of Summary Result:</b> The project result will be used as guidelines for future projects, assignments. (03/08/2020)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Spring 2020 - Fall 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>  This is the first time assessing this SLO.</p>	<p>the certification exam.  <b>Criterion ( Written in % ):</b> 70% of students will score at least an 70% on final exam.  <b>Activity Schedule:</b> End of Fall 2019 semester.  <b>Related Documents:</b>  <a href="#">The course is offered by Network Development Group.docx</a></p>	<p>exams and the data is collected. Out of 23 students, 20 students scored 70% or higher on the final exam, which is equivalent to 87%. (03/08/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> No budget impact. Budget growth not requested.  <b>Related Documents:</b>  <a href="#">CS112 SLO#2 Results.pdf</a></p>	<p><b>Implementation Status:</b> The students who did not score 70% or above will be contacted and helped. Students' performance will be assessed continually. (03/08/2020)</p>
<p><b>SLO #3 FA2019-SP2020 IDEA Developing specific skills, competencies</b> - SLO #3 FA2019-SP2020 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>  Use of prior implementation status as a guideline.</p>	<p><b>Course Projects</b> - Students will be able to complete course projects.  <b>Criterion ( Written in % ):</b> 70% of students will score at least an 70% on a Skills Checklist.  <b>Activity Schedule:</b> End of Fall 2019 and Spring 2020.  <b>Related Documents:</b>  <a href="#">CS212_carrental_project.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met  N = 18  Projects collected from 18 students. 14 of the 18 students scored 70% or more, which equals to 76.00% on average. (03/08/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> No budget impact. Budget growth not requested.  <b>Related Documents:</b>  <a href="#">CS212 SLO#3 Results.pdf</a></p>	<p><b>Use of Summary Result:</b> The project result will be used as guidelines for future projects, assignments. (03/08/2020)  <b>Implementation Status:</b> The students who did not score 70% or above will be contacted and helped. Students' performance will be assessed continually. (03/08/2020)</p>

# Assessment: Assessment Unit Four Column



## Computer Science Certificate (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in



*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Construction Technology Certificate

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO #1 FA2019-SP2020</b>  <b>Professionalism</b> - Upon successful completion of the program, students will be able to demonstrate professionalism as related to the construction trades industry.  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> Yes  <b>Type of Industry National Certification:</b> NCRC  <b>Historical Assessment Perspective:</b>                      The program curriculum has been revised and assessment will demonstrate the effectiveness of the revisions.</p>	<p><b>Skills proficiency checklist</b> - A test of student proficiency with tools and equipment will be administered by the CT292 class.  <b>Criterion ( Written in % ): 90%</b> of students taking the skills test will demonstrate proficiency with tools and equipment.  <b>Activity Schedule:</b> Fall 2019</p>		

# Assessment: Assessment Unit Four Column



## Construction Trades (Carpentry & AutoCAD) Secondary

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**SLO Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

Strategies:

1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.

1.2 Increase the numbers of students completing secondary CTE programs.

1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

- 2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.
- 2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.
- 2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.
- 3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.
- 3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.
- 3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Construction Trades AS (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**  
Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Construction Trades Department Courses

### Committee Feedback

#### *Fall 2020 - Spring 2021 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/20/2020

**Assessment Plan and Data Collection Rating:** Incomplete

**Committee Recommendations for Assessment Plan and Data Collection:** Please complete your assessment or indicate curriculum review.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/18/2020

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Continuing Education & Workforce Development (Archive)

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <p>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</p> <p>1.2 Increase the numbers of students completing secondary CTE programs.</p> <p>1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.</p> <p>2.1 Develop students' career</p>			



<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Cosmetology Certificate (Archived)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry National Certification:</b></p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <p>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</p> <p>1.2 Increase the numbers of students completing secondary CTE programs.</p> <p>1.3 Increase effective opportunities for all high school students to learn about and develop interest in</p>			

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Culinary & Restaurant Department Courses

### Committee Feedback

#### *Fall 2020 - Spring 2021 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/20/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** Culinary and Restaurant Department Courses

CUL280 - Culinary Capstone+----- INCOMPLETE

HS145 (former MA145) - Culinary Math----- INCOMPLETE

HS203 - Sanitation & Safety----- INCOMPLETE

HS245 - Food Production Principles----- INCOMPLETE

FSM292 (Formerly RES292) - Food-Service Practicum-----RESUBMIT

Course description not in proper format example (SLO#2 FA2020-SP2021 Upon completion)

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

Related Documents: missing

HS208 - Managing Food & Beverage Service-----APPROVED WITH MINOR CHANGES

Course SLO Description: description is more than 5 words

Course description not in proper format example (SLO#2 FA2020-SP2021 Upon completion)

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

HS237 - Principles of European Cuisine----- INCOMPLETE

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/18/2020

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**  
**Committee Recommendations for Assessment Report and Implementation:**  
**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Culinary Arts AA

### Committee Feedback

#### *Fall 2020 - Spring 2021 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 12/18/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** Culinary Arts AA

CUL120 - Food-Service Safety and Safety----RESUBMIT

Course SLO description should have upon successful completion of this course after the SLO#1 FA2020-SP2021

Criterion ( Written in % ): Students will score 70% or better in the course project (how many students will score XX% or better)

Activity Schedule: should be Fall 2020 only

Related Documents: must be in PDF

CUL140 - Culinary Foundations I -----APPROVED WITH MINOR CHANGES

Criterion ( Written in % ): Students will score a 70% or better on the practical cooking exam (how many students will score XX% or better)

Activity Schedule: should be Fall 2020 only

CUL160 - Culinary Foundations II -----APPROVED WITH MINOR CHANGES

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

CUL180 - Garde Manger----RESUBMIT

Missing: Artifact/Instrument/Rubric/Method/Tool Description

CUL200 - Foundation of Baking & Pastry -----RESUBMIT

Both Course descriptions are not in proper format example (SLO#2 FA2020-SP2021 Upon completion)

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

Related Documents: missing

CUL220 - Intermediate Baking & Pastry -----RESUBMIT

Both Course descriptions are not in proper format example (SLO#2 FA2020-SP2021 Upon completion)

Missing: Artifact/Instrument/Rubric/Method/Tool Description

CUL240 - Pacific and Asian Cuisine-----APPROVED WITH MINOR CHANGES

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

CUL293A (Formerly CUL293) - Culinary Practicum Part 1-----APPROVED WITH MINOR CHANGES

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

CUL293B - Culinary Practicum Part II-----APPROVED WITH MINOR CHANGES

Course SLO Description: not in proper format should be SLO#3 FA2020-SP2021 than 5 word or less description

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

CUL299 - Culinary Capstone (formerly CUL280) -----APPROVED WITH MINOR CHANGES

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

FSM100 - Introduction to the Food-service Profession-----RESUBMIT

Course description not in proper format example (SLO#2 FA2020-SP2021 Upon completion)

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

Related Documents: missing

Related Items: missing TPS

FSM110 - Professional Dining Room Service: Theory-----RESUBMIT

Course description not in proper format example (SLO#2 FA2020-SP2021 Upon completion)

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

Related Documents: missing

FSM110L - Professional Dining Room Service: Laboratory-----RESUBMIT

Course description not in proper format example (SLO#2 FA2020-SP2021 Upon completion)

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

Related Documents: missing

FSM115 - Purchasing and Receiving (formerly HFB215) -----APPROVED WITH MINOR CHANGES

Course SLO Description: wrong format and the 5 word description is missing

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

FSM154 - Food-Service Nutrition-----RESUBMIT

Course description not in proper format example (SLO#2 FA2020-SP2021 Upon completion)

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

Related Documents: must be in PDF

FSM240 - Menu Planning-----RESUBMIT

Course description not in proper format example (SLO#2 FA2020-SP2021 Upon completion)

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

Related Documents: must be in PDF

FSM270 - Food-Service Human Resource Management-----APPROVED WITH MINOR CHANGES

Criterion ( Written in % ): how many students will score XX% or better

Activity Schedule: should be Fall 2020 only

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

**Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

## *Fall 2019 - Spring 2020 Program/Unit Feedback*

### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 02/14/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** Please refer to instructional Memorandum in MyGCC Governance tab, under Institutional information called Assessment Process and Guidelines.

SLO#1

Program Student Learning Outcomes (SLOs): Should read: SLO#1 FA2019 - SP2020 to upon successful completion the student will be able to apply culinary fundamentals in the preparation of a variety of food products.

Artifact/Instrument/Rubric/Method/Tool Description: Related Documents: Please remove the Docx file.

SLO#3 IDEA

Artifact/Instrument/Rubric/Method/Tool Description: Related Documents: Related Document must be in PDF, Please remove the Docx file and upload a PDF.

SLO#2 ISMP

Artifact/Instrument/Rubric/Method/Tool Description: Related Documents: Related Documents: please change the two documents to PDF and remove the Docx file.

Your program has been assessed as resubmit mainly due to the related documents that are in Word and must either be removed or replaced with a PDF document. This should not delay your report or implementation status.



Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due: 02/28/2020

**Assessment Report and Implementation Feedback**

Committee Meeting Date to Review Assessment Report and Implementation:

Assessment Report and Implementation Rating:

Committee Recommendations for Assessment Report and Implementation:

Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:

*Fall 2019 - Spring 2020 Course Feedback*

**Assessment Plan and Data Collection Feedback**

Committee Meeting Date to Review Assessment Plan and Data Collection: 11/08/2019

Assessment Plan and Data Collection Rating: Resubmit

Committee Recommendations for Assessment Plan and Data Collection: 1. Please add SLO#1 FA2019 - SP2020 to upon successful completion the student will be able to apply culinary fundamentals in the preparation of a variety of food products.

2. SLO#1 FA2019 - SP2020 Related Documents: Please change documents to PDF.

3. SLO#3 IDEA verbiage to long more than 5 words.

4. SLO#3 IDEA please upload Related Document.

5. SLO#2 ISMP Related Documents: please change documents to PDF.

Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due: 11/22/2019

**Assessment Report and Implementation Feedback**

Committee Meeting Date to Review Assessment Report and Implementation:

Assessment Report and Implementation Rating:

Committee Recommendations for Assessment Report and Implementation:

Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:

## Author Responses

*Fall 2019 - Spring 2020 Program/Unit Response*

**Assessment Plan and Data Collection**

Author Response to Committee Feedback for the Assessment Plan and Data Collection: rubrics has been converted to PDF format and uploaded accordingly

Assessment Plan and Data Collection Changes Accepted:

Date Complete for Assessment Plan and Data Collection Changes:

**Assessment Report and Implementation**

Author Response to Committee Feedback for the Assessment Report and Implementation:

Assessment Report and Implementation Changes Accepted:

Date Complete for Assessment Report and Implementation Changes:

Assessment Report Changes Accepted:

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

SLO #3 FA2019-SP2020 IDEA-

Capstone Experience - Student will

Reporting Period: Fall 2019 - Spring 2020

Use of Summary Result: Revise

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>Developing specific skills, competencies.</b> - SLO #3 FA2019-SP2020 IDEA-Developing specific skills, competencies.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> Yes</p> <p><b>Type of Industry National Certification:</b> ACF Certified Culinarian</p> <p><b>Historical Assessment Perspective:</b> Apply culinary fundamentals in the preparation of a variety of food products.</p>	<p>write standardized recipes for a 3-course plated menu, execute, and serve to industry professionals for judging.</p> <p><b>Criterion ( Written in % ):</b> 100 % of the students will be able to execute a 3-course plated menu following the American Culinary Federation standards for Certified Culinarians practical exam.</p> <p><b>Activity Schedule:</b> Fall 2019</p> <p><b>Related Documents:</b>  <a href="#">RUBRICS FOR CUL280 2019-2020.pdf</a></p>	<p><b>Conclusion:</b> Criterion Met  Out of ten students n = 10, 100% received grades of 84% and up. Highest score was 100% and lowest score was 84%. (03/06/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> NA</p> <p><b>Related Documents:</b>  <a href="#">CUL299 Rubric Highest Score.pdf</a>  <a href="#">CUL299 Rubric Lowest Score.pdf</a>  <a href="#">CUL 299 Summary of Graded Rubrics.pdf</a></p>	<p>the rubric to tightly align with the American Culinary Federation Certified Culinarian certification standards. (03/06/2020)</p> <p><b>Implementation Status:</b> The new ACF rubrics will be implemented beginning with Cycle 18, 19, and 20 classes which began on March 4, 2020. (03/06/2020)</p>
<p><b>SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success</b> - SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> Yes</p> <p><b>Type of Industry National Certification:</b> ACF Certified Culinarian</p> <p><b>Historical Assessment Perspective:</b> The mission of the Culinary Arts Program is to provide students with practical culinary skills and a strong business foundation to prepare students for high-wage employment and to meet industry demand for</p>	<p><b>Capstone Experience</b> - Student will write standardized recipes for a 3-course plated menu, execute, and serve to industry professionals for judging.</p> <p><b>Criterion ( Written in % ):</b> 100 % of the students will be able to execute a 3-course plated menu following the American Culinary Federation standards for Certified Culinarians practical exam.</p> <p><b>Activity Schedule:</b> Fall 2019</p> <p><b>Related Documents:</b>  <a href="#">RUBRICS FOR CUL280 2019-2020.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Criterion Met  Out of ten students n = 10, 100% received grades of 84% and up. Highest score was 100% and lowest score was 84%. (03/06/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> NA</p> <p><b>Related Documents:</b>  <a href="#">CUL 299 Summary of Graded Rubrics.pdf</a>  <a href="#">CUL299 Rubric Highest Score.pdf</a>  <a href="#">CUL299 Rubric Lowest Score.pdf</a></p>	<p><b>Use of Summary Result:</b> Revise the rubric to tightly align with the American Culinary Federation Certified Culinarian certification standards. (03/06/2020)</p> <p><b>Implementation Status:</b> The new ACF rubrics will be implemented beginning with Cycle 18, 19, and 20 classes which began on March 4, 2020. (03/06/2020)</p>

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

trained culinarians.

# Assessment: Assessment Unit Four Column



## Development & Alumni Relations Office

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>FALL2020-SPRING2021 AUO#1 Budget Goal#1 Expand Donation Methods and Vehicles</b> - FALL2020-SPRING2021 AUO#1 Budget Goal#1 Expand Donation Vehicles by adding additional income opportunities such as online sales of GCC items and direct donations to GCC Student Pantry</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021</p> <p><b>Start Date:</b> 10/12/2020</p> <p><b>End Date:</b> 03/08/2021</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> DAR has used events to drive most of its fundraising efforts. Expanding to include other opportunities for people to donate will expand our reach and diversify the base of donors.</p>	<p><b>Other (indicate the specific tool in the Method field/box)</b> - Increase in the number of active donors to GCC and foundation</p> <p><b>Criterion ( Written in % ):</b> an increase by 50% in active donors</p> <p><b>Activity Schedule:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">fy2019_financial_statements.pdf</a></p>		
<p><b>FALL2020-SPRING2021 AUO#1 ISMP Goal#1 Optimize Resources</b> - Increase engagement with GCC alumni through social media and alumni specific campaigns to further strengthen GCC's connection to build</p>	<p><b>Other (indicate the specific tool in the Method field/box)</b> - database of alumni</p> <p><b>Criterion ( Written in % ):</b> 100% increase in the number of alumni actively engaged through email,</p>		

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
<p>a legacy program through the DAR office</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021</p> <p><b>Start Date:</b> 10/12/2020</p> <p><b>End Date:</b> 03/08/2021</p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> Currently, GCC alumni engagement is based on events with limited opportunities to involve alumni in a meaningful way</p>	<p>digital communications (such as eNewsletter), and social media</p> <p><b>Activity Schedule:</b> Fall 2020</p> <p><b>Related Documents:</b></p> <p><a href="#">Alumni contact information 2010-2020.pdf</a></p>	

# Assessment: Assessment Unit Four Column



## Developmental Education

### Committee Feedback

#### *Spring 2020 - Fall 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 03/16/2018

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:**

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Course Level SLO</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO #1 Budget Goal - Evidence Based Needs</b> - To provide appropriate support and resources for student and faculty needs based on evaluations and assessment.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p>	<p><b>Other (indicate the specific tool in the Method field/box)</b> - Student Survey</p> <p><b>Criterion ( Written in % ):</b> 80% of DevEd students currently enrolled will complete a survey identifying their needs to succeed in the program.</p> <p><b>Activity Schedule:</b> Fall 2019</p> <p><b>Related Documents:</b>  <a href="#">Survey Coming Soon.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Issues Found</p> <p>Data Collection was collected between Fall 2019 - Spring 2020 resulting in N=175 students completed a survey to identify their needs to succeed in the program. Based on the total enrollment for each Developmental Education course, this is 14% (175 out of 1254). (03/05/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> n/a</p>	<p><b>Use of Summary Result:</b> Upon analyzing the data collected, issues were discovered. We did not take into account the students who are taking both English and Math classes or who have courses both semesters. Our department would need to restructure our collection process. No conclusions can be made due to the issues found. (03/05/2020)</p> <p><b>Implementation Status:</b> With the tool used, we would need to postpone the next data collection for the next academic year for a</p>

<i>Course Level SLO</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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Documentation for additional resources.

new population/sample. Furthermore, we will seek recommendations from AIER on how to get an accurate enrollment number for our Developmental Education students. (03/05/2020)

**SLO #2 ISMP Fostering 100% Student-Centered Success -** Implement innovative strategies and practice flexibility in meeting student needs.  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:** N/A  
**Type of Industry National Certification:**  
**Historical Assessment Perspective:** Based on the ACCJC Standards and ISMP Goals, documentation needed to ensure continuous student progression towards completion.

**Course-Taken Patterns -** Collect enrollment data from students who completed the developmental program and registered for MA110a or MA115 during Spring 2019 and Fall 2019.  
**Criterion ( Written in % ):** 75% of students who completed the developmental program, completed with in 3 semesters.  
**Activity Schedule:** Fall 2019  
**Related Documents:**  
[Data Collected From Banner.pdf](#)

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Issues Found  
 Data results are currently unknown as faculty are still sorting through the data. (03/09/2020)  
**Growth Budget Implications/Effect:** No budget impact  
**Growth Budget Justification:** n/a

**Use of Summary Result:** Due to the unique aspects of the data collection, faculty are still sorting through all the data collected to determine the pattern. This was an unexpected delay. (03/09/2020)  
**Implementation Status:** Faculty will continue sorting through the data for the next academic year to determine if students are completing within 3 semesters of the developmental program. (03/09/2020)

# Assessment: Assessment Unit Four Column



## Early Childhood Education (Secondary)

### Committee Feedback

#### *Fall 2020 - Spring 2021 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/20/2020

**Assessment Plan and Data Collection Rating:** Incomplete

**Committee Recommendations for Assessment Plan and Data Collection:** Early Childhood Education (Secondary) curriculum review?

CTEC050 (formerly VEEC050) - Early Childhood Education Orientation--INCOMPLETE

CTEC051 (formerly VEEC051)-Early Childhood Education Orientation 2-INCOMPLETE

CTEC060 (formerly VEEC060) - Language Arts in Early Childhood 1----- INCOMPLETE

CTEC061 (formerly VEEC061) - Language Arts in Early Childhood 2----- INCOMPLETE

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/18/2020

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

No data found for the selected criteria.



# Assessment: Assessment Unit Four Column



## Early Childhood Education AS & Certificate

### Committee Feedback

#### *Spring 2020 - Fall 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 02/14/2020

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** SLO#1 - Please change start and end dates to 10/14/2019 and 3/9/2020.

Under Artifact /Criterion - Please consider "students will score at least 75% or higher..."

Under "Activity Schedule", please identify which semester, Fall or Spring.

ISMP - Please indicate SLO#. Change start and end dates 10/14/2019 and 3/9/2020.

Under Artifact/Criterion - Please consider "at least 75% of the respondents..".

Under Related Documents - When appropriate, please consider having response selections the same for questions.

SLO#3 IDEA - Under Criterion, consider "will score at least a 75% or higher..". Please change end date to 3/9/2020.

Please select the "Related Items".

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

### Author Response

#### *Fall 2019 - Spring 2020 Program/Unit Response*

##### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** As per phone conversation with Ms. Vangie (AIER) on 2/25/2020 changed all uploaded docs to pdf format and completed 'Related Items' selection. Also specified semester and year in SLO#1.

**Assessment Plan and Data Collection Changes Accepted:** Yes

Date Complete for Assessment Plan and Data Collection Changes: 02/25/2020

### Assessment Report and Implementation

Author Response to Committee Feedback for the Assessment Report and Implementation:

Assessment Report and Implementation Changes Accepted:

Date Complete for Assessment Report and Implementation Changes:

Assessment Report Changes Accepted:

### *Fall 2019 - Spring 2020 Program/Unit Response*

#### Assessment Plan and Data Collection

Author Response to Committee Feedback for the Assessment Plan and Data Collection: Completed edit as per AIER's feedback and suggestions. Also edited and uploaded Survey.pacticum.2 under Related Documents (ISMP SLO#2) . Kept original survey there so committee can compare. Changed all responses on survey for consistency except the last two questions.

Assessment Plan and Data Collection Changes Accepted: Yes

Date Complete for Assessment Plan and Data Collection Changes: 02/19/2020

#### Assessment Report and Implementation

Author Response to Committee Feedback for the Assessment Report and Implementation:

Assessment Report and Implementation Changes Accepted:

Date Complete for Assessment Report and Implementation Changes:

Assessment Report Changes Accepted:

### *Student Learning Outcomes (SLOs)*

### *Artifact/Instrument/Rubric /Method/Tool Description*

### *Data Collection Status/Summary of Results (N=?)*

### *Use of Summary Results*

**SLO #1 (FA2019-SP2020) NAEYC Practices** - Upon successful completion of the AS in Early Childhood, students will be able to model appropriate practices for children, professionalism, and demonstrate ethical conduct based on guidelines from the National Association for the Education of Young Children (NAEYC).  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:** N/A  
**Type of Industry National Certification:** ..  
**Historical Assessment Perspective:**

**Rubric - Industry Rating Criterion ( Written in % ):** Students will score at least 75% or higher on the Practicum Rating Scale with no individual item rated below a 3.0 (Good). The scale is comprised of fifteen items divided into the following categories: Professionalism & Ethics, Knowledge & Disposition, and Teaching Strategies.  
**Activity Schedule:** The tool (Practicum Rating Scale) will be administered towards the end of CD292 ECE Practicum or when a student completes 135 hours whichever comes first. The Practicum mentor will complete the scale based on students' skills at the end of Fall 2019 and spring 2020.

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Issues Found  
Data collection is ongoing. As soon as students complete close to 135 hours at their practicum sites the rating tool will be administered. (10/01/2019)  
**Growth Budget Implications/Effect:** No budget impact  
**Growth Budget Justification:** NA  
**Related Documents:**  
[Rating Scale.pdf](#)  
[Assess Artifact Excel Rating Scale.pdf](#)  
[Overall Results for CD292 Surveymonkey.pdf](#)  
[Overall Assessment Results for CD292 FA19.docx](#)  
[Overall Results for CD292 Artifacts Rating Scales.pdf](#)

**Use of Summary Result:** As of 10/11/19 only one student submitted a Practicum Rating Scale since she was close to completing the 135 required hours. By the first week of December 2019 the rest of the students' data will be collected and compiled by DC.

All seven students who completed CD292-1 in Fall 2019 submitted rating sheets. The average score was 92.7% (n=7) with highest average of 100% and lowest average of 83%. One student's score fell below a 3.0 for one student. (10/10/2019)  
**Implementation Status:** DC will

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

Faculty met at the end of Spring 2019 semester to review and update our template letter that is addressed to principals and directors. This newer version clarifies the roles of the student, GCC faculty, and practicum placement site teacher (formerly called mentor).

There are older courses listed for assessment which were supposed to be archived such as CD280, CM202L, CM292, ED200, ED270, ED281, and IN230.

**Related Documents:**

[Rating Scale.pdf](#)

revise form so that the Non Applicable category does not get factored in to a student's overall average. (12/16/2019)

**SLO #3 FA2019-SP2020 IDEA COPY - SLO #3 FA2019-SP2020 IDEA-** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:** ...

**Historical Assessment Perspective:** According to GCC's Graduate Employment Report for the Class of 2016-2017 only four students reported they held a job aligned with their major (in Education and Training category). The reason this IDEA SLO was selected is to try to increase the number who report

**Internship/Co-op/Practicum**

**Evaluation -** The Practicum Rating Scale is a survey that assists in determining the skills and competencies of our practicum students. It is completed by the practicum site classroom teacher (in elementary schools) or childcare facility director/lead teacher.

**Criterion ( Written in % ):** Students who complete practicum (CD292) will score at least a 75% or higher on the Practicum Rating Scale with no individual item falling below a 3.0.

**Activity Schedule:** This scale is administered near or at the completion of 135 hours of practicum. The Practicum site classroom teacher (or director) fills out form and reviews with student. It is then submitted to GCC faculty (instructor) who will review and factor into student's final grade.

**Related Documents:**

[Assess FA19 Graduate Employment](#)

**Reporting Period:** Fall 2019 - Spring 2020

**Conclusion:** Issues Found

All seven students who completed CD292-1 in Fall 2019 submitted rating sheets. The average score was 92.7% (n=7) with highest average of 100% and lowest average of 83%. One student's score fell below a 3.0 for one student. (10/10/2019) (12/18/2019)

**Growth Budget Implications/Effect:** Over \$500

**Growth Budget Justification:** Students would benefit by more practicum experience. Stakeholders and advisory committee members urged the need for a CDA (Child Development Associate) Credential. This would cost the dept. a \$1500 annual partnership fee in addition to \$500 application fee students must pay. It is a nationally and internationally recognized credential in the industry. Implementing such a program would provide students with the opportunity to accrue 480+ practicum hours.

**Related Documents:**

[Overall Results for CD292 Artifacts Rating Scales.pdf](#)

[Overall Assessment Results for CD292 FA19.docx](#)

**Use of Summary Result:** DC and/or faculty will draft a program proposal for CDA Credential with the result of increasing the skills, competencies of students. (12/18/2019)

**Implementation Status:** DC (M. Postrozny) drafted a SR for the Certificate in Early Childhood Education (ECE) with a 'stack-able' optional CDA credential. It is to be reviewed by CRC in Spring 2020. (12/18/2019)

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

employment in the field of education. If we improve the skills, competencies and points of view as needed by professionals in the early childhood field we hope to increase the marketability of students who complete practicum.

[Report for the Class of 2016.pdf](#)

[Rating Scale.pdf](#)

# Assessment: Assessment Unit Four Column



## Early Childhood Education Certificate (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Education AA & Certificate

### Committee Feedback

#### *Fall 2019 - Spring 2020 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** SLO#1 AA - Title should give a five word description of SLO after the date. The SLO should start with, SLO#1 - FA2019-SP2020 then, "Upon successful completion of the AA in Education program, etc." Please add START and END dates. Please select one (Artifact/Instrument/Rubric/Method/Tool Description) if you select course project - please clarify simulation-related docs, do not show what the project is or will be. If you select - Capstone Experience - please clarify how the student will score 80%. Please select a semester for the activity schedule (FA2019 or SP2020). Need related document. Missing Related Items (mapping). Related document image is a nice photo but does not indicate anything.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>Demonstrate professional and ethical conduct</b> - SLO #1 FA2019-SP2020: Upon successful completion of the AA in Education program, students will be able to demonstrate professionalism and ethical conduct within the educational field.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p>	<p><b>Capstone Experience</b> - Students will successfully complete ED292 (practicum) with positive outcomes as deemed by the practicum adviser and the classroom teacher/mentor. Students will demonstrate appropriate interactions with the classroom students, their teacher/mentor, and other school personnel, as evidence by achieving a total core for the course of an 80%.</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>I will discuss Fall 2019, since schools shut down in the middle of Spring 2020. Most of the students (80%) successfully completed their practicum with a passing grade. They were observed to demonstrate appropriate interactions with their teacher and the students. Those who earned a C had not submitted work and/or had lower scores on their work submitted. For those who earned a B or higher, these students completed more practicum hours and communicated more regularly with the instructor. A</p>	<p><b>Use of Summary Result:</b> Following the Fall 2019 semester and looking at the outcome, we re-examined the grading and way that points were earned. One component that was added was to incorporate the number of hours within the classroom. For example, students who only met 90 hours in the classroom could not receive a grade higher than a</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b> The program has recently been revised to include an additional general education potential course which addresses the diversity of cultures of the students in our schools. This assessment will demonstrate cultural awareness in GCC's curriculum.</p>	<p><b>Criterion ( Written in % ):</b> Students will complete a minimum of 90 hours within a classroom setting and will obtain an overall score of at least 80% for course.</p> <p><b>Activity Schedule:</b> Practicum adviser will meet with practicum students at least eight times throughout the semester, and will observe the practicum student at least two times of which at least one visit will include an observation of the practicum student teaching a lesson.</p> <p><b>Related Documents:</b> <a href="#">ED292 Course Syllabus, Outline, and Forms, Spring 2020, D. Ellen.docx</a></p>	<p>conclusion that may be drawn is that those who were more involved in their classes tended to be more confident, established better relationships with the students and teachers, and - hence, achieved higher grades. Another observation is that students who aggressively sought placement and getting started right away also seemed to fair better in the long run. There seemed to be other issues which kept the two students from completing their practicum. (10/10/2020)</p> <p><b>Growth Budget Implications/Effect:</b> Under \$500</p> <p><b>Growth Budget Justification:</b> Students can choose their placement, which allows them to feel more comfortable in the practicum setting. This can lead to instructors needing to drive from schools in the northernmost part of the island to the southern part of the island, and sometimes back and forth to accommodate the students' hours and the schools' schedules. With gas prices on Guam being close to \$4/gallon, this can add significant expense for instructors. The suggestion is to provide some type of funding to help cover this cost that must come out of the instructor's own pocket.</p>	<p>C for the course. We also designated specific dates for students to communicate with us regarding meeting a certain number of hours. For example, they needed to confirm that they had completed 45 hours by the sixth week of the course. We felt that this would help to keep the students on track to completing the 135 hours set forth for the course. It should be noted that, while we believe that this is of great benefit for students, things changed when schools were closed the following semester due to Covid-19. Nevertheless, we believe this was one effective way to move forward in the course. (10/10/2020)</p> <p><b>Implementation Status:</b> Plan from FA2019 was implemented which was helpful for SP2020, except for the entire shifting to online status. (10/12/2020)</p>



# Assessment: Assessment Unit Four Column



## Education Certificate (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Education Talent Search (Archive)

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <p>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</p> <p>1.2 Increase the numbers of students completing secondary CTE programs.</p> <p>1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.</p> <p>2.1 Develop students' career</p>			

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Education/Cosmetology Department Courses

### Committee Feedback

#### *Fall 2020 - Spring 2021 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/13/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** 1. ASL 110 – Incomplete

2. ASL 120 – Incomplete
3. ASL130 – Incomplete
4. CD285 – Missing related items. Activity schedule: Fall 2020.
5. CM101 – Description needs cleaning up. Criterion needs clarifying. Activity schedule in Artifacts should be Fall 2020.
6. CM102 - Criterion needs clarifying. Activity schedule in Artifacts should be Fall 2020.
7. CM104A - SLO Title: Doesn't follow required format. Description SLO dates; Assessment cycle: Fall2020-Spring2021; Start/End date: 10/12/20 -03/08/21; Artifacts: Activity schedule should be Fall 2020.
8. CM104B – SLO Title: Doesn't follow required format. Description SLO dates; Assessment cycle: Fall2020-Spring2021; Start/End date: 10/12/20 -03/08/21; Artifacts: Activity schedule should be Fall 2020.
9. ED265 - SLO Title: Doesn't follow required format. Activity schedule should be Fall 2020.
10. IN145 - SLO Title: Doesn't follow required format and should be five words or less; SLO Description missing SLO#1 FA2020-SP2021 format; Assessment cycle: incorrect; Start/End date: missing; Criterion: Missing: Activity Schedule: missing.
11. IN170 - SLO Title: Doesn't follow required format and should be five words or less; SLO Description missing SLO#1 FA2020-SP2021 format; Assessment cycle: incorrect; Start/End date: missing; Criterion: Missing: Activity Schedule: missing.
12. IN180 - SLO Title: Doesn't follow required format and should be five words or less; SLO Description missing SLO#1 FA2020-SP2021 format; Assessment cycle: incorrect; Start/End date: missing; Criterion: Missing: Activity Schedule: missing.
13. IN220 - SLO Title: Doesn't follow required format and should be five words or less; SLO Description missing SLO#1 FA2020-SP2021 format; Assessment cycle: incorrect; Start/End date: missing; Criterion: Missing: Activity Schedule: missing.

Ref: Meeting #002 13Nov2020

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 01/08/2021

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Electronics & Computer Networking (Secondary)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>Build a computer network</b> - SLO# 1 FA2020-SP2021. Build a secure and reliable computer networking system.  <b>SLO Status:</b> Currently being assessed  <b>Program Assessment Cycle:</b> Fall 2020 - Spring 2021  <b>Start Date:</b> 10/12/2020  <b>End Date:</b> 03/08/2021  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>                      1. Maintain educational excellence through continuous review and update of programs and courses not only to maintain currency of curriculum but to maximize curriculum relevance that will greatly aid in producing work-ready and employable students.</p>	<p><b>Lab/Skills Test</b> - Students will complete the on-line Packet Tracer exam from the Cisco Networking Academy's Discovery I to demonstrate the knowledge on the troubleshooting process.  <b>Criterion ( Written in % ):</b> 80% of students who are registered in CTEE065 will earn 70% or better grades on the on-line (or off-line) Practice Skills Assessment.</p> <p><b>Activity Schedule:</b> Students will be assessed during the Spring semester.</p> <p><b>Related Documents:</b>  <a href="#">7.4.1.2 Packet Tracer - Skills Integration Challenge.pdf</a>  <a href="#">Ricky Tyquiengco</a></p>		

# Assessment: Assessment Unit Four Column



## Electronics Engineering AS (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in



*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Electronics, Computer Science, and Office Technology Department Courses

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**  
Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## English Department Courses

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No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Enrollment Services (archive Sept 2011)

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <p>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</p> <p>1.2 Increase the numbers of students completing secondary CTE programs.</p> <p>1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.</p> <p>2.1 Develop students' career</p>			

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Environmental Health & Safety

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>AUO#1 FA2020-SP 2021 Budget Goal: Awareness and Safety</b> - AUO#1 Budget Goal: Improve Awareness of Operational Safety Procedures and the role of the Environmental Health and Safety Office through use of information and communication technology.</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021</p> <p><b>Start Date:</b> 10/12/2020</p> <p><b>End Date:</b> 03/08/2021</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> EHSO office is a resource to College constituents and provides a variety of services to include training, inspections, and updating and regulation of operational safety procedures.</p>	<p><b>Document Review</b> - Active Shooter training information provided to employees online.</p> <p><b>Criterion ( Written in % ):</b> EHS will conduct at least at least one online training for this assessment cycle. Training information will be presented to 229 GCC employees and at least 50% of employees will participate.</p> <p><b>Activity Schedule:</b> Fall 2020</p> <p><b>Related Documents:</b>  <a href="#">Active Shooter Online Training.pdf</a></p>		
<p><b>AUO #2 FA2020-SP2021 ISMP- Modernizing and Expanding Infrastructure and Technology</b> - AUO #2 FA2020-SP2021 ISMP- Modernizing and Expanding Infrastructure and Technology</p>	<p><b>Institutional Strategic Master Plan (ISMP)</b> - 100% of building 2000 (Admin) current door lock system will be replaced. The current lockset system needs to be replaced and updated with a new technology in</p>		

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results Use of Summary Results</i>
<p>through the use of technology to replace the current magnetic lockset system for building 2000 (Administration).</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021</p> <p><b>Start Date:</b> 10/12/2020</p> <p><b>End Date:</b> 03/08/2021</p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> The current magnetic lockset system for all the doors at building 2000 (Admin) has aged due to wear and tear and needs to be upgraded. This is new plan reflects the ISMP on optimizing resources through technology to make continuous improvements.</p>	<p>lockset system for safety and security.</p> <p><b>Criterion ( Written in % ):</b> 100 percent , 38 doors, will be replaced with an upgrade and new lockset system technology.</p> <p><b>Activity Schedule:</b> Fall 2020: Environmental Health &amp; Safety Office will solicit information and price quotes from local vendors to develop the scope of work for implementation.</p> <p><b>Related Documents:</b> <a href="#">Estimations-RFID Keys Admin Bldg 2000 (1).pdf</a></p>	



# Assessment: Assessment Unit Four Column



## Environmental Technician Certificate

### Committee Feedback

#### *Fall 2020 - Spring 2021 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 12/11/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** Missing a lot of essential information under Program Review Summary SLO's to include but not limited to the following: Related documents (pdf), artifacts/methods, etc... ensure all information is complete then resubmit.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:** 12/11/2020

**Assessment Report and Implementation Rating:** Re-submit

**Committee Recommendations for Assessment Report and Implementation:** Missing essential information such as Artifacts/Methods section on SLO#3.

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SLO #1 FA2020-SP2021 Methods and Processing - SLO#3** Upon successful completion of this program, students will be able to demonstrate proficiency in technical methods, data handling, and processing methodology  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2020 - Spring 2021  
**Start Date:** 10/12/2020  
**End Date:** 03/08/2021  
**Program Level SLO Industry**  
**National Certification:** N/A

**Rubric -** Rubrics will be developed and used to ensure that students have met the minimum requirement.  
**Criterion ( Written in % ):** 75% of all students who complete will achieve a score of 75% or better.  
**Activity Schedule:**

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

The Environmental Tech. Certificate has yet to be assessed although with the few students who have completed, areas with room to improve have been identified.

**SLO#2 FA2020 - SP2021 Student**

**Success - SLO #2 FA2019-SP2020**

ISMP-Fostering 100% Student-Centered Success

**SLO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2020 - Spring 2021

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

Visiting the reasons behind the creation of this program it is only growing that there is a need for more skilled individuals ready to be placed into industry with the basic skills to work in a variety of jobs that collect data and analyze it to better our environment.

**Client/Customer Service Survey - A**

survey which determines the confidence levels that a student has upon completion of the program to use the skills acquired.

**Criterion ( Written in % ):** 70% of those who complete the program will have acquired a 75% rating or higher

**Activity Schedule:**

**SLO#3 FA2020 - SP2021 IDEA - SLO #3**

FA2020-SP2021 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

**SLO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2020 - Spring 2021

**Start Date:** 10/12/2020

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

Show how the students can use  
what they learned in their program  
to their occupational practices.

# Assessment: Assessment Unit Four Column



## Foodservice Management AS

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** SLO#3 - There should be a 5 word description on the SLO Title Block.

On the SLO Block - Please add "SLO#3 FA2019-SP2020" followed by the "Upon successful completion.." per your catalog description.

Criterion - None

Activity Schedule - None

Related Documents - None

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 11/29/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

### Author Responses

#### *Fall 2019 - Spring 2020 Program/Unit Response*

##### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:**

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:**

##### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:** Yes

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:** Yes

No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## GVB Tour Guide Certification Training (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry National Certification:</b></p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b> Strategies:</p> <ul style="list-style-type: none"> <li>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</li> <li>1.2 Increase the numbers of students completing secondary CTE programs.</li> <li>1.3 Increase effective opportunities for all high school students to learn about and develop interest in</li> </ul>			

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Health Careers and Science (Secondary)

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 12/18/2020

**Assessment Plan and Data Collection Rating:** Approved

**Committee Recommendations for Assessment Plan and Data Collection:** program plan approved

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:** 12/18/2020

**Assessment Report and Implementation Rating:** Re-submit

**Committee Recommendations for Assessment Report and Implementation:** Missing examples of student work (Excellent/Needs Improvement). Be sure to remove student information from artifacts.

Ref: Meeting #006 18Dec2020

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:** 01/08/2021

#### *Fall 2019 - Spring 2020 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 02/14/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** SLO# 1 - Please PDF artifact.

SLO#3 - No artifact attached.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/22/2019



**Assessment Plan and Data Collection Rating:** Incomplete

**Committee Recommendations for Assessment Plan and Data Collection:** You are scheduled for a program assessment plan review this semester. Please input your assessment before December 2, 2019. Thank you.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/02/2019

### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

## Author Responses

### *Fall 2019 - Spring 2020 Program/Unit Response*

#### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Data Collection Status/Summary of Results (N=?) would not open, therefore could not be updated, for CTHC 060, CTHC 070 and CTSI 050. CTHC 050 was able to open and was therefore updated.

**Assessment Plan and Data Collection Changes Accepted:**

**Date Complete for Assessment Plan and Data Collection Changes:**

#### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

### *Student Learning Outcomes (SLOs)*

### *Artifact/Instrument/Rubric /Method/Tool Description*

### *Data Collection Status/Summary of Results (N=?)*

### *Use of Summary Results*

**SLO#3 FA2019-SP2020-Distinguish between different body systems. -**

SLO#3 FA2019-SP2020-Upon successful completion of this program, students will be able to: Distinguish between the different systems in the human body and compare how illness affects these systems.

**SLO Status:** Currently being assessed

**Program Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**Directly related to Objective**

**Reporting Period:** Fall 2019 - Spring 2020

**Conclusion:** Criterion Met

Students taking the test had an overall score of 70% or greater on a 100 total possible points 25 question test. (03/09/2020)

**Growth Budget Implications/Effect:** Over \$500

**Growth Budget Justification:** There is a need for updated equipment such as laptops/computers, projector, and manikins. The equipment is worn out or breaking down. There is also a need to update the textbooks and workbooks for the courses in the program. The books have been published since around 2008.

**Related Documents:**

[A&P - Chapter 10 Quiz.pdf](#)

**Use of Summary Result:** Students received at least an overall score of 70% or greater on a 100 total possible points 25 question test. This SLO can be improved by students being able to analyze and evaluate the different body systems, how illness affects these systems, and how they correlate. There is a need to update the textbooks and workbooks for this program. The textbooks have been published since around 2008. (03/09/2020)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
<p><b>National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>            First assessment cycle since updating of curriculum in May 29, 2019. The last program update was in 2013.</p>	<p><b>Directly related to Objective</b></p> <hr/> <p><b>Textbook/Author Designed Tests -</b>            Students will complete a 25 question (100 total possible points) faculty developed test which includes multiple choices, fill in the blanks, essay questions, etc.  <b>Criterion ( Written in % ):</b> Students taking the test will have an overall score of 70% or greater on a 100 total possible points 25 question test.  <b>Activity Schedule:</b> SP2020  <b>Related Documents:</b>  <a href="#">A&amp;P - Chapter 10 Quiz.pdf</a></p>	<p><b>Reporting Period:</b> Spring 2020 - Fall 2020  <b>Conclusion:</b> Criterion Met            Students taking the test had an overall score of 70% or greater on a 100 total possible points 25 question test. (03/09/2020)  <b>Growth Budget Implications/Effect:</b> Over \$500  <b>Growth Budget Justification:</b> There is a need for purchasing newer equipment such as computers/laptops, projector, manikins, as equipment is getting older and more worn out or broken. There is a need to get updated supplies such as textbooks and workbooks for the program. The ones that are currently in use for the program have been published since around 2008.</p>	<p><b>Implementation Status:</b>            Curriculum will continue as is. Department Chair and Department have been notified of need to update textbooks and workbooks for this program. (03/09/2020)</p> <hr/> <p><b>Use of Summary Result:</b> Students received at least an overall score of 70% or greater on a 100 total possible points 25 question test. This SLO can be improved by students being able to analyze and evaluate the different body systems, how illness affects these systems, and how they correlate. There is a need to update the textbooks and workbooks for this program. The textbooks have been published since around 2008. (03/09/2020)</p> <p><b>Implementation Status:</b>            Curriculum will continue as is. Department Chair and Department have been notified of need to update textbooks and workbooks for this program. (03/09/2020)</p>
<p><b>SLO #2 FA2019-SP2020 ISMP- Advancing Workforce Development and Training - SLO #2 FA2019-SP2020 ISMP- Advancing Workforce Development and Training</b>  <b>SLO Status:</b> Currently being assessed  <b>Program Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020</p>	<p><b>Skills proficiency checklist -</b> Students will complete a blood pressure skill check-off in an outpatient clinic simulation setting. The instructor-developed proficiency checklist has a total of 19 steps for 50 total possible points.  <b>Criterion ( Written in % ):</b> Students taking the check-off will have an overall score of 80% or greater on a</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met            A total of 21 students underwent a blood pressure skill check-off in an outpatient clinic simulation setting. The average grade of the students was 92% (46/50). Students are actively developing their nursing skills through in-class training and instruction. (02/03/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> N/A  <b>Related Documents:</b></p>	<p><b>Use of Summary Result:</b> Students are meeting the target SLO of advancing workplace development as evidenced by the students passing their blood pressure skills check offs with an average of 92%. There are no changes that are needed at this moment. (02/03/2020)</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p><b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>            First assessment cycle since updating of curriculum on May 29, 2019</p>	<p>50 total possible point checklist.  <b>Activity Schedule:</b> SP2020  <b>Related Documents:</b>  <a href="#">ISMP FA2019-SP2020 Artifact.pdf</a></p>	<p><a href="#">ISMP Artifact Evidence.pdf</a></p>	<p><b>Implementation Status:</b> Continue course curriculum as is. (02/03/2020)</p>
<p><b>SLO # 1 FA2019-SP2020 SECONDARY TITLE VB: Increase effective interest in CTE.</b> - SLO # 1 FA2019-SP2020- Student will express interest in Health Careers and Sciences CTE programs by filling out interest sign in sheet through Title VB activities.  <b>SLO Status:</b> Currently being assessed  <b>Program Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/10/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>            First assessment cycle since updating of curriculum in May 29, 2019.</p>	<p><b>Directly related to Objective</b></p> <p><b>Recruitment activities-process</b> - Title VB Quarterly Report and Student Interest Sign In Sheets.  <b>Criterion ( Written in % ):</b> Outcome will have been achieved as evidenced by n plus 100% additional students sign in, with n=number of students able to be accepted per class capacity ie. n=20 students maximum per class size; as generated through eligible Title VB Quarterly Report activities.  <b>Activity Schedule:</b> CTE exposure activity i.e. career fair, will be conducted no less than once per school year.  <b>Related Documents:</b>  <a href="#">Title VB Qtr 2-Jan to Mar 2020 Report PDF.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met            For the period of January through March 2020, 3 Title VB activities were accomplished resulting in students expressing interest in CTE CTHC through signing interest sign in sheet whereas n plus 100% was accomplished with n=20 students (max. amount of students per class). Sign in sheet shared with career/guidance counselors for contact of students for CTHC course enrollment. (03/07/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> No increase in budget indicated. Continue with activities.</p>	<p><b>Use of Summary Result:</b> Sign in sheet shared with career/guidance counselors for contact of students for CTHC course enrollment. (03/07/2020)  <b>Implementation Status:</b> No changes to plan recommended or indicated. Continue with activities. (03/07/2020)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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[Title VB Quarter 2-January to March 2020 Report Template PDF.pdf](#)

# Assessment: Assessment Unit Four Column



## Health Services Center

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** SLO#1 - Please start SLO with, SLO#1 FA2019-SP2020. Please identify whether your SLO is from the ISMP or Budget Goal and indicate on the SLO Title and SLO Block. On the Artifact/Instrument/Rubric/Method/Tool Description, please clarify verbiage under "Student Satisfaction Survey", is it multiple surveys or questions on one survey?

Under Criterion - Who will be satisfied and 90% of what?

Under Related Documents - There is none

Under Related Items - There is none.

SLO#2 - Please identify whether your SLO is from the ISMP or Budget Goal and indicate on the SLO Title and SLO Block.

Under Artifact/Instrument/Rubric/Method/Tool Description - There is no artifact.

Under Criterion (Written in %) - It is blank.

Under Activity Schedule - There is no activity schedule indicated.

Under Related Documents - There is no related documents.

Under Related Items - There is none.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

**SLO #1 FA 2019 - SP 2020 Quality nursing care - FA 2019-SP 2020**  
Provide quality nursing care to the ill

**Student Satisfaction Survey -** This survey will include questionnaires related to different health and or

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Issues Found  
N=90% (10/08/2019)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>and injured on campus under the supervision of the GCC medical director.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b></p> <p><b>Historical Assessment Perspective:</b> Based on the survey completed in the prior cycle, health services are utilized.</p>	<p>nursing services provided to clientele.</p> <p><b>Criterion ( Written in % ):</b> 90 % of clients will show satisfaction with health/nursing services provided to them.</p> <p><b>Activity Schedule:</b> FALL 2019</p> <p><b>Related Documents:</b> <a href="#">HSC SURVEY DOC.pdf</a></p>	<p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> No budget needed.</p> <p><b>Related Documents:</b> <a href="#">HSC Survey Form</a></p>	
<p><b>SLO #2 FA 2019-SP 2020 (ISMP)</b></p> <p><b>Student-centered success - FA 2019-SP 2020 (ISMP)</b> Fostering 100% student-centered success</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b></p> <p><b>Historical Assessment Perspective:</b> Based on the survey completed in the prior cycle, health services are utilized.</p>	<p>.</p> <p><b>Criterion ( Written in % ):</b></p> <p><b>Activity Schedule:</b> Fall 2019 - SP2020</p> <p><b>Related Documents:</b> <a href="#">Live Healthy Stay Smart (002).1.21.2020.jpg</a></p>		

# Assessment: Assessment Unit Four Column



## Hospitality & Tourism Department Courses

### Committee Feedback

#### *Spring 2020 - Fall 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 04/06/2018

**Assessment Plan and Data Collection Rating:** Approved

**Committee Recommendations for Assessment Plan and Data Collection:**

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:** 12/18/2020

**Assessment Report and Implementation Rating:** Re-submit

- Committee Recommendations for Assessment Report and Implementation:**
1. HS150 -SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021; Related document has students' information - APPROVED WITH MINOR CHANGES
  2. HS152 – SLO Title: Five words or less; SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021; Criterion: How many students? Activity Schedule: Fall 2020. - APPROVED WITH MINOR CHANGES
  3. HS155 - Description: Five words or less; SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021; Criterion: How many students?; Activity Schedule: Fall 2020. - APPROVED WITH MINOR CHANGES
  4. HS160 – SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021; Criterion: How many students?; Activity Schedule: Fall 2020. - APPROVED WITH MINOR CHANGES
  5. HS254 - Description: Five words or less; SLO Description: missing SLO #1 FA2020 -SP2021 format; Assessment cycle: should be FA2020 -SP2021; Activity Schedule: Fall 2020. - APPROVED WITH MINOR CHANGES
  6. HS292 – SLO Title: missing SLO#1 Fall 2020- Spring 2021 format before Upon successful completion statement; Assessment cycle: Fall 2020 – Spring 2021; Start/End dates: incorrect; Criterion: How many students?; Activity Schedule: Fall 2020., Related items: missing. - RESUBMIT
  7. JA110 – SLO Description: missing SLO#1 Fall 2020- Spring 2021; Assessment cycle: should be FA2020 -SP2021, Description says Korean and this is a Japanese course; Activity Schedule: Fall 2020; Related document has students' information and shows JA101. - RESUBMIT
  8. JA111 - SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021; Activity Schedule: Fall 2020; Related document same has students' information and shows JA101. - RESUBMIT
  9. KE110 - SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021, Criterion: How many students? Criterion also says survey and title description says problem from textbook; Criterion and Instrument do not match. Activity Schedule: missing Fall 2020; Related document: The ones provided are for report artifacts not plan. Related document should be a sample of the instrument without student information. - RESUBMIT
  10. KE111 – SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021, Criterion: How many students? Criterion also says survey and title description says problem from textbook; Criterion and Instrument do not match. Activity Schedule: missing Fall

2020; Related document missing. - RESUBMIT

Ref: Meeting #006 18Dec2020

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:** 01/08/2021

**No data found for the selected criteria.**



# Assessment: Assessment Unit Four Column



## Hospitality Industry Management AS (Archive-March 2010)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry National Certification:</b></p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <p>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</p> <p>1.2 Increase the numbers of students completing secondary CTE programs.</p> <p>1.3 Increase effective opportunities for all high school students to learn about and develop interest in</p>			

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Hospitality Institute (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry National Certification:</b></p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <p>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</p> <p>1.2 Increase the numbers of students completing secondary CTE programs.</p> <p>1.3 Increase effective opportunities for all high school students to learn about and develop interest in</p>			

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Human Resources Office

### Committee Feedback

#### *Spring 2020 - Fall 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 04/20/2018

**Assessment Plan and Data Collection Rating:** Approved

**Committee Recommendations for Assessment Plan and Data Collection:**

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>FY2020 Goal</b> - To provide effective support for the primary human resources functions at the College: hiring, periodic performance evaluations, and promotion. Theses activities are performed for faculty, staff and administrators.</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Spring 2020 - Fall 2020</p> <p><b>Start Date:</b> 03/09/2020</p> <p><b>End Date:</b> 10/12/2020</p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b></p>	<p><b>Document Review</b> - MIS campus computer assessment</p> <p><b>Criterion ( Written in % ):</b> 100%; n=5 will be replaced/upgraded</p> <p><b>Activity Schedule:</b> Spring 2020</p>	<p><b>Reporting Period:</b> Spring 2020 - Fall 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>100%' n=5 replaced/upgraded (01/10/2020)</p> <p><b>Growth Budget Implications/Effect:</b> Over \$5,000</p> <p><b>Growth Budget Justification:</b> HR was staggering upgrades of computer systems, but with the Windows 7 systems being de-supported, HR needs to upgrade multiple computers at once.</p> <p><b>Related Documents:</b></p> <p><a href="#">010320 Copy of Windows 10 Migration computer upgrades.xlsx</a></p>	<p><b>Use of Summary Result:</b> HR (01/10/2020)</p> <p><b>Implementation Status:</b> The office should follow a three year replacement cycle. (01/10/2020)</p> <p><b>Use of Summary Result:</b> HR was staggering upgrades of computer systems, but with the Windows 7 systems being de-supported, HR needs to upgrade multiple computers at once. (01/10/2020)</p> <p><b>Implementation Status:</b> HR completed a work order to replace four computers from the</p>

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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The primary functions of the HR department require the use of computers to service our customers. Windows 7 has been de-supported by Microsoft effective January 1, 2020. Based on MIS's assessment of the Human Resources computers, it was found that four of the six computers in the Human Resources Office need replacement and one needs an upgrade to Windows 10. In 2010, HR received six computers from the Building 3000 computer lab upgrades when the systems needed to be mass upgrades from Windows XP to Windows 7. HR was slowly replacing computers. One computer as replaced with a laptop in 2016 due to the system going down. Another computer was replaced in 2017 that included Windows 10. The The CHRO's laptop was replaced in 2018 which included Windows 10. This left the HR Office with four remaining computers that need to be replaced and one laptop that needs to be upgraded.

student computer lab upgrades. HR also requested for an upgrade to the laptop received in 2016 to Windows 10. (01/29/2020)

**ISMGOAL 3: Leveraging Transformational Engagement and Governance** - To provide training and development to the GCC Employees to ensure that the the College's mission and vision are held to the utmost standards when engaging with stakeholders.  
**AUO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2020 - Spring 2021  
**Start Date:** 10/09/2020

**Workshop/Conference/Training -**  
 HR will conduct/coordinate formal quarterly training to the employees for updates on customer service, preventing sexual harassment and other best practices.  
**Criterion ( Written in % ):** GCC employees will successfully complete 100% of the training as conducted by HRO.  
**Activity Schedule:** The HR Team will

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**End Date:** 03/08/2021  
**Program Level SLO Industry**  
**National Certification:** N/A  
**Historical Assessment Perspective:**  
 HR Team will continue to provide training to the GCC employees for customer interaction and on rules, policies and as laws updated with the changing world of work.

conduct quarterly trainings (this may include on-line courses). Spring 2020-Fall 2020

# Assessment: Assessment Unit Four Column



## Instructional Technology Center (Archive)

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <p>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</p> <p>1.2 Increase the numbers of students completing secondary CTE programs.</p> <p>1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.</p> <p>2.1 Develop students' career</p>			



<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## International Hotel Management AS

### Committee Feedback

#### *Fall 2019 - Spring 2020 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/22/2019

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** For all SLOs, please update the SLO description with the SLO number and date.

SLO# 1 - Activity Schedule - Please pick a semester.

Marlena motioned to approve with minor changes, seconded by Vangie. Motion carried.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:** 12/18/2020

**Assessment Report and Implementation Rating:** Re-submit

**Committee Recommendations for Assessment Report and Implementation:** 1. Use of Summary Results doesn't match Implementation status. What are the recommended proposed changes? Explain or recommend how the lack of adjunct faculty experience will be addressed. Related document missing for the report. - RESUBMIT

2. SLO#1 - SLO Description: Missing SLO#1 FA2019- SP2020 statement (refer to CCA 11/19/2019 memo for guidance); Criterion: Clarify how many students?; Activity Schedule: should be Fall 2020; Related documents: Missing. Please provide example of student work (Excellent/ Needs Improve), also remove student information from artifacts.

3. ISMP Goal Title: Missing SLO#1 FA2019- SP2020 statement (refer to CCA 11/19/2019 memo for guidance); SLO Description: Missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Criterion: Clarify how many students?; Activity Schedule: should be Fall 2020; Clean up conclusion statement. Summary Results: a summary of the results is needed other than met. Implementation status: describe what is going to be done with the summary results.

4. IDEA Objective Title: SLO Title doesn't follow required format and should be five words or less; SLO Description: Missing SLO#1 FA2019- SP2020 statement (refer to CCA 11/19/2019 memo for guidance); Criterion: Clarify how many students?; Summary Results: a summary of the results is needed other than met. Implementation status: describe what is going to be done with the summary results. Related document: Should be example of student work (Excellent/ Needs Improve) remove all names and make document PDF

#### Courses

1. HS160 – SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021; Criterion: How many students?; Activity Schedule: Fall 2020. - APPROVED WITH MINOR CHANGES

2. HS208 - SLO Title: Five words or less; SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021; Criterion: How many students?; Activity Schedule: Fall 2020.
3. HS211 - SLO Title: Five words or less; SLO Description: Missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 - SP2021; Criterion: How many students?; Activity Schedule: Fall 2020 - RESUBMIT
4. HS215 - SLO Description: Missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 - SP2021; Criterion: How many students?; Activity Schedule: Fall 2020 - RESUBMIT
5. HS216 - SLO Title: Five words or less; SLO Description: Missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Criterion: How many students?; Activity Schedule: Fall 2020 - RESUBMIT
6. HS217 - SLO Description: Missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 - SP2021; Criterion: How many students?; Activity Schedule: Fall 2020 - RESUBMIT
7. HS254 - Description: Five words or less; SLO Description: missing SLO #1 FA2020 -SP2021 format; Assessment cycle: should be FA2020 -SP2021; Activity Schedule: Fall 2020. - APPROVED WITH MINOR CHANGES
8. HS266 - SLO Title: Five words or less; SLO Description: Missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 - SP2021; Criterion: How many students?; Activity Schedule: Fall 2020 - RESUBMIT
9. HS268 - SLO Description: Missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 - SP2021; Criterion: How many students?; Activity Schedule: Fall 2020 - RESUBMIT
10. HS292 – SLO Title: missing SLO#1 Fall 2020- Spring 2021 format before Upon successful completion statement; Assessment cycle: Fall 2020 – Spring 2021; Start/End dates: incorrect; Criterion: How many students?; Activity Schedule: Fall 2020., Related items: missing. - RESUBMIT
11. KE110 - SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021, Criterion: How many students? Criterion also says survey and title description says problem from textbook; Criterion and Instrument do not match. Activity Schedule: missing Fall 2020; Related document: The ones provided are for report artifacts not plan. Related document should be a sample of the instrument without student information. - RESUBMIT
12. KE111 – SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement; Assessment cycle: should be FA2020 -SP2021, Criterion: How many students? Criterion also says survey and title description says problem from textbook; Criterion and Instrument do not match. Activity Schedule: missing Fall 2020; Related document missing. - RESUBMIT

Ref: Meeting #006 18Dec2020

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:** 01/08/2021

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO #1 FA 2019-SP2020 Display various supervisory skills within the hospitality industry.</b> - Upon successful completion of this program, students will be able to display various supervisory skills within the hospitality industry.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p>	<p><b>National &amp; International Certification Exam</b> - Students will complete a 100 questions (100 total possible points) American Hotel Lodging Education Institute (AHLEI) developed a test which includes multiple choices, fill in the blanks, essay questions, etc.</p> <p><b>Criterion ( Written in % ):</b> Students taking the test will have an overall</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>HS208: 100% of students scored 75% or better in their AHLEI course exam (n=19).</p> <p>HS160: 75% of students scored 75% or better in their AHLEI course exam (n=20).</p> <p>HS219: 75% of students scored 75% or better in their AHLEI course exam (n=13).</p> <p>(10/08/2019)</p> <p><b>Growth Budget Implications/Effect:</b> Over \$5,000</p>	<p><b>Use of Summary Result:</b> AHLEI course exams offered in both HS150, HS208, HS160, and HS219. The results are different every year depends on who is teaching. Adjunct faculty shows a lack of teaching experience which does not provide consistency.</p> <p>(10/08/2019)</p> <p><b>Implementation Status:</b> The</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> Yes  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>  The program curriculum has recently been updated; therefore, the assessment will focus on the revised SLOs.</p>	<p>score of 75% or greater on a 100 total possible points 100 question test.  <b>Activity Schedule:</b> During final exam week.  <b>Related Documents:</b>  <a href="#">AHLEI Certified Guest Service Professional.pdf</a></p>	<p><b>Growth Budget Justification:</b> Hiring a post-secondary faculty for Hospitality &amp; Tourism department to provide consistency in department courses.</p>	<p>recommended/proposed changes were achieved. (10/08/2019)</p>
<p><b>ISMP 2020-2026 GOAL 1: Advancing Workforce Development and Training - Advancing Workforce Development and Training</b>  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>  The curriculum has recently been updated and the assessments will focus on the SLO updates.</p>	<p><b>National &amp; International Certification Exam -</b> Students will complete a 100 questions (100 total possible points) American Hotel Lodging Education Institute (AHLEI) developed a test which includes multiple choices, fill in the blanks, essay questions, etc.  <b>Criterion ( Written in % ):</b> Students taking the test will have an overall score of 75% or greater on a 100 total possible points 100 question test.  <b>Activity Schedule:</b> During final exam week.  <b>Related Documents:</b>  <a href="#">AHLEI academic course certificate</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met  75% of students scored 75% or better in their AHLEI course exam (n=11). (10/10/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> .</p>	<p><b>Use of Summary Result:</b> The criterion met. (10/10/2020)  <b>Implementation Status:</b> The recommended/proposed changes were achieved. (10/10/2020)</p>
<p><b>IDEA Student Ratings of Instruction Objectives 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. -</b>  Developing specific skills, competencies, and points of view</p>	<p><b>National &amp; International Certification Exam -</b> Students will complete a 100 questions (100 total possible points) American Hotel Lodging Education Institute (AHLEI) developed a test which includes multiple choices, fill in the blanks, essay questions, etc.  <b>Criterion ( Written in % ):</b> Students taking the test will have an overall score of 75% or greater on a 100</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met  75% of students scored 75% or better in their AHLEI course exam (n=11). (10/10/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> .  <b>Related Documents:</b>  <a href="#">GCC HS255 QUIZ NO.1.docx</a></p>	<p><b>Use of Summary Result:</b> The criterion met. (10/10/2020)  <b>Implementation Status:</b> The recommended/proposed changes were achieved. (10/10/2020)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results Use of Summary Results</i>
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needed by professionals in the field most closely related to this course.  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:** N/A  
**Type of Industry National Certification:**  
**Historical Assessment Perspective:**  
 The curriculum has recently been updated and the assessments will focus on the SLO updates.

total possible points 100 question test.  
**Activity Schedule:** During final exam week.  
**Related Documents:**  
[AHLEI Hospitality Operations Certificate \(8 course\).pdf](#)

# Assessment: Assessment Unit Four Column



## Judicial Affairs (Archive)

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</li> <li>1.2 Increase the numbers of students completing secondary CTE programs.</li> <li>1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.</li> <li>2.1 Develop students' career</li> </ul>			

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Learning Resource Center

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 02/07/2020

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** Update SLOs description and missing Related Items: School TSS and Board of Trustee

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 02/21/2020

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** Please indicate in SLO Title Block one Budget Goal. It should read "SLO#1 FA2019-SP2020 Budget Review Goal Resources".

Please correct "End Date" to read March 9, 2020.

Under Artifact/Instrument/Rubric etc., please ensure Activity Schedule reads FA2019 or SP2020.

Under Criterion: What is meant by report finding success? You can replace perhaps with "adequate" or "sufficient" print...etc.

Criterion and Related Documents do not relate.

SLO#2 - Academic year missing and end date should read March 9, 2020.

Under Related Documents, on both SLOs, the student library results for 2019, is it representing Fall Data Collection?

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 11/29/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**



## Author Responses

### Fall 2019 - Spring 2020 Program/Unit Response

#### Assessment Plan and Data Collection

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Suggested revisions have now been made.

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 12/02/2019

#### Assessment Report and Implementation

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO#1 FA2019-SP2020 Budget Review Goal Resources</b> - Provide sufficient print, digital and technological resources to support student learning.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> GCC Library will continue to advocate that funds be provided to support sufficient learning resources for students and faculty.</p>	<p><b>Student Satisfaction Survey</b> - A survey will be used to determine whether sufficient print, digital and technological resources are available.</p> <p><b>Criterion ( Written in % ):</b> 80% of students will report finding sufficient print, digital and technological resources in the LRC.</p> <p><b>Activity Schedule:</b> A survey will be administered in both FA2019 and SP2020.</p> <p><b>Related Documents:</b>  <a href="#">Student Library Survey, Fall, 2019</a>  <a href="#">Student Library Survey, Results, Fall, 2019 .pdf</a>  <a href="#">Student Library Surveys, Results, Spring, 2020.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Criterion Not Met</p> <p>A Student Library Survey was distributed and compiled for Fall, 2019 with 270 participants. (N=270) Students evaluated the Library on having sufficient print, digital and technological resources.</p> <p>77% of students surveyed responded: "There is a sufficient number of books in the LRC." This failed to meet the LRC's goal that 80% of students would strongly agree or agree that there is a sufficient quantity of books to support course work. N=258</p> <p>71% of students responded, "I am able to find the books and e-books I need for research." This failed to meet the LRCs goal that 80% of the students would agree or agree that "I am able to find the books and e-books I need for research." N=193</p> <p>72% of students responded, "I am able to find the journals, magazines, newspapers I need." This failed to meet the goal that 80% of the students would agree or strongly agree that "I am able to find the journals, magazines, newspapers I need." N=191</p>	<p><b>Use of Summary Result:</b> GCC Library/LRC did not purchase any learning resources this fiscal year and had to discontinue one of the e-book databases due to the lack of funding for requested resources. It is not possible for the LRC to "provide sufficient print, digital and technological resources to support student learning" until circumstances beyond the control of the LRC make this possible. (03/03/2020)</p> <p><b>Implementation Status:</b> While continuing to advocate to expend the funds budgeted for sufficient print, digital and technological resources, the GCC Library continues to make the students aware of the books and electronic databases currently available in the LRC through displays, bibliographic instruction, and reference services. (03/03/2020)</p>

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric /Method/Tool Description (N=?)*

*Use of Summary Results*

A second Student Library Survey was conducted for Spring, 2020 with 126 participants (N=126) with the following results:

67% of responding students agreed that there is a sufficient number of books to support course work. This result was not met because less than 80% of students surveyed agreed that there was a sufficient number of books to support coursework. N=122

65% of responding students agreed that I am able to find that books and e-books I need for research. This result was not met because less than 80% of students surveyed agreed that they were able to find the books and e-books they needed for research. N=103

61% of responding students agreed that they were able to find the journals, magazines and newspapers they needed. This result was not met because less than 80% of students surveyed agreed that they were able to find journals, magazines and newspapers they needed. N=102 (10/07/2019)

**Growth Budget Implications/Effect:** Over \$5,000  
**Growth Budget Justification:** The Administration should review funding for the Learning Resource Center to determine if sufficient funds are being provided to support student learning.

**Related Documents:**

[Student Library Survey, Fall, 2019](#)

[Student Library Survey, Results, Fall, 2019 .pdf](#)

[Student Library Surveys, Results, Spring, 2020.pdf](#)

**SLO #2 FA2019-SP2020 ISMP - Optimizing Resources** - The LRC will effectively and efficiently use resources for student learning.  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020

**Student Satisfaction Survey** - A survey will be used to determine whether resources are being optimized.  
**Criterion ( Written in % ):** 80% of students will report the effective and efficient use of resources.

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Criterion Met  
A Student Library Survey was distributed and compiled for Fall, 2019 with 270 participants. (N=270) Students evaluated whether the Library Collections and Library Technology were organized effectively and efficiently. 86%

**Use of Summary Result:** The same Student Library Survey was repeated in the Spring Semester, 2020 with 126 students (N=126). The students again confirmed that they found the Library Collections

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry</b>  <b>National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>  GCC Library will continue to advocate that sufficient funds be provided to continue to optimize resources currently held.</p>	<p><b>Activity Schedule:</b> A survey will be conducted in both FA2019 and SP2020.  <b>Related Documents:</b>  <a href="#">Student Library Survey, Fall, 2019</a>  <a href="#">Student Library Survey, Results, Fall, 2019 .pdf</a>  <a href="#">Student Library Surveys, Results, Spring, 2020.pdf</a></p>	<p>of students agreed or strongly agreed that Learning Resources were organized effectively and efficiently for their use. 2% of students disagreed or strongly disagreed and 12% had no opinion. (10/09/2019)  <b>Growth Budget Implications/Effect:</b> Over \$5,000  <b>Growth Budget Justification:</b> Optimizing resources will help to assure funds provided will actually support the learning needs of students.  <b>Related Documents:</b>  <a href="#">Student Library Survey, Fall, 2019</a>  <a href="#">Student Library Survey, Results, Fall, 2019 .pdf</a>  <a href="#">Student Library Surveys, Results, Spring, 2020.pdf</a></p>	<p>and Library Technology to be effectively and efficiently organized for their use. These results were used to advocate to the Administration that the current staffing should be sustained in order to provide for the effective and efficient organization of LRC resources which are used by the students and the College Community. (02/27/2020)  <b>Implementation Status:</b> During this academic year, the issue of staffing was addressed with the Administration to advocate for filling the open Library Tech I position. As a result it has now been successfully filled. (02/27/2020)</p>

# Assessment: Assessment Unit Four Column



## Liberal Studies

### Committee Feedback

#### *Fall 2020 - Spring 2021 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 12/11/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** SLO#1 Plan for the Future- End Date should be 03/08/2020. Under criterion, is there a generic name for the survey? Use this generic name. Activity schedule should be Fall 2020.

SLO#2 ISMP 100% Student-Centered Success – Activity should be specific to what you will do to foster 100% student centered success. Missing start and end date. Activity schedule should state Fall 2020.

SLO#3 IDEA- Expressing Oneself orally/in writing – Missing start and end date. Activity schedule should say Fall 2020. Missing related documents.

Ensure all essential information is included on your assessment.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SLO#1 Plan for the Future - SLO#1 FA 2020-SP2021** Upon successful completion of the AA in Liberal Studies, students will be able to plan for an advanced program of study in a particular field or to achieve a career goal, based on interests, skills, and an awareness of other disciplines.

**Other (indicate the specific tool in the Method field/box) -** Students are asked to fill in a google form which asks questions about their status as students, their plans beyond GCC, their experiences at GCC. This form (Liberal Studies Student Survey) is the first step in

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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<p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021</p> <p><b>Start Date:</b> 10/12/2020</p> <p><b>End Date:</b> 03/08/2021</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b> This particular SLO was designed to bring together the work of teaching and advising to support the students' journeys during their time at GCC and ensure they are prepared to move beyond GCC as well. We are piloting mandatory advisement in during a student's first semester by placing a hold on registration for the following semester (this hold will be lifted at the end of the semester if the student never seeks advisement). We have designed an intrusive advisement model based on the Guided Pathways Initiative.</p>	<p>advisement. After students have completed the form, their responses will be used by the advisor as talking points for their advisement meeting. During this initial meeting, they will map out their educational plan and discuss long term plans as well.</p> <p><b>Criterion ( Written in % ):</b> We would like 100% of students to complete the form and meet with their advisor their first semester at GCC.</p> <p><b>Activity Schedule:</b> Fall 2020</p> <p><b>Related Documents:</b> <a href="#">LS Student Survey.pdf</a></p>		
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<p><b>SLO #2 Student Success - SLO #2</b> FA2020-SP2021 ISMP-Fostering 100% Student-Centered Success</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Start Date:</b> 08/16/2020</p> <p><b>End Date:</b> 03/08/2021</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b> This reflects the updated ISMPs as well as the current health situation on Guam. GCC started the FA2020</p>	<p><b>Other (indicate the specific tool in the Method field/box) - PDF</b> showing PD efforts of faculty</p> <p><b>Criterion ( Written in % ):</b> All faculty teaching will partake in professional development activities geared toward online teaching or certification.</p> <p><b>Activity Schedule:</b> Fall 2020</p>		
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**Student Learning Outcomes (SLOs)**

**Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)**

**Use of Summary Results**

semester in COVID 19 lockdown and faculty have gone from face to face classes to online synchronous or asynchronous teaching. ISMP Objective 2.2: Implement innovative strategies and practice flexibility in meeting student needs. Changing our mode of delivery to online requires flexibility and innovative strategies to meet student needs. Faculty will undergo training/PD.

**SLO #3 FA2019-SP2020 IDEA- Expressing oneself orally/in writing -**  
SLO #3 FA2019-SP2020 IDEA- Developing skill in expressing oneself orally or in writing

**SLO Status:** Currently being assessed

**Start Date:** 08/16/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

In SP2020, CO 110 Critical Thinking for Civic Engagement was adopted by the College and added into the newly expanded Gen Ed category Literacy for Life Skills. This course is a Tier 1 General Education requirement at UOG but more importantly, it develops critical thinking skills, presentation skills, and awareness and engagement in issues of civic engagement. ISMP Objective 1.1 Respond to local and regional occupational needs .

**Faculty/Student Ratio** - Both the F/S ratio by section and by course (EN110 and EN111) will be collected.

**Criterion ( Written in % ):**

**Activity Schedule:**

**Other (indicate the specific tool in the Method field/box)** - Because all assignments are submitted online and maintained in either Google Classroom or Moodle, faculty will review the assignments for 5 students in each section they teach (either EN110 or EN111 or both) to determine the total number of pages in formal (essays) and informal (blogs, reflections, etc.) that require instructor feedback. From these 5 samples, they will determine the average number of pages which they will then multiply by the total number of students in the section. This will give a general idea of the number of pages faculty read and respond to in each section over the course of one semester.

**Criterion ( Written in % ):** 90% of students in EN 110 and EN 111 will write at least 10 pages in formal

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

assignments (essays) and 5 pages in informal assignments (reflections, blogs, etc.). All assignments will require instructor feedback either in written form or as a grade.

**Activity Schedule:** Fall 2020

**Other (indicate the specific tool in the Method field/box)** - Research regarding student to teacher ratio, average time spent responding to student writing, and other literature on research-supported best practices for composition classes will be compiled to allow for a national comparison of composition best-practices.

**Criterion ( Written in % ):**

**Activity Schedule:**

# Assessment: Assessment Unit Four Column



## Management Information Systems Office

### Committee Feedback

#### *Spring 2020 - Fall 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 02/09/2018

**Assessment Plan and Data Collection Rating:** Approved

**Committee Recommendations for Assessment Plan and Data Collection:**

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

### Author Response

#### *Spring 2020 - Fall 2020 Program/Unit Response*

##### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Completed MIS\_SP2020\_FA2020\_Assessment\_Administrative Unit Four Column

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 10/12/2020

##### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

**Related Documents:**

[MIS\\_SP2020\\_FA2020\\_Assessment\\_Administrative Unit Four Column .pdf](#)



<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>AUO #1 FY2020 Enterprise Resource Planning (ERP) System Cloud Maintenance and Improvements -</b>  AUO #1 FY2020 Enterprise Resource Planning (ERP) System Cloud Maintenance and Improvements  On premises and cloud-base systems will be upgraded in its capacity and capabilities to meet institutional and users demands.  <b>AUO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Spring 2020 - Fall 2020  <b>Start Date:</b> 03/09/2020  <b>End Date:</b> 10/12/2020  <b>Program Level SLO Industry</b>  <b>National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>  Addresses the goals, objectives, and expected outcomes related to the previous assessment cycle's ERP Cloud Migration and Technology Modernization Project</p>	<p><b>Directly related to Objective</b></p> <hr/> <p><b>Document Review -</b> 1. G0020 - Guam Community College- Banner Modernization- 092818  2. Cloud Contract  <b>Criterion ( Written in % ):</b> 100% of all ERP-related cloud systems contracts will be signed  <b>Activity Schedule:</b> The college reviews and renews the contracts annually with Ellucian, our ERP vendor, and other cloud and professional service providers, to ensure that our cloud environment is secured, stable, and operationally sound.</p> <p><b>Related Documents:</b>  <a href="#">FY2021 3020 MIS FUND 01 BUDGET GOALS INDICATORS OUTCOMES v2.pdf</a></p>	<p><b>Reporting Period:</b> Spring 2020 - Fall 2020  <b>Conclusion:</b> Criterion Met  N=1. All ERP services contracts were renewed and systems upgraded in both versions, capacity and capabilities that are inherent with cloud-based platforms. (10/11/2020)  <b>Growth Budget Implications/Effect:</b> Over \$5,000  <b>Growth Budget Justification:</b> MEET FUTURE ON PREMISE AND CLOUD-BASE SYSTEMS REQUIREMENTS FOR LONG-TERM USE, RELIABILITY, SUPPORT, AND STABILITY OF THE COLLEGE'S SYSTEMS AND OPERATIONS.  <b>Related Documents:</b>  <a href="#">ICON TECHNOLOGY GROUP FY2020 PO.pdf</a>  <a href="#">Evisions FY2020 PO and Contract.pdf</a>  <a href="#">Ellucian PO Maintenance Renewal FY2020.pdf</a>  <a href="#">ACI Worldwide PO 1st Qtr FY2020.pdf</a>  <a href="#">AWS PO P2000687.pdf</a>  <a href="#">AWS PO P2000943.pdf</a>  <a href="#">P2000683 GTSOFTWARE.pdf</a>  <a href="#">EVISIONS FY2021 PO.pdf</a></p> <hr/> <p><b>Reporting Period:</b> Spring 2020 - Fall 2020  <b>Conclusion:</b> Criterion Met  N=1 or 100% of the contract is signed (01/10/2020)  <b>Growth Budget Implications/Effect:</b> Over \$5,000  <b>Growth Budget Justification:</b> See my budget request  <b>Related Documents:</b>  <a href="#">G0020 - Guam Community College - Modernization Services 100418 - Ellucian-GCC Contract.pdf</a>  <a href="#">G002 - Guam Community College- Banner Modernization- 092818 - Ellucian-GCC Contract.pdf</a></p>	<p><b>Use of Summary Result:</b> Although all ERP-related services were renewed and the college's ERP is now in the cloud, we need to work with all vendors to determine more ways to further reduce cost of operations. (10/11/2020)</p> <hr/> <p><b>Use of Summary Result:</b> The ERP, Banner and its related application, as it is now hosted in the Ellucian Cloud, is continuously monitored and maintained to ensure optimal efficiency and accessibility. (01/10/2020)</p>

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p><b>AUO #2 ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology</b> - AUO #2 ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology</p> <p>To continually improve, modernize, and expand infrastructure and technology in our cloud environment and on campus</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Spring 2020 - Fall 2020</p> <p><b>Start Date:</b> 03/09/2020</p> <p><b>End Date:</b> 10/12/2020</p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> See previous budget</p>	<p><a href="#">FY2021 3020 MIS BUDGET REQUEST FUND 01 v2.pdf</a></p> <p><a href="#">FY2021 3020 MIS BUDGET REQUEST FUND 11 v2.pdf</a></p> <p><a href="#">FY2021 3020 MIS FUND 11 BUDGET GOALS INDICATORS OUTCOMES v1.pdf</a></p> <p><b>Document Review</b> - 1. STUDENTWEB.GUAMCC.EDU - Migration to Cloud 2. IFS.GUAMCC.EDU - Migration to Cloud</p> <p><b>Criterion ( Written in % ):</b> 100%</p> <p><b>Activity Schedule:</b> 10/1/2020</p> <p><b>Related Documents:</b></p> <p><a href="#">FY2021 3020 MIS BUDGET REQUEST FUND 01 v2.pdf</a></p> <p><a href="#">FY2021 3020 MIS BUDGET REQUEST FUND 11 v2.pdf</a></p> <p><a href="#">FY2021 3020 MIS FUND 01 BUDGET GOALS INDICATORS OUTCOMES v2.pdf</a></p> <p><a href="#">FY2021 3020 MIS FUND 11 BUDGET GOALS INDICATORS OUTCOMES v1.pdf</a></p>	<p><b>Reporting Period:</b> Spring 2020 - Fall 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>N=2. 1.STUDENTWEB.GUAMCC.ED migrated to AWS Cloud environment. 2. IFS.GUAMCCC.EDU migrated to AWS Cloud environment. (10/12/2020)</p> <p><b>Growth Budget Implications/Effect:</b> Over \$5,000</p> <p><b>Growth Budget Justification:</b> IT Operations: For MIS to have the necessary services and resources to improve and expand cloud-based systems and to migrate candidate on-premises legacy systems into the cloud.</p> <p><b>Related Documents:</b></p> <p><a href="#">AWS PO P2000687.pdf</a></p> <p><a href="#">AWS PO P2000943.pdf</a></p> <p><a href="#">MIS Quarterly Report Jan - Mar 2020.pdf</a></p> <p><a href="#">MIS Quarterly Report Apr-Jun 2020.pdf</a></p>	<p><b>Use of Summary Result:</b> Now that we have these two former on-premises systems migrated to the cloud and realizing both tangible and intangible benefits and advantages, we need to further explore additional legacy systems as candidates to migrate to the cloud, such as our GCCOPERATIONS Windows file-sharing server. (10/12/2020)</p>

# Assessment: Assessment Unit Four Column



## Marketing AS

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/08/2019

**Assessment Plan and Data Collection Rating:** Approved

**Committee Recommendations for Assessment Plan and Data Collection:** 1. Please indicate numbers and academic years for the SLO, ISMP and IDEA. Repeat same info on the SLO block. Begin sentence with "upon successful completion" for SLO #1.

Start date should be October 14, 2019.

2. Criterion - Explain what "a score of 3 or better" is.
3. Activity Schedule - Narrow down activity schedule to one reporting semester.
- 4.. Historical Assessment Perspective - please input information.
5. Remove SECONDARY TITLE VB COPY as this is an associate degree program.

November 22, 2019 - CCA reviewed and rated "Approved".

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 11/08/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

#### *Fall 2019 - Spring 2020 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/03/2017

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:**

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

## *Spring 2020 - Fall 2020 Program/Unit Feedback*

### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 01/19/2018

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:**

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

## **Author Responses**

### *Fall 2019 - Spring 2020 Course Response*

#### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** There is no FA2020-SP2021 cycle so i chose FA 2019-SP2020 for now just to fill the field. This is the author response for MK 124 only since the department decided to task faculty to handle different courses

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 10/12/2020

#### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:** Being assessed

**Assessment Report and Implementation Changes Accepted:** Yes

**Date Complete for Assessment Report and Implementation Changes:** 10/12/2020

**Assessment Report Changes Accepted:** Yes

### *Fall 2019 - Spring 2020 Program/Unit Response*

#### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:**

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 11/26/2019

#### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:** Yes

**Date Complete for Assessment Report and Implementation Changes:** 03/09/2020

**Assessment Report Changes Accepted:** Yes

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO#3 FA2019-SP2020 Display technical skills required to obtain career-sustaining marketing positions.</b> - SLO#3 FA2019-SP2020 Upon successful completion of the AS Marketing degree program, students will be able to display technical skills for career-sustaining marketing positions.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Type of Industry National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> Use and implement results from the previous cycle.</p>	<p><b>Directly related to SLO</b></p> <hr/> <p><b>Internship/Co-op/Practicum Evaluation</b> - Employer's evaluation of student's on-the-job-training upon completion of 180 hours of training.</p> <p><b>Criterion ( Written in % ):</b> 85% of the students will average a score 90% or better for their overall percentage grade.</p> <p><b>Activity Schedule:</b> Fall 2019</p> <p><b>Related Documents:</b>  <a href="#">Marketing Program Assessment Tool_practicum_evaluation_form.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>There were 3 students who registered for MK292 in Fall 2019. All students scored 90% or better for their overall percentage grade from their employers. (03/09/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> Continue to teach soft skills training prior to placement at their training sites. Would like to request for students to receive Work Ethics Training and earn the Certificate or Work Ethics Proficiency.</p> <p><b>Related Documents:</b>  <a href="#">AS Marketing Program MK292 High.pdf</a>  <a href="#">As Marketing Program MK292 Low.pdf</a></p> <hr/> <p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>There were 3 students registered for MK292 in Fall 2019. All 3 students completed 180 hours of training at their respective employer sites and each of them scored 90% or better for their overall percentage grade. (03/09/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> Soft skills is a very critical part of workforce development and would like to allow our students to receive training to earn a Certificate of Work Ethic Proficiency. Would like to also research and invest in a career development software that will help students gain a better understanding of the world of work and to strengthen their career aptitude.</p> <p><b>Related Documents:</b>  <a href="#">AS Marketing Program MK292 High.pdf</a>  <a href="#">As Marketing Program MK292 Low.pdf</a></p> <hr/> <p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>There were 3 students registered for MK292 in Fall 2019. All students enrolled in MK292 during Fall 2019 scored 90% or better for their overall percentage grade. (03/09/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> Will continue training students on soft skills prior to placing at their training sites. Would like to request for students to take the Ethics</p>	<p><b>Use of Summary Result:</b> Will continue to teach students soft skills prior to placing at their training sites. (03/09/2020)</p> <p><b>Implementation Status:</b> Criterion met. Will continue to train students on soft skills prior to placing at their training sites. (03/09/2020)</p> <hr/> <p><b>Use of Summary Result:</b> Will continue to reinforce soft skills training with students prior to their job placement to ensure they are successful at their training sites. (03/09/2020)</p> <p><b>Implementation Status:</b> Criteria was met. Continue to teach the importance of soft skills in the workplace prior to placing students at their training sites. (03/09/2020)</p> <hr/> <p><b>Use of Summary Result:</b> Will continue to train students in soft skills prior to placing them at their training sites. (03/09/2020)</p> <p><b>Implementation Status:</b> Criteria was met. Continue to teach the importance of soft skills in the workplace prior to placing students at their training sites.</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
		<p>training course and earn a Certificate on Work Ethics Proficiency to strengthen their soft skill development.</p> <p><b>Related Documents:</b>  <a href="#">AS Marketing Program MK292 High.pdf</a>  <a href="#">As Marketing Program MK292 Low.pdf</a></p>	(03/10/2020)
<p><b>SLO#3 FA2019-SP2020 ISMP Advancing Workforce Development and Training</b> - SLO#3 FA2019-SP2020 ISMP Advancing Workforce Development and Training  <b>SLO Status:</b> Currently being assessed  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>            We continue to apply the implementation plan from the previous cycle.</p>	<p><b>Directly related to SLO</b></p> <hr/> <p><b>Internship/Co-op/Practicum Evaluation</b> - Upon completion student's practicum hours, employer will evaluate student's job performance.</p> <p><b>Criterion ( Written in % ):</b> 85% of the students will average a score 90% or better for their overall percentage grade.</p> <p><b>Activity Schedule:</b> Fall 2019</p> <p><b>Related Documents:</b>  <a href="#">Marketing Program Assessment Tool practicum_evaluation_form.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met            There were 3 students registered for MK292 Practicum. All 3 students scored 90% or better on their overall percentage grade issued by their employer. (03/09/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> Would like to request for students to receive Work Ethics training and earn Certificate of Work Ethics Proficiency to strengthen their soft skill development.</p> <p><b>Related Documents:</b>  <a href="#">AS Marketing Program MK292 High.pdf</a>  <a href="#">As Marketing Program MK292 Low.pdf</a></p>	<p><b>Use of Summary Result:</b> Will continue to train students on soft skills prior to placing at their training sites. (03/09/2020)  <b>Implementation Status:</b> Criterion met. Will continue to train students on soft skills prior to placing at their training sites. (03/09/2020)</p>
		<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met            There were 3 students registered for MK292 in Fall 2019. All 3 students completed 180 hours of training at their respective employer sites and each of them scored 90% or better for their overall percentage grade. (03/09/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> Soft skills is a very critical part of workforce development and would like to allow our students to receive training to earn a Certificate of Work Ethic Proficiency. Would like to also research and invest in a career development software that will help students gain a better understanding of the world of work and to strengthen their career aptitude.</p> <p><b>Related Documents:</b>  <a href="#">AS Marketing Program MK292 High.pdf</a>  <a href="#">As Marketing Program MK292 Low.pdf</a></p>	<p><b>Use of Summary Result:</b> Will continue to reinforce soft skills training with students prior to their job placement to ensure they are successful at their training sites. (03/09/2020)  <b>Implementation Status:</b> Criteria was met. Continue to teach the importance of soft skills in the workplace prior to placing students at their training sites. (03/09/2020)</p>
<p><b>SLO#3 FA2019-SP2020 IDEA Survey Developing skill in expressing oneself</b></p>	<p><b>Internship/Co-op/Practicum</b></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p>	<p><b>Use of Summary Result:</b> Soft skills</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>orally or in writing</b> - SLO#3 FA2019-SP2020 IDEA Survey Developing skill in expressing oneself orally or in writing</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b> Use and implement results from the previous cycle.</p>	<p><b>Evaluation</b> - Upon completion student's practicum hours, employer will evaluate student's job performance.</p> <p><b>Criterion ( Written in % ):</b> 85% of the students will earn a 90% or better for their overall percentage grade.</p> <p><b>Activity Schedule:</b> Fall 2019</p> <p><b>Related Documents:</b>  <a href="#">Marketing Program Assessment Tool_practicum_evaluation_form.pdf</a></p>	<p><b>Conclusion:</b> Criterion Met</p> <p>There were 3 students registered for MK292 in Fall 2019. All 3 students completed 180 hours of training at their respective employer sites and each of them scored 90% or better for their overall percentage grade. (03/09/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> Soft skills is a very critical part of workforce development and would like to allow our students to receive training to earn a Certificate of Work Ethic Proficiency. Would like to also research and invest in a career development software that will help students gain a better understanding of the world of work and to strengthen their career aptitude.</p> <p><b>Related Documents:</b>  <a href="#">AS Marketing Program MK292 High.pdf</a>  <a href="#">As Marketing Program MK292 Low.pdf</a></p>	<p>is a very critical part of workforce development and would like to allow our students to receive training to earn a Certificate of Work Ethic Proficiency. Would like to also research and invest in a career development software that will help students gain a better understanding of the world of work and to strengthen their career aptitude. (03/09/2020)</p> <p><b>Implementation Status:</b> Criteria was met. Continue to teach the importance of soft skills in the workplace prior to placing students at their training sites. (03/09/2020)</p>
		<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>There were 3 students who registered for MK292 Marketing Practicum. All students scored 90% or better for their overall percentage grade received from their employer. (03/09/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> Would like to request for students to receive Work Ethics Training and earn a Certificate on Work Ethics Proficiency.</p> <p><b>Related Documents:</b>  <a href="#">AS Marketing Program MK292 High.pdf</a>  <a href="#">As Marketing Program MK292 Low.pdf</a></p>	<p><b>Use of Summary Result:</b> Criterion met. Will continue to teach soft skills to students prior to placing their training sites. (03/09/2020)</p> <p><b>Implementation Status:</b> Criterion met. Will continue to teach soft skills to students prior to placing at their training sites. (03/09/2020)</p>

# Assessment: Assessment Unit Four Column



## Masonry Certificate (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in



*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Materials Management

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>AUO#1 FY 2020 Budget GOAL 1 Materials Management</b> - AUO#1 FY 2020 Budget GOAL 1 Materials Management</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Spring 2020 - Fall 2020</p> <p><b>Start Date:</b> 03/09/2020</p> <p><b>End Date:</b> 10/12/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> GCC moved to the cloud environment and this requires that the employees in MMO and the Bookstore have the upgraded computer technology. This will allow the personnel to process requisitions, purchase orders in a timely manner so that departments, faculty, and students have the instructional supplies and materials in the classroom.</p>	<p><b>Work Request Log</b> - The requisition log will assist in monitoring the time it takes to process a requisition into a PO</p> <p><b>Criterion ( Written in % ):</b> 90% of requisitions will be processed into a purchase order within seven (7) work days</p> <p><b>Activity Schedule:</b> The Buyer 1 will log all requisitions received in the MMO and will monitor to ensure that it is processed within the seven (7) day time period. If the goal is not met, then MMO will indicate the reason for the requisition being returned and not processed into a PO.</p>	<p><b>Reporting Period:</b> Spring 2020 - Fall 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>N=6 Computers needed for IMO, Supply Expediter, Administrative Aide (2014 units) Buyer I, Buyer II, and Bookstore Manager (01/10/2020)</p> <p><b>Growth Budget Implications/Effect:</b> Over \$5,000</p> <p><b>Growth Budget Justification:</b> MMO budgeted for only one computer each year. All the computers were assessed last summer and MIS found that 3 of the computers will no longer be supported and needs to be upgraded. The computers that need to be replaced are for the Inventory Management Officer, Administrative Aide, and Supply Expediter. The next computers that need to be replaced will be for the Buyer I, Buyer II, and the Bookstore Manager. In the past, MMO and the Bookstore budgeted for computers as they age however, the new computers are needed since Windows 7 is no longer supported and the units are slow. In addition, MMO and the Bookstore have previously used former lab computers. MMO and the Bookstore is in need of the new computers to perform tasks and assignments quicker.</p> <p><b>Related Documents:</b>  <a href="#">requisition to PO assessment FY2020.pdf</a></p>	<p><b>Use of Summary Result:</b> The new computers will help to upgrade our current computers and become up to date with technology. This will also help the department move forward and process requisitions and purchase orders within a timely manner in order to meet the needs of the students and the institution. (01/10/2020)</p> <p><b>Implementation Status:</b> Once computers are purchased, MMO will be able to process all requisitions and other tasks required to in order to procure goods and services for the college. In addition, GCC MMO will meet the needs of the students and the institution. (01/10/2020)</p>
<p><b>AUO #2 ISMP GOAL #4: Optimizing Resources</b> - AUO #2 ISMP GOAL #4: Optimizing Resources</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Spring 2020 - Fall 2020</p>	<p><b>Training Plan</b> - Trainings will continue to be held to provide the training required to be able to create requisitions on line.</p> <p><b>Criterion ( Written in % ):</b> 95% of the personnel will be trained so that</p>	<p><b>Reporting Period:</b> Spring 2020 - Fall 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>N=6 (01/10/2020)</p> <p><b>Growth Budget Implications/Effect:</b> Over \$5,000</p> <p><b>Growth Budget Justification:</b> MMO budgeted for only one computer each year. All the computers were assessed last</p>	<p><b>Use of Summary Result:</b> The new computers will help to upgrade our current computers and become up to date with technology. This will also help the</p>

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>Start Date:</b> 03/09/2020  <b>End Date:</b> 10/12/2020  <b>Program Level SLO Industry</b>  <b>National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>  MMO will continue to assess the department to ensure that it completes the on line requisition process. This will help reduce costs of printing and allow for departments to create the requisitions online and route through the approval queue.</p>	<p>they are able to create requisitions on line.  <b>Activity Schedule:</b> Continuous training for creating requisitions in Banner self-service will be held as new personnel join the departments. This will include training for approvers to electronically approve in Banner.</p>	<p>summer and MIS found that 3 of the computers will no longer be supported and needs to be upgraded. The computers that need to be replaced are for the Inventory Management Officer, Administrative Aide, and Supply Expediter. The next computers that need to be replaced will be for the Buyer I, Buyer II, and the Bookstore Manager. In the past, MMO and the Bookstore budgeted for computers as they age however, the new computers are needed since Windows 7 is no longer supported and the units are slow. In addition, MMO and the Bookstore have previously used former lab computers. MMO and the Bookstore is in need of the new computers to perform tasks and assignments quicker.  <b>Related Documents:</b>  <a href="#">Training sign-in sheets for online requisitions.pdf</a></p>	<p>department move forward and process requisitions and purchase orders within a timely manner in order to meet the needs of the students and the institution.  (01/10/2020)  <b>Implementation Status:</b> Once computers are purchased, the Bookstore will be able to process book orders and other tasks required to meet the needs of the students and the institution.  (01/10/2020)</p>

# Assessment: Assessment Unit Four Column



## Math & Science Department Courses

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No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Medical Assisting AS & Certificate

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/08/2019

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** SLO# 2 - No academic year indicated. Remove doc. file and save on PDF.

Activity Schedule - Indicate what semester to accomplish task.

I removed the word doc and kept only the pdf file as recommended and I added ay 2019.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/06/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:** 12/06/2019

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
<p><b>SLO#2 Navigate EHR and PM software.</b> - SLO #2 FA2019 Upon successful completion of the Certificate in Medical Assisting program, students will be able to navigate electronic health records systems and practice management software.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p>	<p><b>Rubric</b> - The student will perform the task of navigating the EHR and PM with a competency of 80% to pass. The highest possible score is a 12 points.</p> <p><b>Criterion ( Written in % ):</b> Students performing the task of navigation through the EHR and PM software will have an overall score of 80% or higher to pass, with 100 being the highest achievable score.</p> <p><b>Activity Schedule:</b> The rubric will be</p>		

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
<p><b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> Yes  <b>Type of Industry National Certification:</b> American Medical Technologists (AMT), Registered Medical Assistant(RMA) certification.  <b>Historical Assessment Perspective:</b>  The Medical Assistant program curriculum has been updated to meet Accrediting Bureau of Health Education Schools (ABHES) accreditation guidelines.</p>	<p>used during the spring semester after navigation of EHR training. The lead instructor for MS 141 is responsible for data collection of this tool.  <b>Related Documents:</b>  <a href="#">Student Learning Outcome.pdf</a></p>		
<p><b>SLO #2 FA2019-SP2020 ISMP - Advancing Workforce Development and Training - SLO #2 FA2019-SP2020 ISMP-2020-2026-Advancing Workforce Development and Training</b>  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> Yes  <b>Type of Industry National Certification:</b> Registered Medical Assistant Certification from the American Medical Technologists (AMT)  <b>Historical Assessment Perspective:</b>  Program focus this academic year is programmatic accreditation with Accrediting Bureau of Health Education Schools (ABHES)</p>	<p><b>Other (indicate the specific tool in the Method field/box) -</b> The Medical Assistant Program will prepare and complete the accreditation self evaluation report and program effectiveness plan for submission.  <b>Criterion ( Written in % ):</b> The Medical Assistant Programmatica Self Evaluation Report (SER) and Program Effectiveness Plan (PEP) will be 100% complete and submitted to the Accrediting Bureau of Health Education Schools (ABHES) in Spring 2020.  <b>Activity Schedule:</b> Spring 2020  <b>Related Documents:</b>  <a href="#">SER MA Cover Ltr Guam Community College.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Not Met  N=0.5, or 50% of the Medical Assistant Self Evaluation Report (SER) and Program Effectiveness Plan (PEP) was completed and prepared for submission, Due the lack of submission it is deemed as criterion is not completely met. (07/16/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> No budgetary increase for this criterion.  <b>Related Documents:</b>  <a href="#">Program Effectiveness Plan FINAL.pdf</a>  <a href="#">Programmatic Self Evaluation Report FINAL (1).pdf</a></p>	<p><b>Use of Summary Result:</b> The program did complete the SER and PEP, but the documents were not submitted in Spring of 2020, but due to the SARS-2 Covid-19 pandemic submission was delayed until November 1st, 2020. (07/16/2020)  <b>Implementation Status:</b> It is the programs intentions to submit the SER and PEP on the November 1st, 2020 deadline. Once submitted and approved the program will be able to justify budgetary increase to accommodate increased programmatic accreditation fees, and required travel expenses. (07/17/2020)</p>
<p><b>SLO #3 FA2019-SP2020 IDEA Developing specific skills - SLO #3 FA2019-SP2020 IDEA-Developing</b></p>	<p><b>Skills proficiency checklist -</b> The students will complete the clinical medical assistant skills check off list</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met  N=19, 19 out of 19 or 100% of the students completed the</p>	<p><b>Use of Summary Result:</b> All 19 students completed the minimum required skill to complete the</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</p> <p><b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> Yes  <b>Type of Industry National Certification:</b> Registered Medical Assistant certification from the American Medical Technologist (AMT).  <b>Historical Assessment Perspective:</b> The Medical Assistant Program is currently working on attaining programmatic accreditation from the Accrediting Bureau of Health Education Schools (ABHES).</p>	<p>as proof of skill attainment and competence.  <b>Criterion ( Written in % ):</b> 95% of the students will complete the skills check off sheet.  <b>Activity Schedule:</b> Spring 2020  <b>Related Documents:</b>  <a href="#">Check off list 121 120 Fall 2019 handout.pdf</a></p>	<p>skills check-off list. The clinical skills completed were related to clinic laboratory skills. Due to SARS-2 Covid-19, the check-off list was modified and completed on July 14, 2020. (07/17/2020)  <b>Growth Budget Implications/Effect:</b> Over \$500  <b>Growth Budget Justification:</b> Growth budget over \$500.00 would be for the cost of increased need for specific equipment and consumable that is currently lacking, estimates are listed below:  Roche Accu-Chek Guide Wireless Blood Glucose Meter &amp; Lancing Device, on line cost of \$44.99 from <a href="https://www.londondrugs.com/roche-accu-chek-guide-wireless-blood-glucose-meter-and-lancing-device---11169/L9541186.html">https://www.londondrugs.com/roche-accu-chek-guide-wireless-blood-glucose-meter-and-lancing-device---11169/L9541186.html</a>, the meters are a onetime purchase, but the supply cost must be considered.  The program will need ten glucometers, and consumables, the consumable are the lancets and strips. The Roche Accu-Chek Guide Test Strip - 50's will be approximately \$37.99 each (qty 10), and lancets at \$37.50 per box of 200 (qty 3). Total cost for initial purchase will be estimated \$942.30.  <b>Related Documents:</b>  <a href="#">MS 180 checklist SP2020 SARS 2 Covid-19 modified.xlsx</a></p>	<p>course because of the mandatory suspension of classes due to SARS-2 Covid-19, the check-list was modified for time and infection control. The checklist modification was made to minimize the potential for the transmission of infectious agents on the checklist the students use in the laboratory and because of the course suspension and restart in summer only minimum requirements were required. The checklist is a representation of the skill all of the students accomplished. (07/17/2020)  <b>Implementation Status:</b> The course cannot be truly evaluated due to the disruptions in the academic year, but one of the items that did stand out was the lack of glucose monitoring equipment and supplies. This became evident as the student had difficulty getting this portion signed off as the program normally uses outreach program with public health to get there glucose sign offs, but because of the pandemic all diabetes outreaches were cancelled. Therefore to eliminate this problem the program will research and acquire glucometers and associated supplies by Spring 2021. (07/17/2020)</p>

# Assessment: Assessment Unit Four Column



## Medical Assisting Certificate (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in



*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Medium/Heavy Truck Diesel Technology Certificate

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No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Nursing & Allied Health Department Courses

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No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Nursing and Allied Health (Introduction to Health Occupations) (Secondary)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**  
Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Nursing Assistant Secondary (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Office of the President

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>AUO#1 FA2020-SP2021 ISMP - Advancing Workforce Development &amp; Training</b> - AUO#1 FA2020-SP2021 ISMP - Advancing Workforce Development &amp; Training Respond to local and regional occupational needs. Cultivate meaningful partnerships.</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021</p> <p><b>Start Date:</b> 10/12/2020</p> <p><b>End Date:</b> 03/08/2021</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> Goals identified and approved by the Board of Trustees, outlined in ISMP 2020-2026.</p>	<p><b>Document Review</b> - Content analysis of available documents will show that the President actively seeks the continuous support of internal and external constituencies in order to fulfill the college's mission statement.</p> <p><b>Criterion ( Written in % ):</b> 85% of reviewed documents will point to the President's involvement in furthering the program improvement goals of the college.</p> <p><b>Activity Schedule:</b> Fall 2020</p> <p><b>Related Documents:</b>  <a href="#">Board Report 2020 template.docx</a></p>		
<p><b>AUO#1 FA2020-SP2021 Budget - To provide leadership and direction</b> - AUO#1 FA2020-SP2021 Budget - To provide leadership and direction</p> <p>To provide leadership and direction for the activities of the institution to ensure that the College carries out its Mission while maintaining accreditation.</p>	<p><b>Document Review</b> - The President will allocate resources to address the needs of the institution. This process includes initiatives for adequate funding from the Legislature, as well as internal and external funding sources.</p> <p><b>Criterion ( Written in % ):</b> 85% of available documents will demonstrate the President's</p>		



*Administrative Unit  
Outcomes (AUOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

**AUO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2020  
- Spring 2021  
**Start Date:** 10/12/2020  
**End Date:** 03/08/2021  
**Program Level SLO Industry**  
**National Certification:** N/A  
**Historical Assessment Perspective:**  
Decisions reflect the alignment of  
financial resources with strategic  
planning; budget is well managed.

commitment to sustain the financial  
viability of the college to ensure a  
conducive learning and working  
environment for all college  
constituents.  
**Activity Schedule:** Fall 2020  
**Related Documents:**  
[Board Report 2020 template.docx](#)

# Assessment: Assessment Unit Four Column



## Office Technology AS & Certificate

### Committee Feedback

#### *Fall 2019 - Spring 2020 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** After SLO#1 FA2019-SP2020 please add "Upon successful completion of the AS in Office Technology program, students will be able to" as per catalog.

What do you consider meeting the SLO, what satisfaction level equates to meeting the SLO, one agree per survey, average agree on survey etc...?

ISMP#2 - Please label as SLO#2 FA2019-SP2020 ISMP.

SLO Block, please label as SLO# 2 FA2019-SP2020 ISMP#2

What do you consider meeting the SLO, what satisfaction level equates to meeting the SLO, one agree per survey, average agree on survey etc...?

IDEA#1 - Please add SLO#3 FA2019-SP2020

SLO Block - Please label as SLO#3 FA2019-SP2020 IDEA#1

What do you consider meeting the SLO, what satisfaction level equates to meeting the SLO, one agree per survey, average agree on survey etc...?

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

### Author Response

#### *Fall 2019 - Spring 2020 Program/Unit Response*

##### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Made changes to titles to show SLO#1, SLO#2, and SLO#3.

The criteria for meeting the SLO's are in the Data Collection Status/Summary.

75% of students taking the survey will agree that the Office Technology program has met the ISMP goal.

Thank you,  
Sandy and Tonirose

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 11/19/2019

**Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO#1 FA2019-SP2020 Obtain knowledge and skills in computer applications - SLO#1 FA2019-SP2020</b> Upon successful completion of the AS in Office Technology program, students will be able to obtain knowledge and skills in various computer applications so that they will be able to adapt to the technological needs of their respective organizations. <b>SLO Status:</b> Currently being assessed <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020 <b>Start Date:</b> 10/14/2019 <b>End Date:</b> 03/09/2020 <b>Program Level SLO Industry National Certification:</b> N/A <b>Type of Industry National Certification:</b> <b>Historical Assessment Perspective:</b> Use and implement results from previous cycle.</p>	<p><b>Student Satisfaction Survey -</b> Students will complete a five question satisfaction survey. <b>Criterion ( Written in % ):</b> 75% of students taking the survey will agree that the Office Technology program has met the SLO. <b>Activity Schedule:</b> Fall 2019 <b>Related Documents:</b> <a href="#">OT survey.PNG</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020 <b>Conclusion:</b> Criterion Met Out of N=17 students, over 75% have either agreed or strongly agreed that they obtained knowledge and skills in various computer applications so that they will be able to adapt to the technological needs of their respective organizations. (03/04/2020) <b>Growth Budget Implications/Effect:</b> Under \$500 <b>Growth Budget Justification:</b> Purchasing updated equipment. <b>Related Documents:</b> <a href="#">FA19 SP20 Program Survey Results.PNG</a></p>	<p><b>Use of Summary Result:</b> Continue using best practices in the Office Tech program and update equipment and methodologies as needed. (03/05/2020) <b>Implementation Status:</b> Recommendations from summary result is being implemented. (03/05/2020)</p>
<p><b>SLO#2 FA2019-SP2020 ISMP: Fostering 100% Student-Centered Success - SLO#2 FA2019-SP2020 ISMP#2: Fostering 100% Student-</b></p>	<p><b>Student Satisfaction Survey -</b> Students will complete a five question satisfaction survey. <b>Criterion ( Written in % ):</b> 75% of</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020 <b>Conclusion:</b> Criterion Met Out of N=17 students, over 75% have either agreed or strongly agreed that the program fosters 100% Student-</p>	<p><b>Use of Summary Result:</b> Continue using best practices in the Office Tech program and update equipment and methodologies as</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>Centered Success  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>            Use and implement results from previous cycle.</p>	<p>students taking the survey will agree that the Office Technology program has met the ISMP goal.  <b>Activity Schedule:</b> Fall 2019  <b>Related Documents:</b>  <a href="#">OT survey.PNG</a></p>	<p>Centered Success. (03/04/2020)  <b>Growth Budget Implications/Effect:</b> Under \$500  <b>Growth Budget Justification:</b> Update equipment.  <b>Related Documents:</b>  <a href="#">FA19 SP20 Program Survey Results.PNG</a></p>	<p>needed. (03/05/2020)  <b>Implementation Status:</b>            Recommendations from summary result is being implemented. (03/05/2020)</p>
<p><b>SLO#3 FA2019-SP2020 IDEA#1 Gaining factual knowledge - SLO#3</b>            FA2019-SP2020 IDEA#1 Gaining factual knowledge (terminology, classifications, methods, trends)  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>            Use and implement results from previous cycle.</p>	<p><b>Student Satisfaction Survey -</b>            Students will complete a five question satisfaction survey.  <b>Criterion ( Written in % ):</b> 75% of students taking the survey will agree that the Office Technology program has met the IDEA goal.  <b>Activity Schedule:</b> Fall 2019  <b>Related Documents:</b>  <a href="#">OT survey.PNG</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met            Out of N=17 students, over 75% have either agreed or strongly agreed that they gained factual knowledge (terminology, classifications, methods, trends). (03/04/2020)  <b>Growth Budget Implications/Effect:</b> Under \$500  <b>Growth Budget Justification:</b> Update equipment.  <b>Related Documents:</b>  <a href="#">FA19 SP20 Program Survey Results.PNG</a></p>	<p><b>Use of Summary Result:</b> Continue using best practices in the Office Tech program and update equipment and methodologies as needed. (03/05/2020)  <b>Implementation Status:</b>            Recommendations from summary result is being implemented. (03/05/2020)</p>
<p><b>SLO#2 FA2020-SP2021 -</b> Use previously learned skills and information to format and produce various office documents.  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Spring 2020 - Fall 2020  <b>Start Date:</b> 10/12/2020  <b>End Date:</b> 03/08/2021</p>	<p><b>Student Satisfaction Survey -</b>            Students will complete a five question satisfaction survey.  <b>Criterion ( Written in % ):</b> 75% of students taking the survey will agree that the Office Technology program has met the SLO.  <b>Activity Schedule:</b> Spring 2021</p>		

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

Use and implement results from  
previous cycle.

**SLO#2 FA2020-SP2021 ISMP # 2 -**

Fostering 100% Student-Centered  
Success

**SLO Status:** Currently being assessed

**Planned Assessment Cycle:** Spring  
2020 - Fall 2020

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

Use and implement results from  
previous cycle.

**Student Satisfaction Survey -**

Students will complete a five  
question satisfaction survey.

**Criterion ( Written in % ):** 75% of  
students taking the survey will agree  
that the Office Technology program  
has met the ISMP goal.

**Activity Schedule:** Spring 2021

**SLO#3 FA2020-SP2021 IDEA#4 -**

Developing specific skills,  
competencies, and points of view  
needed by professionals in the field  
most closely related to this course

**SLO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2019  
- Spring 2020

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

Use and implement results from  
previous cycle.

**Student Satisfaction Survey -**

Students will complete a five  
question satisfaction survey.

**Criterion ( Written in % ):** 75% of  
students taking the survey will agree  
that the Office Technology program  
has met the IDEA goal.

**Activity Schedule:** Spring 2021

# Assessment: Assessment Unit Four Column



## Office Technology Certificate (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Planning & Development: Facilities

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>#1 FA2020 - SP2021 Budget Goal - Sustaining Facility Operations -</b>                      AUO#1 FA2020-SP2021 Development of a process improvement plan to effectively conduct Preventive Maintenance &amp; Inspection (PM&amp;Is) in a timely manner.  <b>AUO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021  <b>Start Date:</b> 10/12/2020  <b>End Date:</b> 03/08/2021  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>                      Additional personnel to address campus expansion and lengthy military deployment of existing employees should be addressed to implement an effective PM&amp;I. The Preventive Maintenance Checklist (PMC) was created and updated to ensure assessment is accomplished regularly.</p> <p>PM&amp;I has been assigned to the maintenance specialist and scheduled to cover all buildings and exterior facilities (e.g., fence, ponding basin, firing range,</p>	<p><b>Work Request Log</b> - The work request log (PM&amp;I Log) will list buildings, the date of scheduled assessment, and the date the PM&amp;I was completed.  <b>Criterion ( Written in % ):</b> 100% of buildings would have a preventative maintenance and inspections performed.  <b>Activity Schedule:</b> Fall 2020  <b>Related Documents:</b>  <a href="#">AC PM.pdf</a>  <a href="#">Preventive Maintenance Checklist 6JUL20 V15.pdf</a></p>		



<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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GENSETs, pump house, parking lot, and lighting systems) for carpentry, plumbing, and electrical associated issues. Currently, about 85% of PM&I scheduled for inspection has been completed however delays contributed to COVID-19's lockdowns issued by the governor of Guam. Modified "work weeks" stemming from COVID-19 lockdowns along with multiple break-ins and emergencies on campus further delay maintenance specialist's ability to respond to PM&I.

PM&I was created for air conditioning units but has not been performed. Originally, there were two air conditioning refrigeration mechanics; only one (air conditioning refrigeration mechanic II) is currently employed; the other resigned. The AC refrigeration mechanic II is also a military reservist which requires continuous deployments/training in addition to recovery efforts (e.g., typhoon and COVID-19). In his absence, F&M has limited ability to address AC related issues (e.g., clean clogged drain line, replace filters) and absolutely no certified skill set to perform PM&I. When the AC refrigeration mechanic II is on duty, he is focused on restoring down units throughout the campus. Because of limited staff, restoring air conditioning to classrooms to avoid mold growth is the primary focus.

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)	Use of Summary Results
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Budget Goal: In order to sustain facility operations, conducting PM&Is on a timely basis is vital. With the current F&M team size, it is difficult to conduct all PM&Is as scheduled.

**# 2 FA2020 - SP2021 ISMP (G4)**

**Optimizing Resources - AUO#2**

FA2020-SP2021 Thoroughly conduct Facility & Maintenance Work Order Quality Control

**AUO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2020 - Spring 2021

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Historical Assessment Perspective:**

The maintenance supervisor manages quality control by assessing the workmanship of completed work orders. The maintenance supervisor reviews completed WOs and selects at least two completed WOs - one from the trade and one from HVAC. A physical inspection to assess the workmanship is conducted and further validated by the requestor (Customer Satisfaction Survey). The content of the Quality Control Report is shared during P&D's weekly meeting and submitted to the Program Coordinator I with a copy to the building maintenance superintendent. Issues identified during the Quality Control assessment are immediately

**Activity audit -** An activity audit report will include the completed Work Order Quality Control workmanship validation score and associated CSS survey scores. The Maintenance Supervisor will utilize the completed Work Order form(s) to physically validate the workmanship and indicate a score on a scale from 1 - 5 the quality of the workmanship (1 = poor, 5 = excellent). Requester's CSS data will be collected.

**Criterion ( Written in % ):** 90% of the Work Orders on the Work Order Quality Control audit report will achieve a score of 4 or better.

**Activity Schedule:** Fall 2020

*Administrative Unit  
Outcomes (AUOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

addressed by the F&M staff.

Goal 4: Optimizing Resources

Objective 4.3 Provide employee professional development

Objective 4.5 Cultivate team building

**#3 FA2020 - SP2020: ISMP (G5)  
Modernizing and Expanding**

**Infrastructure** - AUO#3 FA2020-SP2021 Management of Capital Improvement Projects

**AUO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2020 - Spring 2021

**Start Date:** 10/14/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Historical Assessment Perspective:**

In January, potential Capital Improvement Projects are solicited from the campus community. P&D compiles and presents potential projects to the Resources, Planning and Facilities (RPF) committee. The RPF reviews and recommends projects for the Board of Trustees to consider. The BOT approved CIPs are then initiated by the P&D Office; projects are to be completed by August 2021.

Goal 5: Modernizing and Expanding Infrastructure and Technology

Objective 5.2 Ensure robust technology

Objective 5.3 Provide access to sustainable facilities

**Activity audit** - An activity audit tracker (Capital Improvement Project Tracker (Gnatt)) CIP will indicate CIPs progress - project milestone activity dates (e.g., Scope Of Work finalized, RFQ/Bid issued, project start date, and project completion date) - to ensure projects are completed by August 2021.

**Criterion ( Written in % ):** Ninety percent (90%) of the CIPs will be inline with the progress schedule established.

**Activity Schedule:** Fall 2020

**Related Documents:**

[Sample CIP Timeline AUO#3.pdf](#)

# Assessment: Assessment Unit Four Column



## Planning & Development: High School Equivalency Office

### Committee Feedback

#### *Spring 2020 - Fall 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

Committee Meeting Date to Review Assessment Plan and Data Collection: 04/20/2018

Assessment Plan and Data Collection Rating: Approved

Committee Recommendations for Assessment Plan and Data Collection:

Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:

##### **Assessment Report and Implementation Feedback**

Committee Meeting Date to Review Assessment Report and Implementation:

Assessment Report and Implementation Rating:

Committee Recommendations for Assessment Report and Implementation:

Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**#1 Budget Goal - To Provide HSE Recipients with Transcripts and Diplomas** - AUO #1 FA2020-SP2021. Allow HSE recipients to further their education and/or seek employment.

**AUO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2020 - Spring 2021

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** Yes

**Type of Industry National**

**Certification:** Successful completers

**Federal Regulations** - List of HSE recipients that received their transcript and diplomas on time.  
**Criterion ( Written in % ):** 100% of HSE recipients will receive a transcript and diploma within 5 and 21 business days, respectively.

**Activity Schedule:** Fall 2020

**Related Documents:**

[HSE - Certification Updates 2020.pdf](#)

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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will receive a nationally recognized high school equivalency diploma - GED(R) or HiSET(R).

**Historical Assessment Perspective:**  
 The GCC Fact Book, along with the data compiled from the last assessment cycle, reveals the need to address the number of individuals without a high school diploma. The HSE Office is determined to increase the number of GED(R) or HiSET(R) recipients.

Budget Goal: Maintain funding from High School Equivalency sources by adhering to updating documents, policies, etc... as deemed necessary by funding bodies.

**#2 FA2020 - SP2021. ISMP (G2) Fostering 100% Student-Centered Success** - AUO #2 FA2020-SP2021. To increase the number of high school equivalency test candidates and completers.

**AUO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2020 - Spring 2021

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry National Certification:** Yes

**Type of Industry National Certification:** Successful completers will receive a nationally recognized high school equivalency diploma - GED(R) or a HiSet(R).

**Activity audit** - The tool the HSE Office will use is the GED(R) or HiSET(R) test results (database) which will identify successful passers/recipients.

**Criterion ( Written in % ):** Ninety percent (90%) of the individuals who take the GED will earn a passing score (1) at least 145 points in each of the required 4 test subjects (writing, math, science and social studies) and obtain a total of at least 580 points. Individuals who take HiSET will earn a passing score (1) of at least 8 points (language arts-reading, language arts-writing, Mathematics, Science, and Social Studies, (2) score at least 2 points on

*Administrative Unit  
Outcomes (AUOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

**Historical Assessment Perspective:**

The GCC Fact Book, along with the data compiled from the last assessment cycle, reveals the need to address the number of individuals without a high school diploma. The HSE Office is determined to increase the number of high school equivalency recipients thereby lessening the gap between the number of individuals with and without a high school diploma.

ISMP Goal 2: Fostering 100% Student-Centered Success  
Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs  
Objective 2.3 Integrate and enhance wraparound services

the essay section of the Language Arts-Writing test and (3) have a total scaled score of at least 45 points.

**Activity Schedule:** Fall 2020

**Related Documents:**

[HSE Completers List - Sample \(PDF\).pdf](#)

**#3 Budget Goal. To diversify GED and HiSET promotional materials for effective recruitment and enrollment**

- AUO #3 FA2020-SP2021 Create effective informational materials (i.e. brochure, flyers, handouts) that describe GED(R) and HiSET(R) test, requirements, and cost, while promoting recruitment and enrollment.

**AUO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2020

- Spring 2021

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** Yes

**Type of Industry National**

**General Information Brochures -**

High School Equivalency office will create an informational materials for the GED and HiSET Programs.

**Criterion ( Written in % ):** Ten Percent (10%) increase in enrollment for the GED and HiSET program during the assessment cycle.

**Activity Schedule:** Fall 2020

**Related Documents:**

[Preregistration log - Candidates for HSE.pdf](#)

*Administrative Unit  
Outcomes (AUOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

**Certification:** Successful completers will receive a nationally recognized high school equivalency diploma - GED(R) or a HiSet(R).

**Historical Assessment Perspective:**

The GCC Fact Book, along with the data compiled from the last assessment cycle, reveals the need to address the number of individuals without a high school diploma. The HSE Office is determined to increase the number of enrollees and completers and thereby lessening the gap between the number of individuals with and without a high school diploma.

Numbers of enrollment for both programs can use an increase given the number of individuals on island without a high school diploma over the age of 18.

# Assessment: Assessment Unit Four Column



## Planning & Development: Office of Sustainability

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>#1 Budget Goal - Enhanced Energy Efficiency and Renewable Energy Use</b>                      - AUO#1 FA2020 - SP2021 Continue to integrate energy savings technology and renewable energy systems to reduce the college's energy consumption.  <b>AUO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021  <b>Start Date:</b> 10/12/2020  <b>End Date:</b> 03/08/2021  <b>Program Level SLO Industry National Certification:</b> Yes  <b>Historical Assessment Perspective:</b> ISMP Goal 5: Modernizing and Expanding Infrastructure and Technology. Objective 5.2. Ensure Robust Technology.</p> <p>Integrating robust technology has assisted the college in reducing its' energy usage and result in savings on utility cost overtime. By conducting comprehensive observations of energy usage and formulating and integrating strategies and technologies to lower the college's energy consumption will result in government savings and</p>	<p><b>Observations</b> - Observation and analysis of GCC's energy usage (energy bill) and renewable energy production database (year over year data) will provide evident of energy consumption patterns and savings as a result of energy efficient technologies, measures and renewable energy application overtime. GCC currently has an energy and renewable energy database.</p> <p><b>Criterion ( Written in % ):</b> 5% in energy reduction campus-wide will be expected through the integration of renewable energy and energy savings systems.</p> <p><b>Activity Schedule:</b> Fall 2020  <b>Related Documents:</b>  <a href="#">2020 Energy Database GCC (PDF).pdf</a></p>		



Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description (N=?)	Data Collection Status/Summary of Results	Use of Summary Results
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sustainability of our facilities.

In addition, GCC's commitment towards environmental stewardship and sustainability of resources has develop campus DNA of natural integration of technologies that allow the facilities to run more efficiently while providing a conducive learning and working environment for all.

<p><b>#2 ISMP Leveraging Transformational Engagement and Governance -</b>          AUO#2 FA2020-SP2021 Reduce the use of single use plastics (i.e. disposable plastics bottles, containers, bags,etc...) on our campus.  <b>AUO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021  <b>Start Date:</b> 10/12/2020  <b>End Date:</b> 03/08/2021  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Historical Assessment Perspective:</b> ISMP Goal 3: Leveraging Transformational Engagement and Governance. Objective 3.1. Strengthen stakeholder opportunities to engage in the transformational process, governance and institutional decision making process.</p>	<p><b>Activity audit -</b> Quantitative data will be collected through activity audits that reflect various sustainability efforts on campus in order to gauge an increase in sustainability efforts. Some activities that will be carefully audited include but are not limited to; Clean Our House Days GCC events (involving food and beverage), etc...  <b>Criterion ( Written in % ):</b> Reduction of plastic usage on campus by 20% using year over year plastic recycling data.  <b>Activity Schedule:</b> Fall 2020  <b>Related Documents:</b>  <a href="#">FY18-19 Annual Report - P&amp;D Sustainability.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2020 - Spring 2021  <b>Conclusion:</b> Issues Found          At least a 50% reduction in single use plastic containers on campus. (09/22/2020)  <b>Growth Budget Implications/Effect:</b> Over \$5,000  <b>Growth Budget Justification:</b> Purchasing of promotional products that promote the support for reducing use of single use plastic containers (e.g. reusable water bottles, reusable food containers, etc...)</p>	<p><b>Use of Summary Result:</b> No results to report yet (09/22/2020)</p>
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<p><b>#3 Track and Monitor Progress of ISMP -</b> AUO#3 FA2020-SP2021 Ensure each GCC Department/Division/Program satisfies at least one ISMP Goal</p>	<p><b>Other (indicate the specific tool in the Method field/box) -</b> The Nuventive Improve TracDat program (through AIER) will help track the progress of the ISMP plan for this</p>		
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<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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through campus-wide assessments on Nuventive Improve and ensure alignment of activities with ISMP Goals and Objectives (2020-2026 ISMP)

**AUO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2020 - Spring 2021  
**Start Date:** 10/12/2020  
**End Date:** 03/08/2021

**Program Level SLO Industry**  
**National Certification:** Yes  
**Historical Assessment Perspective:** ISMP Goals and Objectives. Tracking the 2020-2026 ISMP's progress to ensure the college meets the goals and objectives of the ISMP in a timely manner while ensuring efficient tracking through Nuventive Improve Assessments/TracDat by the college as a whole.

assessment cycle. The Sustainability has also developed a tracking spreadsheet for this purpose.  
**Criterion ( Written in % ):** 100% of Authors will identify and address at least one ISMP Goal and Objective into their assessment plan.

**Activity Schedule:** Fall 2020- SP2021  
**Related Documents:**  
[Tracking ISMP doc 2020-2026.pdf](#)

# Assessment: Assessment Unit Four Column



## Planning & Development: CTE-WIOA

<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>#1 FA2020 - SP2021. Budget Goal. Expand Technology Use - AUO</b>                      #1FA2020 – SP2021 The State Agency Office will provide monthly (12 total) technical assistance training sessions to ensure program managers successfully implement approved program agreement goals and objectives.  <b>AUO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021  <b>Start Date:</b> 10/12/2020  <b>End Date:</b> 03/08/2021  <b>Program Level SLO Industry</b>  <b>National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>                      Budget Goal: The WIOA Office hopes to expand technological use and integration to deliver informative sessions on multiple avenues especially online to reach the target audience.                      - Offer Exploring WIOA, Title II session on a specific topic.</p>	<p><b>Workshop/Conference/Training -</b>                      Exploring WIOA, Title II sessions will be offered on a specific topic as determined by the participants.  <b>Criterion ( Written in % ):</b> Ninety percent (90%) of participants who complete a survey will indicate and give the session a satisfactory rating for its intended purpose/agenda items                      (Workshops/Conference/Training (e.g., Explore WIOA, Title II sessions will be offered on a specific topic as determined by the participants)).</p> <p><b>Activity Schedule:</b> Fall 2020  <b>Related Documents:</b>  <a href="#">WIOA Technical Assistance Workshop Evaluation Survey Sample (PDF).pdf</a></p>		
<p><b>#2 FA2020 - SP2021. ISMP Advancing Workforce Development and Training - AUO#2 FA2020-SP2021</b>                      Progressively Update Workforce</p>	<p><b>Federal Regulations -</b> State Plan has to be developed with input from stakeholders.  <b>Criterion ( Written in % ):</b> 100% of</p>		

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)	Use of Summary Results
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<p>Investment Opportunity Act (WIOA), Title II State Plan to align with workforce needs.</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021</p> <p><b>Start Date:</b> 10/12/2020</p> <p><b>End Date:</b> 03/08/2021</p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b></p> <p>ISMP Goal 1: Advancing Workforce Development and Training</p> <p>Objective 1.1 Respond to local and regional occupational needs</p> <p>Objective 1.2 Cultivate meaningful partnerships</p>	<p>the of the updated WIOA, Title II State Plan will be uploaded onto the P&amp;D WIOA Webpage by the established deadline.</p> <p><b>Activity Schedule:</b> Fall 2020</p> <p><b>Related Documents:</b></p> <p><a href="#">WIOA State Plan Extension from 2016 (To Be Updated).pdf</a></p>	
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<p><b>#3 FA2020 - SP2021 ISMP Fostering 100% Student-Centered Success -</b></p> <p>AUO #3 FA2020-SP2021 The State Agency Office will utilize the National Reporting System (NRS) and the Data Integrity Detail Report to validate and ensure student information data is accurate and complete.</p> <p><b>AUO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2020 - Spring 2021</p> <p><b>Start Date:</b> 10/12/2020</p> <p><b>End Date:</b> 03/08/2021</p> <p><b>Program Level SLO Industry</b></p> <p><b>National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b></p> <p>ISMP Goal 3: Fostering 100% Student-Centered Success</p> <p>Objective 2.2 Implement innovative strategies and practice flexibility in</p>	<p><b>Document Review -</b> DIDR will reflect minimal data exceptions.</p> <p><b>Criterion ( Written in % ): 100%</b> of Student information data will be accurate and complete by the reporting period.</p> <p>(Document Review: DIDR will reflect appropriate data exceptions.)</p> <p><b>Activity Schedule:</b> Fall 2020</p> <p><b>Related Documents:</b></p> <p><a href="#">AUO#3 DIDR Sample.pdf</a></p>	
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<i>Administrative Unit Outcomes (AUOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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meeting student needs

# Assessment: Assessment Unit Four Column



## Practical Nursing AS

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 02/07/2020

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** Please update SLO #3/Criterion to read as follows: 100% of students must score 85% or greater on 100 possible points on a Nursing Care Plan, in order to provide safe and effective patient care.

Activity Schedule: Please include semester (ie. Fall Semester)

Please update SLO #1/IDEA (Criterion) to read as follows: 100% of students must achieve 93% or higher (14 out of 15 steps) correctly of a nursing skills (test) - please identify as PPE skills checklist - be specific of which skills test.

Activity Schedule: Please include semester (ie. Fall Semester)

Please update SLO #2/ISMP (Criterion) to read as follows: 100% of students must achieve a score of 70% or greater on a the faculty-developed NCLEX-PN styled 100-question test.

Activity Schedule: Please include semester (ie. Fall Semester)

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 02/21/2020

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
SLO #3 FA2019-SP2020 - Safe and Effective Care - SLO #3 FA2019-	Other (indicate the specific tool in the Method field/box) - Students		

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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SP2020 - Upon successful completion of this program, students will be able to: Employ evidence-based decision making to deliver safe and effective client care and to evaluate client outcomes.

**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** Yes

**Type of Industry National**

**Certification:** The National Council Licensure Examination for Practical Nurses (NCLEX-PN exam).

**Historical Assessment Perspective:** Practical Nursing Certificate program has been changed to an Associate of Science in Practical Nursing.

will complete a Nursing Care Plan prior to every client contact in the hospital environment using evidence-based decisions in order to provide safe and effective care.

**Criterion ( Written in % ):** Students will have a total score of 85% or greater on 100 possible points on a Nursing Care Plan, in order to provide safe and effective patient care.

**Activity Schedule:** This tool will be used during NU110 clinical experience. The purpose of students creating care plans is to assist them in pulling information from many different scientific disciplines as they learn to think critically and use the nursing process to problem solve.

**Related Documents:**  
[Nursing Care Plan.pdf](#)

**SLO #1 FA2019-SP2020 IDEA-Developing specific skills and competencies** - SLO #1 FA2019-SP2020 IDEA-Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** Yes

**Type of Industry National**

**Certification:** The National Council

**Skills proficiency checklist** - An industry related skills checklist will be used 'Removing Contaminated Gloves, Eye Protection, Gown, and Mask'

**Criterion ( Written in % ):** Students will complete 93% or 14 out of 15 steps correctly of a nursing skill

**Activity Schedule:** This skill is used during laboratory skills testing during Nursing Foundation Course (NU110).

**Related Documents:**  
[Removing PPEs.pdf](#)

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

Licensure Examination for Practical Nurses (NCLEX-PN exam).

**Historical Assessment Perspective:**

Practical Nursing Certificate program has been changed to an Associate of Science in Practical Nursing.

**SLO #2 FA2019-SP2020 ISMP-**

**Student-Centered Success - SLO #2**  
FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success

**SLO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** Yes

**Type of Industry National**

**Certification:** The National Council Licensure Examination for Practical Nurses (NCLEX-PN exam).

**Historical Assessment Perspective:**

Practical Nursing Certificate program has been changed to an Associate of Science in Practical Nursing.

**Faculty-developed tests -** Students will complete 100 question (total of 100 possible points) faculty developed NCLEX-PN styled test which includes multiple choice, select all that apply 'SATA', fill in the blank and drag and drop questions.

**Criterion ( Written in % ):** Students taking the test will have an overall score of 70% or greater on a 100 possible points on a 100 question test.

**Activity Schedule:** This tool will be used during final exam week.

**Related Documents:**

[PN Ncelx Style NU110 Final Test.pdf](#)



# Assessment: Assessment Unit Four Column



## Practical Nursing Certificate

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry National Certification:</b></p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <p>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</p> <p>1.2 Increase the numbers of students completing secondary CTE programs.</p> <p>1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.</p>			

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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- 2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.
- 2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.
- 2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.
- 3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.
- 3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.
- 3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Pre-Nursing Certificate (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**  
Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Project Aim

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** SLO#1 - Please identify if this is from your budget goal. If not, please add a budget goal. Please remove "PAIM" and parentheses about "SLO". Date should read FA2019 instead of FL19.

Under Artifact/Instrument etc. - On the first block, the SLO and the criterion do not match. The SLO says participants will graduate or receive a certificate by FA2019 or continue to SP2020 and the criterion says both new and continuing students have enrolled for SP2020.

Under Related Document - "Academic Transcript" does not open. Please provide in proper format. Please use only one Artifact/Instrument/Rubric etc. for this block.

SLO#2 - Missing Academic Year (FA2019-SP2020). Please select only one Artifact/Instrument/Rubric etc. and remove one.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/02/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

**Related Documents:**

[SLO1 PERSISTENCE -TRANSCRIPT DOC \(1\).pdf](#)

### Author Responses

#### *Fall 2019 - Spring 2020 Program/Unit Response*

##### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Corrected the recommended sections. Transcript currently being collected for new upload.

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 03/09/2020

##### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**  
**Date Complete for Assessment Report and Implementation Changes:**  
**Assessment Report Changes Accepted:**

**Related Documents:**

[SLO1 PERSISTENCE -TRANSCRIPT DOC \(1\).pdf](#)

[SIO2 TRANSCRIPT DOC \(2\).pdf](#)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SLO #1 FA2019-SP2020: 50% Participants Persistence Rate for AY2019-2020** - SLO # 1 : At least 50% of all Project AIM TRIO participants will persist from FA2019 to SP2020. Persistence will include participants who graduate in FA2019.  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:**  
**Historical Assessment Perspective:** Historical assessment indicator : 76% of AY2018-2019 participants persisted to the next academic year.

**Transcript Analysis** - Individual transcript analysis in Degree works will indicate at least 50% of Project AIM TRIO participants have enrolled for Spring 2020 classes before January courses commences. Participants who register for Spring 2020 will be counted towards COHORT AY2019-2020 Student Access Listing  
**Criterion ( Written in % ):** Transcript analysis will indicate that at least 50% of all Project AIM TRIO participants both new and continuing have enrolled for Spring 2020. Student Access Data will reflect Cohort 2019-2020 who persist to SP2020  
**Activity Schedule:** Transcript analysis will be conducted weekly until registration processes for Spring 2020 are completed. Student Access Data will reflect Cohort 2019-2020 current participants who persist to SP2020  
**Related Documents:**  
[SLO1 PERSISTENCE -TRANSCRIPT DOC \(1\).pdf](#)

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Criterion Met  
 N=147 who persisted to SP2020. Attained Rate 91% of FA2019 participants who enrolled in SP2020 classes. (10/09/2020)  
**Growth Budget Implications/Effect:** Over \$5,000  
**Growth Budget Justification:** \$250,000, Due to uncertainty of federal funding, Project AIM services may need minimum funding to institutionalize services to promote persistence, retention, and completion rates.  
**Related Documents:**  
[SLO1 PERSISTENCE -TRANSCRIPT DOC \(1\).pdf](#)

**Use of Summary Result:** summary results indicate services promoting lifeskills, academic study skills, support services are integral to persistence, retention, and completion rates particularly for First Generation, Low-Income, and Documented Disability participants (10/09/2020)  
**Implementation Status:** Based on results, recommend continuity of program services to sustain and support persistence, retention, and completion. (10/09/2020)

**ISMP (SLO) #2: 100% Student Centered Success** - ISMP (SLO) #2: FA2019 -SP2020 Project AIM participants program services will

**Directly related to Objective**

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Criterion Met  
 N=1,887 total hours of program services support contributed to 100% Student Centered Success through

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>contribute to 100% Student Centered Success through tutoring services and workshops on financial literacy, mentorship, healthy living &amp; stay smart, advisement activities, financial aid workshops, etc.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b> Student Access data on Project AiM TRIO participants historical data reflects over 70% of participants achieve good academic standing contributing to 100% student centered success.</p>	<p><b>Directly related to Objective</b></p> <hr/> <p><b>Transcript Analysis -</b> Transcript data on Degree Works , Student Access data report</p> <p><b>Criterion ( Written in % ):</b> At least 70% of all Project AIM TRIO participants in AY2019-2020 will have a 2.00 or better indicating good academic standing.</p> <p><b>Activity Schedule:</b> Fall 2019 and Spring 2019 transcripts of all participants will be posted in Student Access data base detailing good academic standing.</p>	<p>tutoring services and workshops on financial literacy, mentorship, healthy living &amp; stay smart, advisement activities, financial aid workshops, etc. (10/08/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> Grant budget supports program services</p> <p><b>Related Documents:</b>  <a href="#">PROGRAMSERVICESPAIM.pdf</a></p> <hr/> <p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Criterion Met</p> <p>N=166/N=204 who have a 2.00 or better indicating good academic standing. Attained Rate = 81.37% who have a good academic standing (10/08/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> Grant budget supports objective</p> <p><b>Related Documents:</b>  <a href="#">GoodAcademicStandingFA2019-SP2020.pdf</a></p>	<p><b>Use of Summary Result:</b> Summary results indicate Project AIM TRIO program services integral to promoting 100% student centered success (10/08/2020)</p> <p><b>Implementation Status:</b> Criterion of at least 70% of all Project AIM TRIO participants in AY2019-2020 will have a 2.00 or better indicating good academic standing was achieved with an attained rate of 81.37% exceeding criterion by 11.37%. (10/08/2020)</p>

# Assessment: Assessment Unit Four Column



## Reach for College

### Committee Feedback

#### *Spring 2020 - Fall 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 02/21/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** Under "SLO#2 Please include: SLO #2 FA2019-SP2020. ISMP GOAL 2: Fostering 100% Student-Centered Success.

Artifact/Instrument/Rubric etc.: How does this connect to the identified SLO?

Under "Criterion ( Written in % )": How does completing a FAFSA online application and entering GCC's Federal School code translate to student success.

Is SLO#1 one of your budget goals?

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

#### *Student Learning Outcomes (SLOs)*

#### *Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

#### *Use of Summary Results*

**SLO #2 ISMP GOAL 2: Fostering 100% Student-Centered Success -**  
SLO #2 ISMP GOAL 2: Fostering 100% Student-Centered Success  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019

**Student Workshop/Conference -**  
High School students in Guam's high schools will be provided with information on GCC programs and the FAFSA application.  
**Criterion ( Written in % ): 50% of the high school students will complete the FAFSA online application and**



*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:**  
**Historical Assessment Perspective:** Reach for College plans to continue implementing innovative activities to bring students from high schools and middle schools to GCC.

add GCC's Federal School Code.  
**Activity Schedule:** Fall 2019  
**Related Documents:**  
[rfc\\_secondary\\_application\\_0.pdf](#)  
[Evaluation Form \(FAFSA\).pdf](#)

**SLO#1: Recruitment-Enrollment Process** - SLO#1: Recruitment-Enrollment Process  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:**  
**Historical Assessment Perspective:** .

**Presentations** - RFC presentation survey  
**Criterion ( Written in % ):** 50% of students will be knowledgeable about GCC's application process.  
**Activity Schedule:** Fall 2019 - Spring 2020 outreach presentation.  
**Related Documents:**  
[Evaluation Form \(PRESENTATION\).pdf](#)



*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

for all high school students to learn about and develop interest in possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Secondary Marketing (Secondary)

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

Committee Meeting Date to Review Assessment Plan and Data Collection: 09/22/2018

Assessment Plan and Data Collection Rating: Approved

Committee Recommendations for Assessment Plan and Data Collection:

Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:

##### **Assessment Report and Implementation Feedback**

Committee Meeting Date to Review Assessment Report and Implementation:

Assessment Report and Implementation Rating:

Committee Recommendations for Assessment Report and Implementation:

Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:

### Author Responses

#### *Fall 2019 - Spring 2020 Program/Unit Response*

##### **Assessment Plan and Data Collection**

Author Response to Committee Feedback for the Assessment Plan and Data Collection: Completed inputting one SLO, one ISMP goals, and one Title V

Assessment Plan and Data Collection Changes Accepted: Yes

Date Complete for Assessment Plan and Data Collection Changes: 10/12/2020

##### **Assessment Report and Implementation**

Author Response to Committee Feedback for the Assessment Report and Implementation: None

Assessment Report and Implementation Changes Accepted: Yes

Date Complete for Assessment Report and Implementation Changes: 03/08/2021

Assessment Report Changes Accepted: Yes

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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SLO#2 FA 2020-SP 2021 Integrate the Presentations - Students will create

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results Use of Summary Results</i>
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**latest technology** - SLO#2 FA 2020-SP 2021 Upon successful completion of the secondary marketing program, students will be able to integrate the latest technology effectively in business and marketing communications  
**SLO Status:** Currently being assessed  
**Program Assessment Cycle:** Fall 2020 - Spring 2021  
**Start Date:** 10/12/2020  
**End Date:** 03/08/2021  
**Program Level SLO Industry**  
**National Certification:** N/A  
**Type of Industry National Certification:** The program is aligned with the National Distributive Club of America (DECA)  
**Historical Assessment Perspective:** GOAL 5: Modernizing and Expanding Infrastructure and Technology Objective 5.2 Ensure robust technology

an electronic presentation on a marketing strategy for a given product.  
**Criterion ( Written in % ):** After the presentation 80% of the students will score 80% or higher on the rating sheet  
**Activity Schedule:** Fall 2020  
**Related Documents:**  
[Secondary Marketing Program Assessment Plan 2020-2021.pdf](#)

**SLO#2 FA 2020-SP 2021 ISMP Modernizing and Expanding Technology** - FA 2020-SP 2021 ISMP Modernizing and Expanding Infrastructure and Technology  
**SLO Status:** Currently being assessed  
**Program Assessment Cycle:** Fall 2020 - Spring 2021  
**Start Date:** 10/12/2020  
**End Date:** 03/08/2021  
**Program Level SLO Industry**  
**National Certification:** N/A  
**Type of Industry National Certification:** The program is aligned to the National Disributive Club of America (DECA)

**Presentations** - Students will create an electronic presentation on a marketing strategy for a given product.  
**Criterion ( Written in % ):** After the presentation, 80% of the students will score 80% or higher in the rating sheet  
**Activity Schedule:** Fall 2020  
**Related Documents:**  
[Secondary Marketing Program Assessment Plan 2020-2021.pdf](#)

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

**Historical Assessment Perspective:**

GOAL 5: Modernizing and Expanding Infrastructure and Technology

**SLO#2 FA 2020-SP 2021 TITLE VB Outfitted with the latest state-of-the-art and industry-level equipment**

- FA 2020-SP 2021 TITLE V Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments

**SLO Status:** Currently being assessed

**Program Assessment Cycle:** Fall 2020 - Spring 2021

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:** The program is aligned with the National Distributive Club of America (DECA)

**Historical Assessment Perspective:**

ISMP Goal: GOAL 5: Modernizing and Expanding Infrastructure and Technology

**Presentations** - Students will create an electronic presentation on a marketing strategy for a given product.

**Criterion ( Written in % ):** After the presentation 80% of the students will score 80% or higher in the rating sheet

**Activity Schedule:** Fall 2020

**Related Documents:**

[Secondary Marketing Program Assessment Plan 2020-2021.pdf](#)

# Assessment: Assessment Unit Four Column



## Sign Language Interpreting Certificate

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/22/2019

**Assessment Plan and Data Collection Rating:** Incomplete

**Committee Recommendations for Assessment Plan and Data Collection:** You are scheduled for a program assessment plan review this semester. Please input your assessment before December 2, 2019. Thank you.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/02/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SLO#1 FA2019-SP2020** - Upon successful completion of the Certificate in Sign Language Interpreting Certificate students will be able to:  
 Demonstrate effective communication skills using American Sign Language (ASL).  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:**  
**Program Level SLO Industry**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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**National Certification:** N/A  
**Type of Industry National Certification:**  
**Historical Assessment Perspective:**  
This two year program just recently graduated eleven ASL Interpreters in Spring 2019 who are currently waiting for employment with Guam Department of Education under the job position of an Educational Interpreter Level I-Level III. Due to the job specifications a EIPA Assessment is needed for employment and Guam does not provide this testing on island nor does the GDOE provide resources for the EIPA testing.



# Assessment: Assessment Unit Four Column



## Student Financial Aid

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** There should be a 5-word description in the title block. Is this a Budget Goal or ISMP?

SLO#1 - In the SLO Block, it should read SLO instead of "SSUO".

Under Historical Assessment Perspective, please complete the sentence.

There is no Criterion.

There is no activity schedule.

There is no Related Documents.

Related Items are incomplete.

SLO#2 - Is this a Budget Goal or ISMP? Please provide a 5-word description in the title block.

Remove "SSUO" and replace with SLO in SLO Block.

Under Artifact/Instrument/Rubric etc. Criterion is an incomplete thought.

There is no Related Documents.

SLO#3 - In the SLO Block, it should read SLO instead of "SSUO".

Activity Schedule is suppose to refer to a time frame.

No Related Document.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 11/25/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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**SLO #1 FA2019 - SP2020 Increase student satisfaction** - SLO#1 FA2019 - SP2020 The Financial Aid Office will continue to review and update the existing Financial Aid Policy and Procedures manual to ensure consistent and fair treatment of students.

**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:**  
**Historical Assessment Perspective:**  
 Previous department goals have focused on improving student services to provide better financial aid services to students and to increase student satisfaction. Continued assessment is needed to improve services.

**Exit Interviews/Survey** - Financial Aid Student Satisfaction Survey  
**Criterion ( Written in % ):** Sixty percent (60%) of the students who complete the Student Satisfaction survey will agree that improvements are needed in the Financial Aid Office and identify the areas in which improvements can be made in the areas of communications, technology and/or staffing.  
**Activity Schedule:** Students will complete a Student Satisfaction Survey once an award year.

**SLO #2 FA2019-SP2020 Outreach to service providers of incoming, first time financial aid students** - SLO #2 FA2019 - SP2020 - Service providers of Incoming first time students will demonstrate understanding of the financial aid process via Financial Aid Office's collaboration with Reach for College, Project Aim, counselors, and teachers.

**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry**

**Exit Interviews/Survey** - Financial aid training Exit Survey  
**Criterion ( Written in % ):** Ninety percent (90%) of service providers will indicate understanding of the financial aid process after training is provided by the Financial Aid Office.  
**Activity Schedule:** Service providers will complete an exit survey after a training provided by the Financial Aid Office.

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

**National Certification:** N/A

**Historical Assessment Perspective:**

Empirical data obtained via counseling in the financial aid office has indicated that Incoming first time students struggle to complete the FAFSA process and requirements and meet deadlines. This assessment is intended to improve training for service providers.

**SLO #3 FA2019- SP2020 Service time for Financial aid students - SLO #3**

FA2019 - SP2020 - The Financial Aid Office will increase efficiency in services to students through the assessment of student's number of visits, time it takes to provide service, and improvements to sign in sheet.

**SLO Status:** Currently being assessed

**Planned Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** N/A

**Historical Assessment Perspective:**

This is a new assessment.

**Work Request Log** - Printout of Financial Aid Office sign in sheet (automated)

**Criterion ( Written in % ):** Financial aid students who sign in to see a financial aid counselor will be serviced after an average of a fifteen (15) minute wait time.

**Activity Schedule:** Printouts of the automated sign in sheets will be printed and reviewed each semester.

# Assessment: Assessment Unit Four Column



## Student Governance (Archive)

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</li> <li>1.2 Increase the numbers of students completing secondary CTE programs.</li> <li>1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.</li> <li>2.1 Develop students' career</li> </ul>			

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Student Support Services

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 03/13/2020

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** SLO#1 - Missing academic year. Please indicate "Budget Goal".

Criterion is incomplete, has to be in percent (%) format.

Related documents should relate to Criterion.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** SLO#1 - Is missing the Academic Year. it should read "SLO#1 FA2019-SP2020 Budget Goal" with a 5 word description title.

The SLO Block needs the academic year as well and indicate it as a Budget Goal.

End Date - Should read March 9, 2020.

Criterion - Is incomplete.

SLO#2 - Please indicate if this ISMP or other type.

Historical Assessment Perspective is not in correct format or not complete.

Criterion - Is incomplete.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 11/29/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

## Author Responses

### *Fall 2019 - Spring 2020 Program/Unit Response*

#### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Recommended changes made; Two (2) of the initial five (5) SLO's remain.

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:**

#### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:** Feedback from committee, all completed.

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO #1 FA2019-SP2020 Budget Growth Initiative Goal - Increase technological capabilities</b> - SLO #1 FA2019-SP2020 Budget Growth Initiative Goal-The office of Student Support Services will assess daily operation to ensure successful delivery of student-centered services through the use of updated technology.</p> <p><b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Historical Assessment Perspective:</b> Technology is critical to the delivery of services at Student Support Services to ensure efficiency with services provided. This plan addresses Budget Goal-Modernizing</p>	<p><b>Other (indicate the specific tool in the Method field/box)</b> - Institutional MIS Assessment, work order, of computer technology in use for daily operation.</p> <p><b>Criterion ( Written in % ):</b> Institutional MIS assessment/SSS work order, will indicate that all seven (7) Student Student Support Services computers for daily operation are compatible with current computer technology.</p> <p><b>Activity Schedule:</b> Spring 2020</p> <p><b>Related Documents:</b>  <a href="#">Work Order SSS staff_administrator computers.pdf</a>  <a href="#">MIS Computer Upgrade Listing for SSS.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met            N=1472 (01/22/2020)  <b>Growth Budget Implications/Effect:</b> Over \$5,000  <b>Growth Budget Justification:</b> The Campus Identification survey totaling 1,472 show 1406 were serviced in 10 minutes or less (Question 4) and 1,192 responding they received the best service. In order to continue this service rating and the services, SSS should continue to maintain update technology. A total of 7 staff and administrator in the office have been assessed by MIS resulting in the need to replace existing systems.n As resources allow, SSS will request for the purchase of the recommended replacement systems.</p> <p><b>Related Documents:</b>  <a href="#">MIS Computer Upgrade Listing for SSS.pdf</a>  <a href="#">AUO 3 Campus Id Survey Q 4-5 1.23.2020.pdf</a></p>	<p><b>Use of Summary Result:</b> The survey results reveal the Campus Identification survey totaling 1,472 shows 1,406 were serviced in 10 minutes or less (Question 4) and 1,192 responded they received the best service (Question 5) In order to continue this service rating, and the services, SSS should stay current with technology. A total of 7 staff and administrator in the office were assessed by MIS. This resulted in the need to replace existing systems. As resources allow, SSS will request for the purchase of the recommended replacement systems. (01/22/2020)</p> <p><b>Implementation Status:</b> Based on the results of assessment, a requisition to purchase the seven</p>

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

and Expanding Infrastructure and Technology. The office of Student Support Services aims to ensure that its technological capabilities are current with computer technology.

(7) computers was submitted with the results of assessment attached. The results indicate the importance of the Student Support Services (SSS) office and its function to serve the entire campus community, especially students. SSS is the entrance into the College and the face of the institution throughout the day, evening, weekends, and holidays. The office will continue to assess its daily operations to ensure the highest quality service is provided. (01/22/2020)



# Assessment: Assessment Unit Four Column



## Supervision & Management AS & Certificate

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 12/06/2019

**Assessment Plan and Data Collection Rating:** Approved

**Committee Recommendations for Assessment Plan and Data Collection:** Marlena motioned to approve program level assessment plan, seconded by Vangie. Motion carried.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

### Author Response

#### *Fall 2019 - Spring 2020 Program/Unit Response*

##### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Was not able to complete collection in time for SP '20 assessment cycle as exams, presentations or projects aren't scheduled to be completed until the end of the semester. Will update data collection status/summary of results once data it is collected.

**Assessment Plan and Data Collection Changes Accepted:** Yes

**Date Complete for Assessment Plan and Data Collection Changes:** 04/24/2020

##### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:**

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO #2, Fall 2019 - Spring 2020 Plan, Organize Staffing &amp; Controlling Functions</b> - SLO #2, Fall 2019 - Spring 2020</p> <p>Explain planning, organizing, staffing, and controlling functions of an organization.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b> Use and implement results from the previous cycle.</p>	<p><b>Directly related to Objective</b></p> <hr/> <p><b>Multimedia presentation evaluations</b> - Students will complete a 5-7 page term paper and present their findings in a media presentation.</p> <p><b>Criterion ( Written in % ):</b> 75% of students presenting will achieve a score of 80% or better.</p> <p><b>Activity Schedule:</b> Presentations will be conducted within two weeks of completion of the mid-term exam.</p> <p><b>Related Documents:</b>  <a href="#">Oral Presentation Scoring Rubric.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Issues Found</p> <p>Unable to update data collection status/summary of results. Will complete once data is collected. Original input was completed on 3/9/2020. (03/11/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> N/A</p> <hr/> <p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Issues Found</p> <p>Students will be conducting their presentations beginning 3/9/2020. Upon completion of all presentations, data collection/Summary of Results will be updated nlt March 20, 2020. (03/04/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> N/A</p>	
<p><b>ISMP Goal #1, Fall 2019-Spring 2020 Plan, Workforce Development and Training</b> - GOAL 1: Advancing Workforce Development and Training</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b> Use and implement results from previous cycle.</p>	<p><b>Directly related to Objective</b></p> <hr/> <p><b>Course Projects</b> - Rubric for service learning project.</p> <p><b>Criterion ( Written in % ):</b> 80% of students will achieve a score of 70% or higher on the rubric.</p> <p><b>Activity Schedule:</b> Service learning project will be completed no later than the 2nd to the last week of the semester.</p> <p><b>Related Documents:</b></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Issues Found</p> <p>Unable to complete Data Collection Status/Summary of result as data has not yet been collected until the end of Spring 2020. Original entry was done 3/9/2020. (03/11/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> N/A</p> <hr/> <p><b>Reporting Period:</b> Fall 2019 - Spring 2020</p> <p><b>Conclusion:</b> Issues Found</p> <p>Service Learning project is in progress. Will not be completed in time for assessment for Spring 2020. Will update once Service Learning is completed nlt 4/24/2020. (03/04/2020)</p> <p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> N/A</p>	

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric /Method/Tool Description (N=?)*

*Use of Summary Results*

[SM208 - Direct Service Learning Rubric.pdf](#)

**IDEA Student Ratings, Fall 2019 - Spring 2020 Plan, Principles, Generalizations, or Theories -**  
Learning fundamental principles, generalizations, or theories  
**SLO Status:** Currently being assessed  
**Planned Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:** N/A  
**Type of Industry National Certification:**  
**Historical Assessment Perspective:**  
Use and implement results from previous cycle.

**Directly related to Objective**

**Faculty-developed tests -** Students will complete a faculty developed Final Exam which includes multiple choices, fill in the blanks, true and false questions, etc.  
**Criterion ( Written in % ):** 80% of the students taking the final exam will achieve a 75% or better.  
**Activity Schedule:** Final Exam Week  
**Related Documents:**  
[SM208 Final Exam.pdf](#)

**Reporting Period:** Fall 2019 - Spring 2020

**Conclusion:** Issues Found  
Was not able to complete collection in time for SP '20 assessment cycle as exams, presentations or projects aren't scheduled to be completed until the end of the semester. Will update data collection status/summary of results once data it is collected. Original entered 3/9/2020. (03/11/2020)  
**Growth Budget Implications/Effect:** No budget impact  
**Growth Budget Justification:** N/A

**Reporting Period:** Fall 2019 - Spring 2020

**Conclusion:** Issues Found  
Data collection for Spring 2020 is unable to be completed as faculty developed Final Exam will not be administered under end of April 2020. Data Collection Status/Summary of Results will be updated nlt May 5, 2020. (03/04/2020)  
**Growth Budget Implications/Effect:** No budget impact  
**Growth Budget Justification:** N/A

# Assessment: Assessment Unit Four Column



## Supervision & Management Certificate (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**  
Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Technology Department Courses

### Committee Feedback

#### *Fall 2020 - Spring 2021 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 12/22/2020

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** 1. CS152 - SLO Title: Needs cleaning up and should be 5 words or less; SLO Description: missing SLO #1 FA2020 -SP2021 format before Upon successful completion statement. - Approved with minor changes

2. CS22 - SLO Title: 5 words or less description missing; SLO Description: missing "Upon successful completion . . ." statement before SLO# format. Criterion: clarify 70% of students. Is that 70% or enrolled students? Activity Schedule: should be Fall 2020. - Resubmit

3. CS212 - SLO Title: 5 words or less description missing; SLO Description: missing "Upon successful completion . . ." statement before SLO# format. Criterion: clarify 70% of students. Is that 70% or enrolled students? Activity Schedule: should be Fall 2020. - Resubmit

4. CS299 - Criterion: clarify 70% of students. Is that 70% or enrolled students? Activity Schedule: should be Fall 2020. - Approved with minor changes.

5. EE271 - SLO Title: Needs cleaning up and should be 5 words or less; SLO Description: missing SLO #1 FA2020 -SP2021 Upon successful completion statement; Activity Schedule: should be Fall 2020; Related documents: missing. - Resubmit

6. VC222 - SLO Title: missing SLO #1 FA2020 -SP2021 before title description; Criterion: missing; Activity Schedule: missing; Related documents: missing - Resubmit

7. CS202, CS210A, CS215, CS217, CS266, EE104, EE107, EE116, EE130, EE131, EE275, EE280, EE290, OA240, OA292, RE100 - Incomplete

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 01/08/2021

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Telecommunications (Secondary)

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/22/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** For all SLOs, please update the SLO description with the SLO number and date. Also, please add ISMP Goal.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 12/02/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

**SECONDARY TITLE VB** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**SLO Status:** Currently being assessed

**Program Assessment Cycle:** Fall 2019  
- Spring 2020

**Start Date:** 10/14/2019

**Presentations** - Students will be able to complete course projects. (Active)

**Criterion ( Written in % ):** 70% of students will score at least on 70% on a presentation

**Activity Schedule:** End of All 2019

**Related Documents:**

[Presentation for Assessing Telecommunication Program SLO#1.pdf](#)

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

Strategies:

1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.

1.2 Increase the numbers of students completing secondary CTE programs.

1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.



*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

3.3 Engage CTE students in various college-ready transitional experiences.

**Telecommunication Core Concept and Knowledge** - Telecommunication Core Concept and Knowledge SLO#1 FA2019-SP2020 Apply concepts and knowledge in the core areas of computer science.

**SLO Status:** Currently being assessed  
**Program Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National Certification:**

**Historical Assessment Perspective:**  
There is no previous assessment and this is first assessment.

**Course Projects** - Students will be able to complete course projects.  
**Criterion ( Written in % ):** 70% of students will score at least an 70% on a Skills Checklist.

**Activity Schedule:** End of Fall 2019

**Related Documents:**

[Programming Project for Assessing Telecommunications Program SLO#1.pdf](#)

**SECONDARY TITLE VB\_1** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**SLO Status:** Currently being assessed  
**Program Assessment Cycle:** Fall 2019 - Spring 2020

**Start Date:** 10/14/2019

**End Date:** 03/09/2020

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Presentations** - Students will be able to complete course projects. (Active)  
**Criterion ( Written in % ):** 70% of students will score at least on 70% on a presentation

**Activity Schedule:** End of All 2019

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

**Certification:**

**Historical Assessment Perspective:**

Strategies:

1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.

1.2 Increase the numbers of students completing secondary CTE programs.

1.3 Increase effective opportunities for all high school students to learn about and develop interest in possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Tourism & Hospitality Secondary (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
<p><b>SECONDARY TITLE VB COPY</b> - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.</p> <p><b>Outcome Status:</b> Currently being assessed</p> <p><b>Start Date:</b></p> <p><b>End Date:</b></p> <p><b>Program Level SLO Industry National Certification:</b></p> <p><b>Type of Industry National Certification:</b></p> <p><b>Historical Assessment Perspective:</b></p> <p>Strategies:</p> <ol style="list-style-type: none"><li>1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.</li><li>1.2 Increase the numbers of students completing secondary CTE programs.</li><li>1.3 Increase effective opportunities for all high school students to learn about and develop interest in</li></ol>			

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
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possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Tourism & Travel Management AS

### Committee Feedback

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:** The description in the title block must only be 5 words in length, please shorten.

SLO#1 - Please add "SLO#1 FA2019-SP2020" before "Upon successful .." sentence.

Under Artifact/Instrument etc., please indicate either FA2019 or SP2020 in the activity schedule portion instead of "During final exam week."

In the SLO#2 block, it should read "SLO#2 FA2019-SP2020" before "ISMP".

Under Artifact/Instrument etc. please indicate either FA2019 or SP2020 in the activity schedule portion instead of "During final exam week."

SLO#3 - should read (in the title block) "SLO#3 FA2019-SP2020 IDEA.." with a 5-word description in the title.

Please add "SLO#3 FA2019-SP2020 IDEA" at the beginning of the SLO block. Please change activity schedule under Artifact/Instrument etc. to either FA2019 or SP2020.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<b>SLO #1 FA 2019-SP2020 Exhibit professionalism and work ethics as it relates to the tourism and travel industry.</b> - Upon successful completion of this program, students will be able to exhibit professionalism	<b>National &amp; International Certification Exam</b> - Students will complete a 100 questions (100 total possible points) American Hotel Lodging Education Institute (AHLEI) developed a test which includes	<b>Reporting Period:</b> Fall 2019 - Spring 2020 <b>Conclusion:</b> Criterion Met HS160: 75% of students scored 75% or better in their AHLEI course exam (n=20). (10/08/2019) <b>Growth Budget Implications/Effect:</b> Over \$5,000 <b>Growth Budget Justification:</b> Hiring a post-secondary	<b>Use of Summary Result:</b> AHLEI course exams offered in HS160. The results are different every year depends on who is teaching. Adjunct faculty shows a lack of teaching experience which does

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>and work ethics as it relates to the tourism and travel industry.  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> Yes  <b>Type of Industry National Certification:</b>  <b>Historical Assessment Perspective:</b>  The program curriculum has recently been updated; therefore, the assessment will focus on the revised SLOs.</p>	<p>multiple choices, fill in the blanks, essay questions, etc.  <b>Criterion ( Written in % ):</b> Students taking the test will have an overall score of 75% or greater on a 100 total possible points 100 question test.  <b>Activity Schedule:</b> During final exam week.  <b>Related Documents:</b>  <a href="#">AHLEI Certified Guest Service Professional.pdf</a></p>	<p>faculty for Hospitality &amp; Tourism department to provide consistency in department courses.</p>	<p>not provide consistency. (10/08/2019)  <b>Implementation Status:</b> The recommended/proposed changes were achieved. (10/08/2019)</p>
<p><b>ISMP 2020-2026 GOAL 1: Advancing Workforce Development and Training</b> - Advancing Workforce Development and Training  <b>SLO Status:</b> Currently being assessed  <b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b> American Hotel &amp; Lodging Education Institute  <b>Historical Assessment Perspective:</b>  The curriculum has recently been updated and the assessments will focus on the SLO updates.</p>	<p><b>National &amp; International Certification Exam</b> - Students will complete a 100 questions (100 total possible points) American Hotel Lodging Education Institute (AHLEI) developed a test which includes multiple choices, fill in the blanks, essay questions, etc.  <b>Criterion ( Written in % ):</b> Students taking the test will have an overall score of 75% or greater on a 100 total possible points 100 question test.  <b>Activity Schedule:</b> During final exam week.  <b>Related Documents:</b>  <a href="#">AHLEI Certified Guest Service Professional.pdf</a></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met  75% of students scored 75% or better in their AHLEI course exam (n=20). (10/11/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> .</p>	<p><b>Use of Summary Result:</b> The criterion met. (10/10/2020)  <b>Implementation Status:</b> The recommended/proposed changes were achieved. (10/10/2020)</p>
<p><b>IDEA Student Ratings of Instruction Objectives 4. Developing specific skills, competencies, and points of view needed by professionals in the</b></p>	<p><b>National &amp; International Certification Exam</b> - Students will complete a 100 questions (100 total possible points) American Hotel</p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met  75% of students scored 75% or better in their AHLEI course exam (n=20). (10/10/2020)</p>	<p><b>Use of Summary Result:</b> The criterion met. (10/10/2020)  <b>Implementation Status:</b> The</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>field most closely related to this course.</b> - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Planned Assessment Cycle:</b> Fall 2019 - Spring 2020</p> <p><b>Start Date:</b> 10/14/2019</p> <p><b>End Date:</b> 03/09/2020</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Type of Industry National Certification:</b> American Hotel &amp; Lodging Education Institute</p> <p><b>Historical Assessment Perspective:</b> The curriculum has recently been updated and the assessments will focus on the SLO updates.</p>	<p>Lodging Education Institute (AHLEI) developed a test which includes multiple choices, fill in the blanks, essay questions, etc.</p> <p><b>Criterion ( Written in % ):</b> Students taking the test will have an overall score of 75% or greater on a 100 total possible points 100 question test.</p> <p><b>Activity Schedule:</b> During final exam week.</p> <p><b>Related Documents:</b> <a href="#">AHLEI Certified Guest Service Professional.pdf</a></p>	<p><b>Growth Budget Implications/Effect:</b> No budget impact</p> <p><b>Growth Budget Justification:</b> .</p>	<p>recommended/proposed changes were achieved. (10/10/2020)</p>

# Assessment: Assessment Unit Four Column



## Tourism (Lodging Management Program) (Secondary)

### Committee Feedback

#### *Spring 2020 - Fall 2020 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

Committee Meeting Date to Review Assessment Plan and Data Collection: 04/06/2018

Assessment Plan and Data Collection Rating: Approved

Committee Recommendations for Assessment Plan and Data Collection:

Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:

##### **Assessment Report and Implementation Feedback**

Committee Meeting Date to Review Assessment Report and Implementation:

Assessment Report and Implementation Rating:

Committee Recommendations for Assessment Report and Implementation:

Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:

#### *Spring 2020 - Fall 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

Committee Meeting Date to Review Assessment Plan and Data Collection: 04/06/2018

Assessment Plan and Data Collection Rating: Approved

Committee Recommendations for Assessment Plan and Data Collection:

Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:

##### **Assessment Report and Implementation Feedback**

Committee Meeting Date to Review Assessment Report and Implementation:

Assessment Report and Implementation Rating:

Committee Recommendations for Assessment Report and Implementation:

Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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SLO#1 FA2020-SP2021 Importance of tourism to economy - SLO#1 FA2020-SP2021  
 Essay Questions - Students will write an essay about the importance of hospitality and tourism industry to



<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results Use of Summary Results</i>
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<p>Upon successful completion of this program, students will be able to describe the importance of the hospitality and tourism industry to the economy.</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Program Assessment Cycle:</b> Fall 2020 - Spring 2021</p> <p><b>Start Date:</b> 10/12/2020</p> <p><b>End Date:</b> 03/08/2021</p> <p><b>Program Level SLO Industry National Certification:</b> N/A</p> <p><b>Type of Industry National Certification:</b> N/A</p> <p><b>Historical Assessment Perspective:</b> In AY2019-20, Hospitality and Tourism underwent a program review; our program guide and course guides were updated and went through CRC. Our department is now known as Hospitality &amp; Tourism after splitting with Culinary Arts/Foodservice.</p>	<p>the economy.</p> <p><b>Criterion ( Written in % ):</b> 70% of students will score at least a 3 of a 4 scale in the Standards-based grading scale.</p> <p><b>Activity Schedule:</b> Students will complete a short essay after researching information about the hospitality and tourism industry in relations to the economy.</p> <p><b>Related Documents:</b> <a href="#">Essay rubric.pdf</a></p>	
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<p><b>SLO#3 FA2020-SP2021 Secondary Title VB Implement CTE with applied academics - SLO#3 FA2020-SP2021</b></p> <p>To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness. (Currently being assessed)</p> <p><b>SLO Status:</b> Currently being assessed</p> <p><b>Program Assessment Cycle:</b> Fall 2020 - Spring 2021</p>	<p><b>Other (indicate the specific tool in the Method field/box) - Title VB</b></p> <p>Quarterly reports from each site schools that provide evidence of CTE students' accomplishments and college/career readiness activities.</p> <p><b>Criterion ( Written in % ):</b> 100% of all Hospitality &amp; Tourism faculty to submit Title VB Quarterly reports.</p> <p><b>Activity Schedule:</b> Faculty will complete the Oct-Dec 2020 Title VB quarterly report in December, 2020.</p> <p><b>Related Documents:</b> <a href="#">Title V-B Qtly Report template.pdf</a></p>	
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*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:**

**Historical Assessment Perspective:**

Hospitality and Tourism (secondary) underwent a program review in AY2019-20. Our department is now known as Hospitality and Tourism after our split with Culinary Arts/Foodservice.

**SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered**

**Success -** SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success

**SLO Status:** Currently being assessed

**Program Assessment Cycle:** Fall 2020 - Spring 2021

**Start Date:** 10/12/2020

**End Date:** 03/08/2021

**Program Level SLO Industry**

**National Certification:** Yes

**Type of Industry National**

**Certification:** Certified Guest Service Professional (CGSP) American Hotel & Lodging Educational Institute

**Historical Assessment Perspective:**

Hospitality and Tourism (secondary) underwent a program review in AY2019-20. Our department is now known as Hospitality and Tourism after our split with Culinary Arts/Foodservice.

**Employment Preparedness Checklist**

- Students are proficient in employment preparedness, for example, in preparing a resume and for interview.

**Criterion ( Written in % ):** 70% of students will be able to prepare a resume without errors and score at least 70% in a faculty created test on interviews.

**Activity Schedule:** Employment skills to be completed in first semester.

**Related Documents:**

[Resume rubric.pdf](#)

[LMP II - Interview Quiz.pdf](#)

**Reporting Period:** Fall 2020 - Spring 2021

**Conclusion:** Criterion Met

SSHS 97% of LMP students scored 70% or better in their interview quiz (n=39) (10/26/2020)

**Growth Budget Implications/Effect:** No budget impact

**Growth Budget Justification:** N/A

# Assessment: Assessment Unit Four Column



## Tourism (ProStart) (Secondary)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p><b>SLO# 1 FA2019-Spring 2020 -</b>                      Demonstrate workplace soft skills in various culinary and foodservice settings.  <b>SLO Status:</b> Currently being assessed  <b>Program Assessment Cycle:</b> Fall 2019 - Spring 2020  <b>Start Date:</b> 10/14/2019  <b>End Date:</b> 03/09/2020  <b>Program Level SLO Industry National Certification:</b> N/A  <b>Type of Industry National Certification:</b> N/A  <b>Historical Assessment Perspective:</b>                      New</p>	<p><b>Rubric - ProStart Program SLO # 3</b>  <b>Criterion ( Written in % ):</b> 70 % of students completing the three year ProStart program will earn an 80% or better.  <b>Activity Schedule:</b></p>	<p><b>Reporting Period:</b> Fall 2019 - Spring 2020  <b>Conclusion:</b> Criterion Met                      N= 73 and 70 students scored a 90 % or better. (02/23/2020)  <b>Growth Budget Implications/Effect:</b> No budget impact  <b>Growth Budget Justification:</b> None needed.  <b>Related Documents:</b>  <a href="#">GWHS SLO 3- Assessment Rubric.pdf</a>  <a href="#">OHS Highest Score.pdf</a>  <a href="#">OHS Lowest Score.pdf</a>  <a href="#">JFK Program Assessment SP2020.pdf</a>  <a href="#">JFKHS Kit. Lab Assessment.pdf</a>  <a href="#">JFKHS SLO 3- Assessment Rubric.pdf</a>  <a href="#">JFK Highest Score.pdf</a>  <a href="#">JFK Lowest Score.pdf</a>  <a href="#">Program Assment and Rubric Descriptions- Hardcopy.pdf</a>  <a href="#">OHS Program Assessment Narrative SP2020.pdf</a>  <a href="#">SSHS Program Assessment Naritive SP2020.pdf</a>  <a href="#">GWHS Program Assessment Narrative SP2020.pdf</a>  <a href="#">SSHS Highest and Lowest scores.pdf</a>  <a href="#">SHS Program Assesment Summary.pdf</a>  <a href="#">SHS Program Assessment Narrative SY 2019-2020.pdf</a>  <a href="#">SHS Program Assessment Narrative SY19-20.pdf</a></p>	<p><b>Use of Summary Result:</b> Program assessment revealed that the secondary department did not use the same assessment tool to measure program learning outcomes. Many of the ProStart faculty are new in teaching and assessment. Changes that will be implemented to address deficiencies are in-service training on the importance of assessment and the use of a department-prescribed assessment tool to measure learning outcomes.</p> <p>Also, data submitted by each faculty revealed that as each cohort of ProStart students in each school moves up from ProStart I to ProStart III, numbers reduced by an average of 50% 70% for each cohort and school. Student attrition is primarily caused by GDOE fielding additional math courses students must take and the ProStart program competing with GDOE CTE courses. In this regard, department members agree to shorten the ProStart program</p>

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

from three to two years.  
(03/02/2020)

**Implementation Status:** In-service training on the importance of assessment and the use of a department-prescribed assessment tool to measure learning outcomes will begin in March 2020. In-service training will be documented and uploaded on this site for future reference. Also, the ProStart program curriculum will be revised after consultation with the advisory committee. (03/04/2020)

**SLO#2 FA2019-SP2020 ISMP - Student-Centered Success - Fostering Student-centered success**  
**SLO Status:** Currently being assessed  
**Program Assessment Cycle:** Fall 2019 - Spring 2020  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:** N/A  
**Type of Industry National Certification:** N/A  
**Historical Assessment Perspective:**  
N/A - newly revamped program curriculum

**Rubric - Program Assessment Rubric Criterion ( Written in % ): 90 % of students will score a 70% or better.**  
**Activity Schedule:** Instructors will use the rubric regularly during kitchen labs, special projects, and/or completion of the work experience program.

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Criterion Met  
N= 62 and 61 students scored a 70% or better. (03/02/2020)  
**Growth Budget Implications/Effect:** Under \$500  
**Growth Budget Justification:** Continued purchasing of needed supplies.

**Use of Summary Result:** Program assessment revealed that the secondary department did not use the same assessment tool to measure program learning outcomes. Many of the ProStart faculty are new in teaching and assessment. Changes that will be implemented to address deficiencies are in-service training on the importance of assessment and the use of a department-prescribed assessment tool to measure learning outcomes. (03/02/2020)

Also, data submitted by each faculty revealed that as each cohort of ProStart students in each school moves up from ProStart I to ProStart III, numbers reduced by an average of 50% 70% for each cohort and school.

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

Student attrition is primarily caused by GDOE fielding additional math courses students must take and the ProStart program competing with GDOE CTE courses. In this regard, department members agree to shorten the ProStart program from three to two years. (03/02/2020) (03/04/2020)

**Implementation Status:** In-service training in the importance of assessment and the use of a department-prescribed assessment tool to measure learning outcomes will begin in March 2020. In-service training will be documented and uploaded on this site for future reference. Also, the ProStart program curriculum will be revised after consultation with the advisory committee. (03/04/2020) (03/04/2020)

# Assessment: Assessment Unit Four Column



## Visual Communications (Secondary)

### Committee Feedback

#### *Spring 2020 - Fall 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 01/19/2018

**Assessment Plan and Data Collection Rating:** Approved

**Committee Recommendations for Assessment Plan and Data Collection:**

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SLO#1 FA2020-SP2021 Apply Classroom Theory** - SLO#1 FA2020-SP2021 Apply theory learned in the classroom to the work environment.  
**SLO Status:** Currently being assessed  
**Start Date:** 10/12/2020  
**End Date:** 10/08/2021  
**Program Level SLO Industry National Certification:** N/A  
**Type of Industry National Certification:** N/A  
**Historical Assessment Perspective:**  
 ISMP Goal#1 Advancing Workforce Development and Training

**Alumni Survey** - Individual students will fill out a survey.  
**Criterion ( Written in % ):** 80% of the students will score 80% or better on the survey below.  
**Activity Schedule:** This tool will be used annually to assess students who have completed at least two semesters of the program.

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

**SLO #1 FA2020-SP2021 ISMP**

**Advancing Workforce Development and Training - SLO #1 FA2020-SP2021**

ISMP Advancing Workforce Development and Training

**SLO Status:** Currently being assessed  
**Program Assessment Cycle:** Fall 2020

- Spring 2021

**Start Date:** 10/12/2020

**End Date:** 10/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:** N/A

**Historical Assessment Perspective:**

ISMP Goal #1 Advancing Workforce Development and Training

**SLO #2.1 FA2020-SP2021 TITLE V-B Develop career portfolios - SLO #2.1**

FA2020-SP2021 TITLE V-B Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning, and readiness.

**SLO Status:** Currently being assessed  
**Program Assessment Cycle:** Fall 2020

- Spring 2021

**Start Date:** 10/12/2020

**End Date:** 10/08/2021

**Program Level SLO Industry**

**National Certification:** N/A

**Type of Industry National**

**Certification:** N/A

**Historical Assessment Perspective:**

Title V-B - To implement a career and technical education curriculum with applied academics that provides students with more career

**Portfolio Evaluation -** Student work portfolios

**Criterion ( Written in % ):** 80% of students turn in student work portfolios.

**Activity Schedule:** Student portfolios will be collected annually after each year of the program.

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.



# Assessment: Assessment Unit Four Column



## Visual Communications AS

### Committee Feedback

#### *Spring 2020 - Fall 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 03/13/2020

**Assessment Plan and Data Collection Rating:** Approved with minor changes

**Committee Recommendations for Assessment Plan and Data Collection:**

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:**

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

#### *Fall 2019 - Spring 2020 Program/Unit Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 11/15/2019

**Assessment Plan and Data Collection Rating:** Resubmit

**Committee Recommendations for Assessment Plan and Data Collection:** In the SLO title block, it should read "SLO#2 FA2019-SP2020 ISMP" followed by a 5-word description.

Activity Schedule should read FA2019 or SP2020.

Related Items are missing. Please check others, ACCJC/WASC/BOT and Department goal.

For SLO#3, in the title block, please indicate SLO#, academic year and what type of SLO it is (IDEA, SLO OR ISMP, must have all three). Need to do one SLO.

No Related Items at all.

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 11/29/2019

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

## Author Responses

### *Fall 2019 - Spring 2020 Program/Unit Response*

#### **Assessment Plan and Data Collection**

**Author Response to Committee Feedback for the Assessment Plan and Data Collection:** Trying to input assessment information. Still need committee assistance.

**Assessment Plan and Data Collection Changes Accepted:**

**Date Complete for Assessment Plan and Data Collection Changes:**

#### **Assessment Report and Implementation**

**Author Response to Committee Feedback for the Assessment Report and Implementation:** Trying to input assessment information. Still need committee assistance.

**Assessment Report and Implementation Changes Accepted:**

**Date Complete for Assessment Report and Implementation Changes:**

**Assessment Report Changes Accepted:**

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SLO #3 FA2019-SP2020 IDEA- Developing skill in expressing oneself orally or in writing** - SLO #3 FA2019-SP2020 IDEA-Developing skill in expressing oneself orally or in writing  
**SLO Status:** Currently being assessed  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry National Certification:** N/A  
**Type of Industry National Certification:**  
**Historical Assessment Perspective:** Use and implementation of results from the previous cycle.

**Rubric** - Individual student will create an electronic presentation on a career in Visual Communications.  
**Criterion ( Written in % ):** 80% of the students will score 80% or better on the rating sheet.  
**Activity Schedule:** Presentations will be conducted before the end of the semester.  
**Related Documents:**  
[Assessment tool for AS Viscom\\_Careers.pdf](#)

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Issues Found  
 Students will be conducting their presentations beginning 3/9/2020. Upon completion of all presentations, data collection/Summary of Results will be updated nlt March 20, 2020. (03/13/2020)  
**Growth Budget Implications/Effect:** No budget impact  
**Growth Budget Justification:** n/a

**SLO #2 FA2019-SP2020 ISMP- Advancing Workforce Development and Training** - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training  
**SLO Status:** Currently being assessed  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry**

**Rubric** - Individual student will create an electronic presentation on a career in Visual Communications.  
**Criterion ( Written in % ):** 80% of the students will score 80% or better on the rating sheet.  
**Activity Schedule:** Presentations will be conducted before the end of the

**Reporting Period:** Fall 2020 - Spring 2021  
**Conclusion:** Criterion Met  
 Digital presentations delivered in Spring 2020 showed that 100% of students scored 90% or better on the rating sheet. (10/12/2020)  
**Growth Budget Implications/Effect:** No budget impact  
**Growth Budget Justification:** There is no growth budget justification at this time.  
**Related Documents:**

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
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**National Certification:** N/A  
**Type of Industry National Certification:**  
**Historical Assessment Perspective:** will use results from previous cycle for comparison

semester.  
**Related Documents:**  
[Assessment tool for AS](#)  
[Viscom\\_Careers.pdf](#)

[EmployerEvaluation.pdf](#)  
[VisCom Program Assessment Tool\\_practicum\\_evaluation\\_form.pdf](#)  
[VC292\\_SLO.Rubric.pdf](#)

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**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Issues Found  
 Students will be conducting their presentations beginning 3/9/2020. Upon completion of all presentations, data collection/Summary of Results will be updated nlt March 20, 2020. (03/13/2020)  
**Growth Budget Implications/Effect:** No budget impact  
**Growth Budget Justification:** n/a

**SLO#4 FA2019-SP2020 Examine Career Opportunities - SLO#4**  
 FA2019-SP2020 Upon completion of the AS in Visual Communications degree program, students will be able to examine career opportunities in Visual Communications.  
**SLO Status:** Currently being assessed  
**Start Date:** 10/14/2019  
**End Date:** 03/09/2020  
**Program Level SLO Industry**  
**National Certification:** N/A  
**Type of Industry National Certification:**  
**Historical Assessment Perspective:** Use and implement results from the previous cycle.

**Rubric -** Student will create an electronic presentation on a career related to Visual Communications.  
**Criterion ( Written in % ):** 80% of the students will score 80% or better on the rating sheet.  
**Activity Schedule:** Spring 2020  
**Related Documents:**  
[Assessment tool for AS](#)  
[Viscom\\_Careers.pdf](#)

**Reporting Period:** Fall 2019 - Spring 2020  
**Conclusion:** Issues Found  
 Students will be conducting their presentations beginning 3/9/2020. Upon completion of all presentations, data collection/Summary of Results will be updated nlt March 20, 2020. (03/13/2020)  
**Growth Budget Implications/Effect:** No budget impact  
**Growth Budget Justification:** n/a

# Assessment: Assessment Unit Four Column



## Welding Certificate (Archive)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Welding Technology Secondary (archived)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

*Student Learning Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.

# Assessment: Assessment Unit Four Column



## Work Experience (Secondary)

### Committee Feedback

#### *Fall 2020 - Spring 2021 Course Feedback*

##### **Assessment Plan and Data Collection Feedback**

**Committee Meeting Date to Review Assessment Plan and Data Collection:** 12/22/2020

**Assessment Plan and Data Collection Rating:** Incomplete

**Committee Recommendations for Assessment Plan and Data Collection:** Assessment plan was not finished

**Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due:** 01/08/2021

##### **Assessment Report and Implementation Feedback**

**Committee Meeting Date to Review Assessment Report and Implementation:**

**Assessment Report and Implementation Rating:**

**Committee Recommendations for Assessment Report and Implementation:**

**Author Response/Action to Committee Feedback on Assessment Report and Implementation Due:**

**Related Documents:**

[CourseAssessmentPlan](#)

No data found for the selected criteria.



# Assessment: Assessment Unit Four Column



## WorkKeys® Program

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No data found for the selected criteria.

# Assessment: Assessment Unit Four Column



## Automotive Services Technology AS & Certificate

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
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**SECONDARY TITLE VB COPY** - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

**Outcome Status:** Currently being assessed

**Start Date:**

**End Date:**

**Program Level SLO Industry**

**National Certification:**

**Type of Industry National Certification:**

**Historical Assessment Perspective:**

Strategies:

- 1.1 Plan for and implement new CTE programs in the GDOE high schools, according to local industry needs and student interest.
- 1.2 Increase the numbers of students completing secondary CTE programs.
- 1.3 Increase effective opportunities for all high school students to learn about and develop interest in

*Student Learning  
Outcomes (SLOs)*

*Artifact/Instrument/Rubric Data Collection Status/Summary of Results  
/Method/Tool Description (N=?)*

*Use of Summary Results*

possible CTE programs available.

2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.

2.2 Increase the participation in and effective completion of Work Experience in all CTE programs.

2.3 Ensure that all CTE instructional facilities are outfitted with the latest state-of-the-art and industry-level equipment to enhance students' learning and their learning environments.

3.1 Maximize opportunities for students to score at the highest level possible on the Work Keys assessment.

3.2 Effectively integrate College and Career Readiness Standards into the curriculum for all CTE programs.

3.3 Engage CTE students in various college-ready transitional experiences.