Assessment: Assessment Unit Four Column

Assessment & Counseling

Committee Feedback

Fall 2021 - Spring 2022 Program/Unit Feedback

Assessment Plan and Data Collection Feedback

Committee Meeting Date to Review Assessment Plan and Data Collection: 10/22/2021

Assessment Plan and Data Collection Rating: Resubmit

Committee Recommendations for Assessment Plan and Data Collection: SLO#5 (Secondary)

- SLO Name: Please follow template; refer to CCA Memo dated September 27, 2021, pg. 3, Examples for Administrative and Student Services Units (AUO). SLO name must be five (5) words or less, and start with an identifier and academic dates. SLO #1 FA2021-SP2022 Budget Goal.

- SLO Block (description): Please follow template; refer to CCA Memo dated September 27, 2021, pg. 4, Examples for Administrative and Student Services Units (AUO). SLO #5 FA2021-SP2022 Budget Goal

- Criterion: 60% of students who visit the Secondary CTE Resource Directory Website will report that the website was helpful, user friendly, and provided them with access to GCC resources. -How can this be verified or validated?

- Activity Schedule: should be Fall 2021

- Related Items: Mapping should reflect FY2021 instead of FY2020.

SLO#6 (Secondary)

- SLO Name: Please follow template; refer to CCA Memo dated September 27, 2021, pg. 3, Examples for Administrative and Student Services Units (AUO). SLO name must be five (5) words or less, and start with an identifier and academic dates. SLO #1 FA2021-SP2022 Budget Goal.

- SLO Block (description): Please follow template; refer to CCA Memo dated September 27, 2021, pg. 4, Examples for Administrative and Student Services Units (AUO). SLO #5 FA2021-SP2022 Budget Goal.

- Planned Cycle: should be Fall 2021 – Spring 2022

- Criterion: 60% of students who visit the Secondary CTE Resource Directory Website will report that the website was helpful, user friendly, and provided them with access to GCC resources. -How can this be verified or validated?

- Activity Schedule: should be Fall 2021

- Related Items: Mapping should reflect FY2021 instead of FY2020.

SLO#1 (Postsecondary)

- SLO Name: We no longer use SSUO. Please follow template; refer to CCA Memo dated September 27, 2021, pg. 3, Examples for Administrative and Student Services Units (AUO). SLO name must be five (5) words or less, and start with an identifier and academic dates. SLO #1 FA2021-SP2022 Budget Goal.

- SLO (description): Needs to follow template: Refer to CCA Memo dated September 27, 2021, pg. 3 Examples for Administrative and Student Services Units (AUO).

- Criterion: Remove one "who" before participate and clarify/indicate what type of online workshops will be used.

- Activity Schedule: should be Fall 2021

- Related Document(s): Missing
- Related Items: Mapping should reflect FY2021 instead of FY2020.

SLO#2 (Postsecondary)
- SLO Name: We no longer use SSUO. Please follow template; refer to CCA Memo dated September 27, 2021, pg. 3, Examples for Administrative and Student Services Units (AUO). SLO name must be five (5) words or less, and start with an identifier and academic dates. SLO #2 FA2021-SP2022 ISMP.
- SLO (description): Needs to follow template: Refer to CCA Memo dated September 27, 2021, pg. 3 Examples for Administrative and Student Services Units (AUO).
 - Criterion: Recommend rewording criterion to read; Review and re-evaluate the need for an increase of placement test units due to an increase of alternative placement options
- Activity Schedule: should be Fall 2021
- Related Items: Mapping should reflect FY2021 instead of FY2020.
Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due: 11/05/2021

Assessment Report and Implementation Feedback

Committee Meeting Date to Review Assessment Report and Implementation: 04/04/2022
Assessment Report and Implementation Rating: Resubmit
Committee Recommendations for Assessment Report and Implementation: SLO#5 (Secondary) – Resubmit
    Missing evidence: Sample of one good and one needs improvement. Missing n=% in conclusion.
SLO#6 (Secondary) – Resubmit
    Missing evidence: Sample of one good and one needs improvement.
SLO#1 (Postsecondary) – Approved with Minor Changes
    Missing n=% in conclusion.
SLO#2 (Postsecondary) – Resubmit
    Relabel Goal Title as it doesn't follow format. (*for additional guidance please refer to CCA Spring 2022 memo, page 4, Student Service Unit).
Author Response/Action to Committee Feedback on Assessment Report and Implementation Due: 04/18/2022

Fall 2021 - Spring 2022 Program/Unit Feedback

Assessment Plan and Data Collection Feedback

Committee Meeting Date to Review Assessment Plan and Data Collection: 10/22/2021
Assessment Plan and Data Collection Rating: Resubmit
Committee Recommendations for Assessment Plan and Data Collection: SLO#5
- SLO Name: Please follow template; refer to CCA Memo dated September 27, 2021, pg. 3, Examples for Administrative and Student Services Units (AUO). SLO name must be five (5) words or less, and start with an identifier and academic dates. SLO #1 FA2021-SP2022 Budget Goal.
- SLO Block (description): Please follow template; refer to CCA Memo dated September 27, 2021, pg. 4, Examples for Administrative and Student Services Units (AUO). SLO #5 FA2021-SP2022 Budget Goal
- Criterion: 60% of students who visit the Secondary CTE Resource Directory Website will report that the website was helpful, user friendly, and provided them with access to GCC resources. -How can this be verified or validated?
- Activity Schedule: should be Fall 2021
- Related Items: Mapping should reflect FY2021 instead of FY2020.

SLO#6
- SLO Name: Please follow template; refer to CCA Memo dated September 27, 2021, pg. 3, Examples for Administrative and Student Services Units (AUO). SLO name must be five (5) words or less, and start with an identifier and academic dates. SLO #1 FA2021-SP2022 Budget Goal.
- SLO Block (description): Please follow template; refer to CCA Memo dated September 27, 2021, pg. 4, Examples for Administrative and Student Services Units (AUO). SLO

#5 FA2021-SP2022 Budget Goal.
- Planned Cycle: should be Fall 2021 – Spring 2022
- Criterion: 60% of students who visit the Secondary CTE Resource Directory Website will report that the website was helpful, user friendly, and provided them with access to GCC resources. -How can this be verified or validated?
- Activity Schedule: should be Fall 2021
- Related Items: Mapping should reflect FY2021 instead of FY2020.

SSUO#1
- SLO Name: We no longer use SSUO. Please follow template; refer to CCA Memo dated September 27, 2021, pg. 3, Examples for Administrative and Student Services Units (AUO). SLO name must be five (5) words or less, and start with an identifier and academic dates. SLO #1 FA2021-SP2022 Budget Goal.
- SLO (description): Needs to follow template: Refer to CCA Memo dated September 27, 2021, pg. 3 Examples for Administrative and Student Services Units (AUO).
- Criterion: Remove one "who" before participate and clarify/indicate what type of online workshops will be used.
- Activity Schedule: should be Fall 2021
- Related Document(s): Missing
- Related Items: Mapping should reflect FY2021 instead of FY2020.

SSUO#2
- SLO Name: We no longer use SSUO. Please follow template; refer to CCA Memo dated September 27, 2021, pg. 3, Examples for Administrative and Student Services Units (AUO). SLO name must be five (5) words or less, and start with an identifier and academic dates. SLO #2 FA2021-SP2022 ISMP.
- SLO (description): Needs to follow template: Refer to CCA Memo dated September 27, 2021, pg. 3 Examples for Administrative and Student Services Units (AUO).
 - Criterion: Recommend rewording criterion to read; Review and re-evaluate the need for an increase of placement test units due to an increase of alternative placement options
- Activity Schedule: should be Fall 2021
- Related Items: Mapping should reflect FY2021 instead of FY2020.
Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due: 11/05/2021
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:

Fall 2020 - Spring 2021 Program/Unit Feedback
Assessment Plan and Data Collection Feedback
Committee Meeting Date to Review Assessment Plan and Data Collection: 04/30/2021
Assessment Plan and Data Collection Rating: Approved with minor changes
Committee Recommendations for Assessment Plan and Data Collection: 1. SLO#1 – All looks good. *Previous feedback said to spell out but memo showed abbreviations FA2019 – SP2020.
        Committee errored. Approve
2. SLO#2 – All looks good. - Approve
3. SLO#3 CTE – All looks good. Approve
4. SLO#4 CTE Fall 2019 to Spr 2020 Approve w/Minor Changes
        SLO Name: FA2019 – SP2020
        Criterion: Empty

Activity Schedule: Missing

Criterion: Duplicate? 60% of students will indicate an interest in at least one GCC postsecondary program.

Activity Schedule: should be Spring 2020, Surveys will be disseminated after Fall semester presentations

Related documents: Fine

Criterion: Duplicate? 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.

Activity Schedule: Duplicate? CTE counseling presentations will be conducted during the Fall 2019 term

**Please clean up Criterion and Activity Schedule as there seems to be triplicate.

Ref: Meeting #016 30Apr2021

Author Response/Action to Committee Feedback on Assessment Plan and Data Collection Due: 05/07/2021

Assessment Report and Implementation Feedback

Committee Meeting Date to Review Assessment Report and Implementation: 04/30/2021

Assessment Report and Implementation Rating: Approved

Committee Recommendations for Assessment Report and Implementation: 1. SLO#1

2. SLO#2

3. SLO#3 CTE

4. SLO#4 CTE

Ref: Meeting #016 30Apr2021

Author Response/Action to Committee Feedback on Assessment Report and Implementation Due: 05/07/2021

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 2021 - Spring 2022 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: 11/04/2021
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:

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
SLO #1- Post Secondary Fall2019-SP2020 Knowledge, Acquisition, Construction, and Integration - FA2019-SP2020 After participating in a Work Ethic workshop, seventy percent (70%) of the students will gain knowledge applicable to workplace skills. **SLO Status:** Completed the Assessment Cycle **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:** Not tied to previous assessment	**Workshop/Conference/Training -** Evaluation Survey **Criterion (Written in %):** After participating in a Work Ethic workshop, seventy percent (70%) of the students will agree that they have gained knowledge applicable to workplace skills. **Activity Schedule:** FA2019-SP2020 The evaluation will be administered after the Work Ethic workshop. **Related Documents:** Workshop Evaluation Survey.pdf	**Reporting Period:** Fall 2019 - Spring 2020 **Conclusion:** 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) **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** N/A **Related Documents:** Work Ethic - Evaluation Summary.pdf	**Use of Summary Result:** 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) **Implementation Status:** The Assessment and Counseling department will continue to provide workshops/class presentations for students to gain knowledge applicable to workplace skills. (03/08/2020)
SLO #2 - Post Secondary Fall 2019 - Spring 2020 Modernizing and expanding infrastructure and technology - FA2019-SP2020 Modernizing and expanding infrastructure and technology **SLO Status:** Completed the Assessment Cycle **Planned Assessment Cycle:** Fall 2019 - Spring 2020 **Start Date:** 10/07/2019 **End Date:** 03/09/2020 **Program Level SLO Industry National Certification:** **Historical Assessment Perspective:** ...The ACD Lab has been managed by Assessment & Counseling using department funds and acquiring equipment from other departments. The computers are outdated (15 ACER brand) and needs	**Student Satisfaction Survey -** Student will complete a computer lab satisfaction survey consisting of of five questions. **Criterion (Written in %):** 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. **Activity Schedule:** FA2019-SP2020 Students will be administered the survey after their placement testing session. **Related Documents:** Computer Lab Student Survey - Google Forms.pdf	**Reporting Period:** Fall 2019 - Spring 2020 **Conclusion:** 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) **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** N/A **Related Documents:** Computer Lab Student Survey (Responses) - STATS.pdf	**Use of Summary Result:** Results indicate no improvements are needed. (03/08/2020) **Implementation Status:** 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)

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results

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..

SLO #3 CTE FA2019 to SP2020 Broaden DOE High School Students Understanding of GCC CTE Programs
- FA2019-SP2020 Broaden DOE High School Students Understanding of GCC CTE Programs
SLO Status: Completed the Assessment Cycle
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: 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.

Directly related to Objective

Reporting Period: Fall 2019 - Spring 2020
Conclusion: Criterion Met
OHS N= 41
A survey was conducted with OHS 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. (09/26/2019)
Growth Budget Implications/Effect: Over $5,000
Growth Budget Justification: Purchase of equipment and office supplies to support program activities.
Related Documents:
OHS CTE Survey Fall 2019.pdf

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. (03/04/2020) (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
Criterion (Written in %): 70% of students will report understanding

Reporting Period: Fall 2019 - Spring 2020
Conclusion: 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

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

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
	the objective of the DCAPS, CLYMER, and DEAL programs. **Activity Schedule:** Fall 2019 **Related Documents:** GCC Presentation Survey for Assessment Cycle Fall2019-Spring2020.pdf	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:** purchasing equipment and office supplies **Related Documents:** CTE Presentation Survey.pdf SSHS Secondary Results.pdf	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) **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 **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	**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)

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric/Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
			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 the objective of the DCAPS, CLYMER, and DEAL programs. **Activity Schedule:** Fall 2019 **Related Documents:** SSHS POST SECONDARY RESULTS.pdf SSHS Secondary Results.pdf	**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 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:** Purchasing equipment and supplies. **Related Documents:** 2019.20 AIER THS.GCC Presentation Survey. Final. (1).pdf	**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. (03/06/2020) **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_copy **Criterion (Written in %):** 70% of students will report understanding the objective of the DCAPS, CLYMER, and DEAL programs.	**Reporting Period:** Fall 2019 - Spring 2020 **Conclusion:** 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	**Use of Summary Result:** 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

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
	Activity Schedule: Fall 2019	related document for the results of this survey. (03/06/2020) **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** Purchasing equipment and supplies **Related Documents:** 2019.20 AIER SHS. GCC_Presentation Result Survey (1).Final (1).pdf	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) **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_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:**	**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

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
		[GCC Presentation Survey Results.SY2019-2020.pdf](#)	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 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: Completed the Assessment Cycle
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: 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.

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 postsecondary program offerings at GCC
Criterion (Written in %): 60% of students will indicate an interest in at least one GCC postsecondary program.
Activity Schedule: Surveys will be disseminated after Fall semester presentations

Related Documents:
[Interest Survey on GCC Programs.pdf](#)

Reporting Period: Fall 2019 - Spring 2020
Conclusion: Criterion Met
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:

GWHS: N=365, Out of 365 students surveyed, 361 indicated that they were interested in pursuing at least one GCC post-secondary program.

SSHS: N=469, Out of 469 students surveyed, 402 indicated that they were interested in pursuing at least one GCC post-secondary program.

JFKHS: N= 262, Out of 262 students surveyed, 258 indicated they were interested in pursuing at least one GCC post-secondary program.

OHS: Surveys were not disseminated/completed.
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)
Growth Budget Implications/Effect: Over $5,000
Growth Budget Justification: Purchase of office supplies and equipment to support program activities.
Related Documents:
[Postsecondary survey.pdf](#)

Use of Summary Result: From 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)

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)

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric/Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
		Postsecondary Survey Results (JFKHS) 2019-2020.pdf GWHS Student Survey Post-Secondary Programs of Interest.SY2019-2020.pdf Interest Survey on GCC Programs SHS.pdf SSHS POST SECONDARY RESULTS.pdf 2019 SHS Interest Survey on GCC Programs (1).Gary's presentation.Final.pdf	
	Other (indicate the specific tool in the Method field/box) - Interest Survey on GCC Programs **Criterion (Written in %):** 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. **Activity Schedule:** CTE counseling presentations will be conducted during the Fall 2019 term		
SLO #5 CTE Fall 2021 to Spring 2022 Budget Goal Fostering 100% Student-Centered Success - SLO#5 FA2021-SP2022 Implement innovative strategies and practice flexibility in meeting student needs through the creation of a Secondary CTE website to offer a directory of resources to support CTE students' retention, completion, and transition to postsecondary education. **SLO Status:** Currently being assessed **Planned Assessment Cycle:** Fall 2021 - Spring 2022 **Start Date:** 10/11/2021 **End Date:** 03/14/2022 **Program Level SLO Industry National Certification:** N/A	**Exit Interviews/Survey -** Development and creation of a website that serve as a resource to students and dissemination of an exit survey to students. **Criterion (Written in %):** 60% of students who visit the Secondary CTE Resource Directory Website will report (survey results) that the website was helpful, user friendly, and provided them with access to GCC resources. **Activity Schedule:** Fall 2021 **Related Documents:** Secondary CTE Resource Directory Website Exit_Survey.pdf	**Reporting Period:** Fall 2021 - Spring 2022 **Conclusion:** Criterion Met N=91 students from the six high schools visited the Secondary CTE Resource Website and provided their feedback based on the following survey questions. 1. Is the site helpful? 70 out of 91 respondents indicated that the site was helpful/very helpful 2. Is the site user friendly? 80 out of 91 respondents indicated that the site was user friendly/very user friendly 3. Would you use the resources listed on the site? 54 out of 91 respondents indicated that they would use the resources on the website (03/10/2022) **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** This website is an online platform and counselors will need resources and tools necessary to maintain the website (computer/laptops, internet connectivity, online platform subscriptions and applications) to allow the counseling department to provide	**Use of Summary Result:** In general, the students who visited the CTE Resource Directory Website shared positive feedback about their experience with the site. As a result, we will continue to provide this alternative platform to further enhance our department's outreach efforts in promoting student success and college and career readiness. (03/10/2022) **Implementation Status:** Our department created the Secondary CTE Resource Website this school year and launched it in October 2021. The site continues to be available for students to use

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
Historical Assessment Perspective: CTE counseling services help support and enhance student learning and promote the academic and career development of students. To ensure that the delivery of CTE services are not disrupted by the challenges brought about by the pandemic, the development and creation of a secondary CTE website provides a virtual platform for students to access resources and information that will support CTE high school program retention, completion, and transition to post-secondary education.		continuous online access for students.	and student engagement and traffic on the site are regularly monitored throughout the school year. The data provided in this assessment report consisted of the student feedback that was given since the site's launch to March 2022. (03/10/2022)
SLO#6 CTE Fall 2021 to Spring 2022 Budget Goal Career development concepts and strategies - SLO#6 FA2021-SP2022 Infuse career development concepts and strategies for prospective CTE students to identify and select a career pathway of their choice. **SLO Status:** Currently being assessed **Planned Assessment Cycle:** Fall 2021 - Spring 2022 **Start Date:** 10/11/2021 **End Date:** 03/14/2022 **Program Level SLO Industry National Certification:** N/A **Historical Assessment Perspective:** CTE counseling services help support and enhance student learning and promote the academic and career development of students. Appropriate placement in a CTE	**Exit Interviews/Survey -** GCC Career Electives Fair **Criterion (Written in %):** 60% of students who participate in the GCC Career Electives Fair will express an interest (use of interest survey) in a GCC CTE program. **Activity Schedule:** Fall 2021 **Related Documents:** GCC Career Elective Fair Google Form (nuventive assessment).pdf	**Reporting Period:** Fall 2021 - Spring 2022 **Conclusion:** Criterion Met N= 460. One hundred percent of the total number of students who participated in the virtual electives fair and completed the survey form expressed an interest in a GCC CTE Program. (03/10/2022) **Growth Budget Implications/Effect:** Over $5,000 **Growth Budget Justification:** The Electives Fair was a virtual event and serves as an alternative platform to further enhance our department's outreach effort in promoting awareness and participation in GCC's Secondary CTE Programs.	**Use of Summary Result:** Given the survey results, it appears that many of the students who attended a virtual GCC Career Electives Fair at their school took full advantage of the opportunity to express an interest and sign up for a GCC secondary CTE Program. This leads us to believe that offering students online options and resources to access GCC services further enhances the College's ability to reach out to a greater pool of prospective students, including face-to-face and online learners. Therefore, it would be in our department's best interest to continue the practice of holding virtual events like this that will supplement and further

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program usually determines students' successful participation. Therefore, it is important to afford opportunities for student to learn about the various secondary CTE program offerings through events like an Electives Fair.			support student access and learning. The above results indicate that there is a need to continue providing service delivery options and resources to students. This justifies the need for multimedia resources for recruitment in order for CTE counselors to achieve this SLO. (03/10/2022) **Implementation Status:** A virtual GCC Electives Fair was launched this 2021-22 school year in all the GDOE secondary schools. The launch of this virtual event may differ from school to school but typically took place between October 2021-March 2022. Request to receive the budget to purchase multimedia resources. (03/11/2022)
SLO#1 Postsecondary Fall 2021-Spring 2022 Budget Goal Implement Innovative Strategies - SLO #1 FA2021-SP2022 Students who participate in career development workshops online will gain knowledge and skills that will help them meet their academic, career and/or personal goals. **SLO Status:** Currently being assessed **Planned Assessment Cycle:** Fall 2021 - Spring 2022 **Start Date:** 10/11/2021 **End Date:** 03/14/2022 **Program Level SLO Industry National Certification:** **Historical Assessment Perspective:** Not tied to previous assessment	**Student Satisfaction Survey -** Workshop participants will complete an evaluation survey. **Criterion (Written in %):** At least 70% of students who participate in online career development workshops will agree that they have gained knowledge and skills that will help them meet their academic, career and/or personal goals. **Activity Schedule:** Fall 2021 **Related Documents:** Workshop Evaluation Survey.pdf	**Reporting Period:** Fall 2021 - Spring 2022 **Conclusion:** Criterion Met Students were asked to complete an evaluation survey after participating in online workshops. Out of 45 student responses, 42 (93%) agreed or strongly agreed that they have gained knowledge and skills that will help them with their academic, career, and/or personal goals. (10/06/2021) **Growth Budget Implications/Effect:** No budget impact **Growth Budget Justification:** Not applicable **Related Documents:** Workshop Evaluation Survey.pdf Fall 2021 _The Need to Lead_ Virtual Student Conference Evaluation Results.pdf	**Use of Summary Result:** Based on the evaluation results, the Assessment and Counseling department will continue to offer workshops for students to help them meet their academic, career, and/or personal goals. (03/08/2022) **Implementation Status:** The Assessment and Counseling Department will continue to offer workshops for students next academic year to help them meet their academic, career, and/or personal goals. (03/08/2022)

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
SLO#2 Post Secondary FA2021-SP2022 ISMP Goal Student English and Math Placement Strategies - SLO #2 FA2021-SP2022 Assess the need for an increase of placement test units due to a decrease in usage of other placement options. **SLO Status:** Currently being assessed **Planned Assessment Cycle:** Fall 2021 - Spring 2022 **Start Date:** 10/11/2021 **End Date:** 03/14/2022 **Program Level SLO Industry National Certification:** **Historical Assessment Perspective:** No tie to previous assessment goal.	**Other (indicate the specific tool in the Method field/box) -** Accuplacer Usage data **Criterion (Written in %):** Review and re-evaluate the need for an increase in placement test units due to the discontinuation of alternative placement test options. 100% of students who previously used CLYMER for placement in AY 2017-2018 and AY 2018-2019 will be in proportion to the number of additional Accuplacer units needed for placement. **Activity Schedule:** FA2021 **Related Documents:** clymer_form.pdf	**Reporting Period:** Fall 2021 - Spring 2022 **Conclusion:** Criterion Met The Counseling Department will collect data to determine the number of additional Accuplacer units for placement. (10/07/2021) **Growth Budget Implications/Effect:** Over $500 **Growth Budget Justification:** Due to the discontinuation of the CLYMER program, additional Accuplacer units are needed for placement. **Related Documents:** Additional placement test units cost breakdown.png	**Use of Summary Result:** The average number of students who utilized the CLYMER program for English and Math placement for AY17-18 and AY18-19 was 192 students. To complete all sections of the placement test would include 7 units. Therefore, a total of 1344 additional units would be needed for students who are no longer able to utilize the CLYMER program as an alternate to placement test. Since the cost per test unit is $2.30, an additional $3,091.20 is needed to purchase additional units. (03/08/2022) **Implementation Status:** As of March 2, 2022, the CLYMER program has been reinstated. However, the Assessment and Counseling department will need to increase the budget request in the event the CLYMER program is suspended again, if students do not avail of the alternate option, and if there is an increase in enrollment. (03/08/2022)